



Proposed Type 1 Charter School:

Northshore Classical Academy

Submitted by:

St. Tammany Charter Foundation, Inc.



Submitted Electronically to:

Frank J. Jabbia, Superintendent

St. Tammany Parish Public School System

frank.jabbia@stpsb.org

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EXECUTIVE SUMMARY

The executive summary shall not be longer than two pages and will not be included in the total page count.

1. Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provides the foundation for the entire proposal. The mission and vision statement, taken together, should:

- a. Identify the students and community to be served;**
- b. Illustrate what success will look like; and**
- c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).**

The St. Tammany Charter Foundation (STCF) is a newly formed governing board organized exclusively for educational purposes and is comprised of respected leaders who are committed to providing high quality educational options for the citizens of St. Tammany Parish.

In the pursuit of creating a high-quality charter school that helps every student scholar (scholar) realize his or her academic and personal potential, STCF proposes a new K-8 charter school, Northshore Classical Academy (NCA), which will serve 900 scholars once fully enrolled. NCA is intended to increase learning opportunities and access to quality educational programming in St. Tammany Parish, as well as improve pupil learning and encourage the use of different and innovative teaching methods. NCA will provide local families with a public, classically inspired education that integrates Louisiana State Standards aligned liberal arts curricula, philosophy, moral character development, citizenship, and purposeful integration of technology.

The school's mission is to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue. Its vision is to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

STCF plans to contract with Charter Schools USA (CSUSA) to provide education management services to NCA. CSUSA currently manages the day-to-day operations at charter schools throughout Louisiana. As the charter holder, STCF will have ultimate authority over and responsibility for school operations and will oversee CSUSA via a performance management agreement.

2. Anticipated Student Population and Educational Need. Describe the anticipated student population the school seeks to serve. Provide rationale for seeking to serve this population.

NCA's projected scholar population was calculated using the average demographic data of local schools published on the Louisiana Believes website, and within 15-minute drive time of the target area identified at this time for NCA. Please note at this time the school site has not been finalized. The anticipated scholar population is as follows:

- **Total scholar enrollment: 900**
- Free and Reduced Lunch (FRL) Recipients: 42%
- Minority: 31%
- English Learners (EL)/Limited English Proficiency: 4%
- Students with Disabilities (SWD): 14%
- Gifted: 3%

- Homeless students: <5%

3. Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population. If virtual, please see the addendum for additional questions.

NCA will implement the CSUSA Education Model (Education Model), with a focus on classical liberal arts education and purposeful integration of technology. The Education Model is an instructional approach developed after extensive study of educational practice and grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each scholar's mastery of the Louisiana Student Standards. To maintain a clear focus on effective delivery of the GVC, the Education Model embeds a continuous improvement process which drives teaching and learning across grade levels, subject areas, and learning environments. The Education Model embeds a continuous cycle of improvement which will help ensure structured data-driven decision-making and personalized learning opportunities throughout the year.

Each element of the Education Model will be implemented through a lens of classical liberal arts education and incorporate technology on a limited, but purposeful, basis. Currently, this approach is not offered to local students or in traditional classical school models, many of which are private. The synergy between classical education and technology will help prepare scholars to become 21st century leaders, who use their knowledge and skills to manipulate technology for the greater good, conduct themselves with unwavering commitment to moral character and civic virtue, and to approach complex situations through logic and reason.

NCA will be guided in implementation of the education plan by members of the CSUSA Louisiana state team, led by the CSUSA Louisiana State Superintendent and regional Deputy Director.

4. Impact. Explain how the proposed program will positively impact student outcomes.

Under Louisiana's current School Performance Scores (SPS) accountability model, the goal of NCA will be to meet and then exceed the performance of local, demographically similar St. Tammany Parish Public Schools (STPPS) after its baseline year. Additionally, the intent is for the proposed academic program to expand the collective understanding of Western civilization to be inclusive of diverse historical perspectives, as well as enhance lifelong learning and civic mindedness.

5. Applicant groups that have submitted charter applications to the Louisiana Department of Education previously that have not been approved, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made.

This is STCF's first charter application.

SECTION 1: EDUCATIONAL PROGRAM AND CAPACITY

School Establishment

6. Provide a narrative analysis of the community you seek to serve in the proposed school including:

- a. A description of the community the school will locate, proposed physical address (if known), and parish;**
- b. The applicant's rationale for selecting the community;**
- c. Performance of local schools in the community that serve a similar student population;**

The proposed school is a good fit for STPPS because the schools in the area are near capacity, but with the growth in the parish, they may reach capacity soon.

According to Environmental Systems Research Institute (ESRI) Community Profile 2023 of the targeted area, St. Tammany Parish has grown from 2010 to 2023 by almost 20,000 new residents. It has a projected growth of over 1.5% from 2023 to 2028, with the development of new communities like Terrabella and Covington Neighborhood bringing hundreds of homes to the area. In addition to the new homes coming to the area, the current daytime population in the area is 45,408. ESRI's daytime population is the number of residents and workers that work in the area during the day. Workers that come to the area may also enroll their children in schools close to their work. Thus, the proposed school would help alleviate overcrowding in the schools and bring the residents quality education for their children.

The anticipated student population for NCA is based on the average of all local schools within a 15-minute drive time of the school's target area. **Table 6.1** lists the performance of local schools, including charter and district schools, in the community serving K-8 grade levels, the district schools' average is 79 points with a letter grade of B.

All CSUSA schools in Louisiana are "A" or "B" rated on the Progress Index and Growth, with the growth of students in K-8, as measured by the State of Louisiana, increased by an average of 2 percentage points across CSUSA Louisiana schools. NCA would serve the community by providing high quality instruction.

Table 6.1

21-22 School Grade		
<i>District Schools</i>	Grade	Points
Madisonville Elementary School	B	89
E.E. Lyon Elementary School	B	77
Pine View Middle School	C	68
Covington Elementary School	B	82
William Pitcher Junior High School	C	67
Madisonville Junior High School	B	84
Joseph B. Lancaster Elementary	B	88
District School Total	B	79

- d. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community;**

NCA will provide the community with a free, classical education option integrated with personalized learning and technology, and aligned to Louisiana State Standards. This will provide families with a school model that prepares scholars with the knowledge and skills required as 21st century learners and active citizens.

e. Explanations of any partnerships or contractual relationships central to the school's operations or mission; and

No formal partnerships or contractual relationships have been determined at this time, outside of STCF's management agreement with CSUSA as the board's selected educational services provider (ESP).

f. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?

Based on local research, there is a need for classically inspired educational choices that integrate Louisiana State Standards aligned liberal arts curricula, character development, and 21st century instructional software and technology. NCA would also provide a new school facility in the Covington area to help address some of the district's challenges.

7. Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes:

- a. Racial and socioeconomic demographics;**
- b. Percentage of special education students;**
- c. Percentage of English Learners;**
- d. Percentage of homeless students;**

STCF is committed to serving a diverse student scholar population that reflects the local community and offers opportunities for all children to learn regardless of a scholar's background or incoming achievement levels. The demographics of NCA's projected population is comprised of approximately 42% of the students receiving Free-Reduced Lunch (FRL) and approximately 31% of the student population identifying as minority. In addition, the anticipated student population will be approximately 14% students with disabilities, 3% Gifted, 4% English Learners (EL) and less than 5% of students facing homelessness.

Table 7.1

School Name	FRL	Minority	EL	SWD	Gifted	Homeless
District Schools						
Madisonville Elementary School	30%	19%	1%	18%	1%	<5%
E.E. Lyon Elementary School	72%	52%	12%	18%	0%	<5%
Pine View Middle School	64%	49%	6%	18%	4%	<5%
Covington Elementary School	64%	53%	8%	7%	0%	<5%
William Pitcher Junior High School	67%	55%	7%	7%	7%	<5%
Madisonville Junior High School	24%	14%	0%	10%	6%	<5%
Joseph B. Lancaster Elementary	22%	14%	0%	13%	4%	<5%
Local School Average	42%	31%	4%	14%	3%	<5%

- 8. Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, including:**
- a. Description of the stakeholders engaged;**
 - b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;**
 - c. The method and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted application; and**
 - d. The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.**

STCF trustees are diverse with relevant professional experiences that enrich the board and are committed to increasing local educational choice options for families in St. Tammany Parish.

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

Appendix 1 includes ESRI reports for the target site area.

Academic Plan

9. Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:

- a. The key design elements that reflect the school’s mission and vision;**
- b. A clear rationale for the school model and key design elements, based on the track record of success with similar student populations served by the non-profit organization; and**
- c. Any differences in the proposed school model from existing schools operated by the non-profit organization.**

The proposed academic plan is research-based and intended to meet the needs of a diverse student population through a focus on continuous improvement and integrated elements of classical education.

The CSUSA Education Model (Education Model) will serve as the foundation of NCA's proposed academic plan and will drive the instructional delivery of Louisiana Student Standards. Its components provide the guardrails for developing a supportive school community and instructional delivery that is evidence-based, data-driven, and scholar-focused. Combined with a focus on classical education and purposeful integration of technology, NCA's overall education plan will support its mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue.

The classical model is one of the oldest education models, dating back to the Roman and the Greek eras, when the various disciplines studied by humanity throughout the centuries were developed. The greatest scholars of our time, such as Aristotle, Plato, and Socrates, in addition to the Founding Fathers were all classically educated. NCA's approach to classical liberal arts education will have the added benefit of 21st century tools and instructional strategies, and an expanded understanding of Western civilization that is inclusive of diverse historical perspectives.

Classical Focus

Classical schools typically center instruction around core literary works, developmental stages of instruction, the study of Latin or Greek, as well as the study of transcendentals and virtue. NCA's approach to implementation with a classical focus will combine teacher- and learner-centered pedagogies in the delivery of the Education Model. The following components are planned as part of the school's academic plan.

The Great Works: The Great Works are books that have persisted through time and explain the nature and purpose of mankind. These classics will be used as supplemental resources to English language arts (ELA) Tier 1 curricula and include the dialogues of Plato, Homer's Iliad and Odyssey, the works of Shakespeare, and a variety of other works of literature, philosophy, science, and history. The Great Works are the essence of Western tradition and include overarching questions of life and incorporate deep themes and beautiful language. In reading these resources, an indelible mark is left on the hearts and minds of teachers and scholars alike. In addition to these Great Works, poetry and prose from diverse perspectives from the past and present, are incorporated into instruction to expand the scholars' worldview and understanding of humanity.

The Trivium: The word trivium comes from the Latin tri-, meaning "three," and -via-, meaning "way" or "road." Therefore, trivium is the metaphorical place where the three ways of grammar, logic, and rhetoric converge. The stages of the trivium will drive grade band specific instructional strategies as follows:

- **Grammar:** In grades K-5, scholars will learn the fundamental rules of communication. This stage provides scholars with the *basic tools* of each core subject area through repetition. Specific strategies are used to easily memorize this information include choral response, songs and chants matched with various actions and hand

gestures. For example, scholars in elementary school learn the different parts of speech and the chemical elements through song. These strategies are repeated numerous times allowing scholars to memorize foundational principles.

- **Logic:** In grades 6-8, scholars will learn the art of argument, the task of organizing information, and identifying truth from falsehood. At this stage scholars naturally want to *understand*—they are curious and want to know how and why. Therefore, activities such as conducting formal research and strategies using compare and contrast exercises, and writing from the perspectives of historical figures, help scholars develop a deep understanding of the subject they are learning, which is the primary goal of the logic stage. The integration of formal logic instruction begins in this stage where scholars learn the art of argumentation and how to devise an argument based on reason and recognition of logical fallacies in arguments/claims. For example, *ad hominem* fallacies (attacking the person and not addressing the claims they are making in their argument in a logical way); and *post hoc ergo propter hoc fallacies* (just because B followed A does not necessarily mean that A caused B). In addition to formal logic instruction, scholars also participate in debate and are taught how to write well in order to strengthen their argumentation skills.
- **Introductory Rhetoric:** In grades 9-12, scholars will gain an introductory understanding of the art of public speaking, which encompasses the tools required to devise creative works and speeches. This is considered *introductory* as scholars typically study Rhetorical in secondary grade levels as they study the more challenging subjects in the quadrivium (astronomy, arithmetic, geometry, and music).

Beacons of Virtue (Beacons): The Beacons—Prudence, Fortitude, Temperance, and Justice—will be critical to developing a culture and climate of moral character and civic virtue and will serve as an extension of NCA’s mission and vision.

- **Prudence:** The ability to govern and discipline yourself through logic and reason.
- **Fortitude:** Courage to confront difficult situations with grace and dignity.
- **Temperance:** The ability to moderate your passions and desires.
- **Justice:** The moral habit of giving to each what is due.

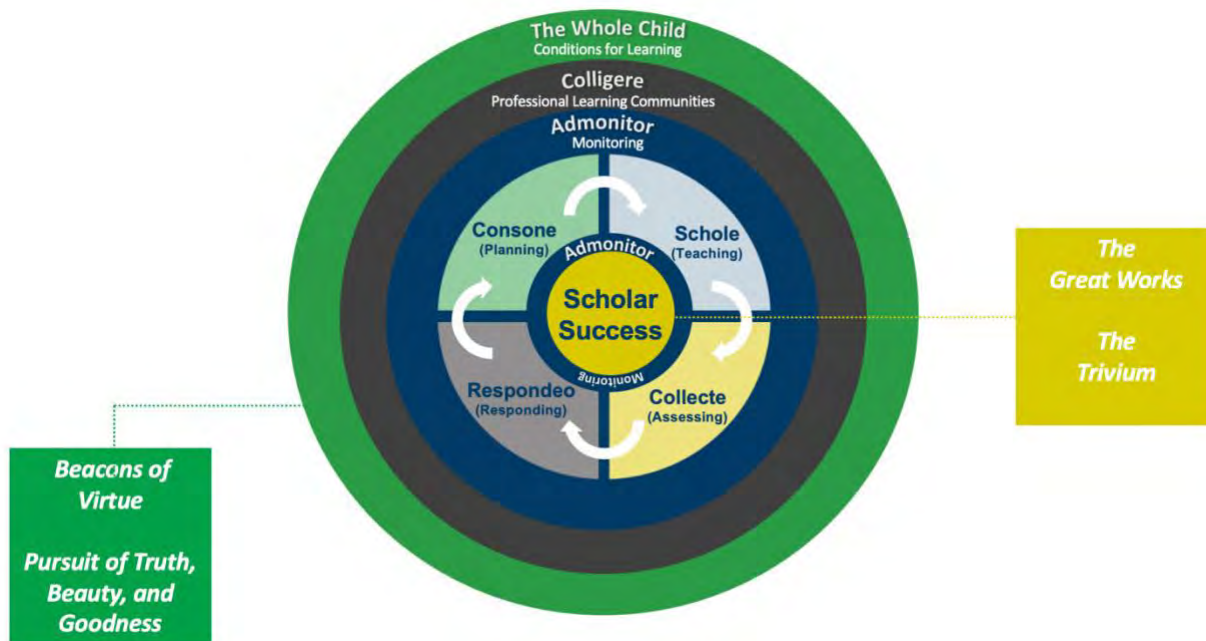
All stakeholders will be immersed in the Beacons, through thoughtful connections to the school’s Positive Behavior Systems of Supports (PBIS) and code of conduct, planned family and community events, and daily instruction.

Pursuit of Truth, Beauty, and Goodness: Through a philosophical lens, teachers will nurture each scholar’s ability to critically assess three central concepts: truth, beauty, and goodness. The ability to critically assess these concepts as they apply to mankind and the earth will be nurtured across content areas and integrated lesson plans as appropriate. At minimum, these central concepts are intentionally infused into school-wide activities and events, the school design and facilities, and stakeholder communication, to encourage collective purpose oriented toward truth, beauty, and goodness.

- **Truth:** Objective reality; that which is absolute (e.g., mathematical concepts, such as the sum of $1 + 1$ being equivalent to 2).
- **Beauty:** The arrangement of integral parts into a coherent whole, according to proportion, harmony and symmetry (e.g., images in neoclassical works of art)
- **Goodness:** That which is good; higher purpose (e.g., good work done through the school’s *caritas* in which stakeholders engage in acts of humanitarian love and service to their community).

The CSUSA Louisiana support team will help guide implementation of the academic plan. The team will be led by the CSUSA Louisiana Superintendent and regional Deputy Director and is comprised of several staff members who provide direct support to each of CSUSA’s managed schools across the state. Additionally, NCA will be supported by CSUSA’s Manager of Classical Programming to ensure each component of the Education Model reflects a classical focus.

CSUSA Education Model: Integrated with a Classical Focus



The Education Model is an instructional approach developed after extensive study of educational practice and is grounded in over 35 years of Dr. Robert J. Marzano's research. Its purpose is to ensure effective delivery of a Guaranteed and Viable Curriculum (GVC) that facilitates each scholar's mastery of state-adopted standards. The GVC is comprised of a year-long instructional plan for each grade level and subject area. Its composition is primarily a combination of factors that have strong correlations with academic achievement, "opportunity to learn" and "time," which address the extent to which the curriculum is "guaranteed" (Marzano, 2017):

- **Guaranteed:** Establishes the learning skills considered essential for *ALL* scholars, a learning environment set up to ensure that academic achievement and optimal learning occurs for *ALL*.
- **Viable:** Ensures that the curriculum content for a given course or grade level can be adequately addressed in the time available.

Developed in three stages, the GVC is informed by the work of Understanding by Design (Wiggins & McTighe, 2012):

1. Identifying desired results – establishing learning priorities based on long-term performance goals.
2. Determining acceptable evidence – keeping assessment in mind while designing specific units and lessons.
3. Planning learning experiences and instruction – determining appropriate teaching and learning activities and resources.

The GVC will include all Louisiana Student Standards, appropriately sequenced for each grade level and subject area to ensure relevance of instructional planning. In collaboration with CSUSA Louisiana team members, NCA's leadership team will be responsible for updating the GVC and accompanying planning resources and Professional Development (PD) to ensure ongoing academic alignment and relevance of instructional planning. In support of effective delivery of the GVC, the Education Model embeds a continuous improvement process which is detailed below.

Continuous Improvement Process

The Education Model embeds a continuous improvement process to drive teaching and learning across grade levels, subject areas, and the learning environment. This process is informed in part by William Edwards Deming's approach to continuous quality improvement. Deming outlined four key iterative stages of continuous improvement (Plan-Do-Check/Study-Act) that drive a cycle for identifying problems and implementing solutions in a timely manner. Application of a continuous improvement process in education can help yield positive outcomes for scholars, including increased

participation in rigorous college-prep coursework and college enrollment, and decreased failure rates (Best & Dunlap, 2014). The process is intended to facilitate better understanding among administrators and teachers of what scholars need to ensure academic success.

Successful implementation of the Education Model rests on strict adherence to the continuous improvement process. To aid in implementation with fidelity, the principal will be supported in establishing each key element with a strategic focus on growing the Education Model's efficacy.

The descriptions below illustrate the Education Model's three overarching elements that support an intentional and collaborative school environment and support NCA's vision of cultivating a learning environment that inspires scholarship and nurtures the development of the whole child. Each of the three components will be implemented with a focus on a classically inspired liberal arts education.

The Whole Child: Conditions for Learning

Attending to the whole child honors each individual's humanity and is critical to providing equitable learning opportunities for all scholars to reach their full potential. All staff will hold responsibility for bringing the joy of learning to the classroom and a sense of citizenship in the school community. As part of nurturing conditions for learning, staff will work to model curiosity and display a Socrates-like joy when discussing key concepts and an eagerness to help scholars understand what is true, good, and beautiful. The school environment will be engaging, and scholars will have a plethora of opportunities to pique their interest. NCA's staff will strive to enhance this natural tendency by purposefully positioning lessons and the use of school common areas toward the cultivation of wonder. In addition, each lesson and school event will be purposefully aligned to scholar learning, the Beacons of and the pursuit of truth, beauty, and goodness, thereby promoting the development of virtue among all scholars and alignment to the NCA's mission and vision.

Conditions for learning support the whole child through structures and processes that detail rules, guidelines, and expectations for developing and maintaining a safe and supportive school environment that allows scholars to focus on academics and feel comfortable taking risks. The instructional leadership team will support all staff in developing and maintaining a safe, supportive, challenging, and socially and emotionally nurturing school community. This includes:

- Establishing clear rules and expectations for appropriate behavior.
- Protecting scholars from physical and emotional harm by upholding all duties and obligations as mandatory reporters.
- Supporting the mental and emotional well-being of all scholars.
- Cultivating an environment where differences are respected among all stakeholders.
- Establishing a climate and culture of trust among scholars and faculty in the school community.
- Providing scholars with opportunities to set goals and demonstrate growth.

Furthermore, the instructional leadership team will support staff in addressing the needs of the whole child, through the implementation of the Beacons of Virtue, which include five key ideals: prudence, fortitude, temperance, and justice. Further details concerning the Beacons of Virtue are described in **Question 21**.

Colligere: Professional Learning Communities (PLCs)

A Colligere is a structured gathering of the minds in which educators engage in scholarly conversations to achieve common goals. Colligere provides teachers with time dedicated to working together toward a higher purpose—true learning. This is achieved through collaborating and problem-solving situations specific to their field and scholars. Teachers will use data to measure the efficacy of their teaching against performance, develop small group instructional plans that target specific scholar needs, and track standards. Colligeres will meet on a regular schedule to:

- Establish goals based upon current levels of scholar achievement.
- Work together to achieve goals and backwards plan as a grade-level team.

- Align grade-level planning and instruction to the Trivium to ensure the effective delivery of key instructional approaches according to the natural progression of child development.
- Align grade-level planning and instruction to the Beacons to promote civic virtue and moral character development.
- Analyze data to inform data-driven instruction and planning and provide periodic evidence of progress.
- Utilize a robust list of vetted, research-based Tier 1 resources to support the classically inspired education experience that align with instructional goals and objectives.

NCA's application of Colligeres will utilize best practices in establishing and maintaining PLCs informed by the work of Richard DuFour to ensure a scholar-centered and data-driven focus, especially for small group instructional planning. To help establish a strong foundation for Colligeres, NCA's instructional leadership team members will facilitate these meetings weekly and document next steps and evidence of scholar and teacher learning. Based on capacity, teachers will then take on the role of lead facilitators and Colligeres will run more autonomously. The Colligere structure at NCA will encompass following four questions (DuFour, 2016):

- *What do we want each scholar to learn?*
- *How will we know if a scholar has learned?*
- *How will we respond if a scholar hasn't learned it?*
- *How will we respond if a scholar has learned it?*

Admonitor: Monitoring

Consistent monitoring of Education Model implementation and scholar academic performance will reflect a vigilant focus on the application of each component of the Education Model to ensure schoolwide fidelity of implementation. The instructional leadership team will actively monitor the conditions for learning, Colligeres, data chats, lesson plan reviews, and classroom observations, among other means, to gauge efficacy of each component. Curriculum Resource Teachers (CRTs) will work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below and provide frequent feedback on lesson plans to ensure standards alignment and differentiated instruction. CRTs will also work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below.

Teachers will monitor attainment of standards at the classroom-level through frequent formative assessments. This regular monitoring will allow for intra-unit instructional adjustments. Assessments, as detailed further below, will also support instructional monitoring and the prompt identification of necessary remediations through proficiency tracking and analysis of scholar growth and scholar subgroup performance.

Teaching and Learning Cycle

The descriptions below illustrate the four components of the Education Model necessary for planning and executing each cycle of instruction. Each of the following components will support the school's mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue.

Consone: Planning

In addition to a GVC, planning guides will equip teachers with the resources needed to ensure all curriculum, assessment, and instruction are aligned to the intent and rigor of state-adopted standards. These resources include Instructional Focus Calendars (IFCs), curriculum maps, course sequences, lesson plan templates, and online Schoology training and supplemental resources. Planning guides will be utilized to define the teaching and learning roadmap and will provide the foundation for responsive teaching (plan, teach, assess, respond), and the delivery of effective direct instruction and guided instruction (I Do, You Do, We Do). Teachers will utilize planning guides to develop engaging and rigorous standards-based lessons and provide opportunities for varying responses, and small group instruction. NCA will use the Chalk lesson planning platform, or a comparable electronic format, to store and provide feedback on instructional plans which will be grounded in the use of Tier 1 curricula and integrated Trivium instructional strategies described further below.

Scholé: Teaching

Rigorous standards-based instruction will reflect a variety of research and evidence based instructional strategies intentionally designed to meet the needs of each scholar. These strategies are aimed at developing depth of knowledge alongside content knowledge, and ensuring instruction is aligned to the true intent and rigor of the standard. Teachers will be equipped with the appropriate training and feedback to increase the complexity of their lessons and flexibly employ instructional strategies to meet individual scholar needs, build active engagement, and facilitate in such a way that makes the classical curricula accessible to all learners.

The Greek word for leisure (*scholé*) is the origin of Latin *scola*, and the English word for “school.” Therefore, *scholé* is the word used to refer to institutions of learning. Most importantly, *Scholé* is a leisure of quality pursuits. Meaning, classical teachers and scholars are expected to relish the love of learning by taking time to fully process, analyze, and comprehend the complex materials in the curriculum. This process instills a deep love of learning for its own sake, which is essential to the development of scholarship and higher-order thinking.

As such, the scope and sequence provides time for additional pacing and opportunities for deep, rich academic conversations. Rich academic discussions are generated through the incorporation of The Great Works as supplemental resources to core instructional materials. These books are the essence of Western tradition and include the dialogues of Plato, Homer’s Iliad and Odyssey, the works of Shakespeare, and a variety of other works of literature, philosophy, science, and history. The Great Works have persisted through time and explain the nature and purpose of mankind and include overarching questions of life and incorporate deep themes and beautiful language. Scholars in kindergarten through fifth grade are introduced to age-appropriate adaptations of the Great Works, followed by longer, more contemporary, novel-length versions in middle school. Scholars typically read the primary sources beginning in high school.

The Trivium, as described previously, will focus on how scholars are taught. The instructional approaches in each stage beget different responses from scholars which demonstrate their understanding of subject area content and development of stage-specific skills. For example, K-5 scholars in the grammar stage of the Trivium, may use their iPads to access poetry and prose and practice memorization techniques (e.g., disappearing line technique, association with physical, visual location, word-by-word technique, etc.) for an upcoming school-sponsored poetry and prose event. Scholars in the logic stage of the Trivium, grades 6–8, may use their iPads to annotate and analyze informative texts and/or articles on current events to identify logical fallacies. This activity also represents the transcendental of truth (since analyzing text to identify logical fallacies requires knowledge of truth and reason) and the virtue of prudence (since analyzing text for logical fallacies requires the use of logic and reason). This practice also helps scholars develop the skills required to annotate text on state standardized assessments (e.g., EOCs-End of Course Assessments) required for matriculation.

NCA will also offer Latin instruction, which is generally found in the curricula of classical schools and offers a connection to the ancient world and its contribution to shaping languages today. However, other languages may be offered, including Spanish, to ensure scholars are prepared for secondary courses.

Collecte: Assessing

Assessments will drive instruction and serve as the bridge between teaching and learning. Baseline data will be gathered and analyzed to help all faculty understand where individual scholars, cohorts of scholars, and grade levels are “entering the learning.” This will drive the identification of prior learning gaps and areas of strength. NCA will utilize a Balanced Assessment System (BAS) to identify tri-annual interim benchmark assessments, baseline and diagnostic assessments, and Instructional Focus Assessments (IFAs) which correspond to IFCs and will be administered after each core subject instructional unit to determine areas for remediation. Interim benchmark assessments will provide school leadership with information on standards-based proficiency.

In a classical model, assessment focuses on the whole child. The classical approach to assessment is similar to the use of the formative assessments listed above, emphasizing simultaneous instruction and assessment. The purpose of classical assessment is to help scholars acquire skills and eventually become autonomous and self-sufficient in their knowledge and skill set to solve problems, create sustainable solutions, and achieve wisdom (Perrin, C., Classical U, 2022).

To support scholars in developing this self-sufficiency and to help maintain a clear focus on the whole child, NCA will utilize Personalized Learning Plans (PLPs). PLPs will be developed for each scholar as a tool for gathering and analyzing scholar-level data (e.g., NWEA MAP, i-Ready), setting personal learning goals, driving academic conversations, developing the Beacons, and tracking personal observations of truth, beauty, and goodness in the world. The PLP will empower scholars to track progress and develop intrinsic motivation and will be a collaborative effort between the teacher(s) and scholar. The utilization of PLPs will also support NCA's vision to cultivate a learning environment that inspires scholarship and nurtures the development of the whole child.

Respondeo: Responding

Responsive teaching (planning, teaching, assessing, responding) is reflective of the results of classroom and schoolwide formative assessment analysis. At the school level, teachers will collaborate during Colligere to analyze their standards-based assessment data and interim benchmark data for progress monitoring. As standards are tracked, action plans will be developed to outline how teachers will address any instructional gaps, as well as how they can both remediate and enrich lessons based on the data. The end goal of action planning is to prepare for effective delivery of core content and small group instruction. Based on data analysis, teachers will organize scholars into intervention or enrichment groupings. These groupings are described further below.

Data chats will take place under the guidance of a school administrator or CRT after select assessment windows and are focused on progress monitoring. At the discretion of the school's instructional leadership team, data chats may occur more frequently, using teacher-created, formative assessments. The purpose of data chats is to ensure all teachers understand the connection between effective instruction and scholar achievement. Data chats provide teachers with the opportunity to intentionally plan for scholar growth and build expertise in analyzing data.

At the classroom-level, formative assessments occur at a hinge point in the lesson, allowing teachers to respond to the data in real time. These assessments are embedded in the lesson plan and their data will be used to identify learning gaps so that teachers can respond with individual, small group, or whole group reteaching.

Consone: Consone is a daily 30-minute schoolwide effort, that will emphasize teacher-directed small group instruction and cooperative learning and is also known as a "success block." Using assessment data and scholar goals specific to NCA, scholars will be placed in flexible groups to extend learning or develop mastery of core subject area standards. Initially, scholars in grades K-5 will receive targeted remediation in their grade level. Scholars who are above proficient in both reading and math will be able to participate in enrichment activities. Scholars in grades 6-8 in need of intensive intervention will receive additional support outside of the core ELA and math blocks. Each quarter, middle school intervention groups will be adjusted accordingly based on interim benchmark assessment and classroom data to ensure scholars continuously receive the support they need. Eventually, after staff have a firm understanding of scholar needs and build automaticity with transitions and scheduling, scholars will be strategically grouped with teachers across grade levels and/or content areas based on data. Teachers who are most appropriate to provide remediation (based on data and capacity) will work with scholars demonstrating lowest proficiency in standards assessed. For scholars who have mastered unit learning, enrichment activities will be provided to stimulate continued learning and engagement.

During Consone, small-group instruction will incorporate differentiated materials that target learning needs of on-level, advanced, below-level, as well as EL and Gifted scholars.

In alignment with the Education Model, teachers will use data from IFAs, classroom formative assessments, and interim benchmark assessments to drive the decision-making process regarding differentiated instruction. Scholar groupings will change in classes periodically depending on activity level and ability level.

Examples of instructional strategies that may be employed, as determined by the teacher and based on lesson objectives, include Marzano's High Probability Instructional Strategies which are listed in **Table 9.1**. These strategies can be implemented across subject levels and throughout lessons in various ways to support positive results in scholar learning (Haystead and Marzano, 2009).

Table 9.1

Category (Percentile Gain Yielded)	Applications
Tracking Student Progress and Using Scoring Scales (34)	Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to re-teach the material if goals are not being met
Setting Goals/Objectives (25)	Set a core goal, and let students personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals; Teachers and students monitor progress and celebrate success
Building Vocabulary (20)	Provide deliberate instruction, including direct and small-group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during, and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
Identifying Similarities and Differences (20)	Teacher-directed activities focus on identifying specific items; Student-directed activities encourage variation and broaden understanding; Includes activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
Interactive Games (20)	Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement
Summarizing (19)	Requires analysis of text to determine what's important; Students use key words and phrases while summarizing content; Students constantly refine their work to determine the most essential and relevant information
Note Taking (17)	Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note-taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions
Nonlinguistic Representations (17)	Incorporate words and images to represent relationships; Use physical models, dramatization, and movement to represent information; Have students explain their rationale and meaning behind the nonlinguistic representation
Student Discussion/Chunking (17)	Set expectations for classroom discussions and try in small-groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons

b. A clear rationale for the school model and key design elements, based on the track record of success with similar student populations served by the non-profit organization; and

The research on effective schooling by Dr. Robert J. Marzano provides the basis for the Education Model. NCA programming will provide curriculum design and implementation aligned with ongoing assessment of student achievement. Marzano provides a framework for creating schools that positively affect student achievement categorized into three general factors: (1) school-level factors, (2) teacher-level factors, and (3) student-level factors. As Marzano updates his research with new findings and strategies, the educational program will incorporate the research as it becomes available.

School-level Factors

Guaranteed and Viable Curriculum: The first school-level factor is a GVC. NCA will implement a GVC, as described earlier, designed to meet current state-adopted standards through the process outlined in *Understanding by Design*, (Wiggins & McTighe). The GVC outlines the specific learning outcomes within state-adopted standards and was

created in three stages: 1) identifying desired results, 2) determining acceptable evidence, and 3) planning learning experiences and instruction. Through PD, teachers continue this process. *Understanding by Design* supports teachers working within the standards-driven curriculum to clarify learning goals, devise assessments that reveal student understanding, and craft effective and engaging learning activities aligned with real-world experiences that prepare students to achieve state-adopted standards. The *Understanding by Design* process and the GVC allows educators to center the curriculum and assessments by establishing goals (content standards, course or program objectives, learning outcomes), big ideas (what specific understandings about the big ideas are desired), essential questions (what provocative questions will foster inquiry, understanding, and transfer of learning), and authentic performance tasks (the type(s) of performance tasks that allow learners to demonstrate the desired understandings).

Challenging Goals and Effective Feedback: Marzano's second school-level factor is "challenging goals and effective feedback." This factor is a combination of effective monitoring and pressure to achieve. Mark Lipsey and David Wilson examined hundreds of studies and found that on average, the act of setting academic goals or defining clear learning goals translated into higher student achievement. The reported impact of setting goals on student achievement ranges from a low of 18-percentage points to a high of a 41-percentage point increase. Research also shows that setting academic goals for an entire school has a powerful, coalescing effect on teachers and administrators (Marzano).

The results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where effective feedback is not provided. John Hattie reviewed about 8,000 studies and found that "the most powerful single modification that enhances achievement is feedback." The simplest prescription for improving education must be 'dollops of feedback.' Effective feedback has two very specific characteristics: (1) It must be timely, and (2) must be specific to the content being learned (Bangert-Drowns). George Madaus and colleagues found that tests that are not specifically designed to assess a particular school's curriculum frequently underestimate the true learning of the scholars (What Works in Schools, 2003).

Parent and Community Involvement: According to Marzano's research, effective parental and community involvement includes the areas of communication, participation, and government.

Safe and Orderly Environment: The need for a safe and orderly environment that is rooted in clear expectations and procedures is critical to ensuring a school environment that is conducive to learning.

Collegiality and Professionalism: This factor pertains to the way staff members interact with each other both socially and professionally. In a collegial environment, teachers are supportive of one another in their attempts to learn and grow as professionals. In a professional school environment, staff members are given multiple opportunities to develop their skills and subject-matter knowledge.

Teacher-level Factors

Research shows that the most effective teachers produce higher gains than the least effective teachers. Over time, this effect on student performance compounds, which shows the importance of training and retaining the most highly effective teachers. When a teacher possesses a high level of skill and knowledge in the following three teacher-level factors, the impact is the most powerful on student achievement (Marzano).

1. Instructional Strategies – The effective and systematic use of Marzano's research-based instructional strategies provides students a unique opportunity for their learning to be academically rigorous and challenging, yet innovative and focused on individual student learning needs.
2. Classroom Management – Teachers focus on four areas for effective classroom management: (1) establishing and enforcing rules and procedures; (2) carrying out disciplinary actions; (3) teacher and student relationships; and (4) maintaining an appropriate mental set.
3. Classroom Curriculum Design – Adherence to the following principles of Marzano's research:
 - Learning is enhanced when a teacher identifies specific types of knowledge that are the focus of a unit or lesson.

- Learning requires engagement in tasks that are structured or are sufficiently similar to allow for effective transfer of knowledge.
- Learning requires multiple exposure to and complex interactions with knowledge.

Student-level Factors

Home Environment: Regarding the impact on student achievement, Marzano's research indicates that the home environment is comprised of three elements:

- Communication about school
- Supervision
- Parental expectations and parenting style

All attempts possible will be made to keep lines of communication open between school and families to ensure parents and guardians are supported in their child's education. Parents will be kept informed of their child's academic progress in school and engaged in the classroom and school communities. Teachers will share progress reports, report cards, interim benchmark assessment scores, and encourage use of the student information system to communicate pertinent information related to academic performance and involvement in the school community. Creating a strong and meaningful connection to the school community benefits all stakeholders and makes keeping an open and clear line of communication between parents and the school possible.

Learned Intelligence/Background Knowledge: Marzano's research shows that background knowledge is directly related to learned intelligence and student achievement. To promote the acquisition of learned intelligence and background knowledge, NCA will take the following action steps:

- Involve students in programs that directly increase the number and quality of students' life experiences.
- Involve students in a program of wide reading that emphasizes vocabulary development.
- Provide direct instruction in vocabulary terms and phrases that are important to specific subject matter content.

Research is clear that increased student motivation has a positive effect on achievement (Marzano, McCombs). Therefore, multiple attempts will be made to motivate students in various ways. Goal-setting and personalized learning plans present the school's primary vehicles for instilling an increased sense of intrinsic motivation in students. Critical to the success of every student is the sense of ownership of learning and setting goals to motivate their achievement. Teachers will consistently provide timely and specific feedback to students on their assignments and classwork and assist students in making meaningful connections to ensure students know how to fix their mistakes, reinforce their learning, and build schema. Students will participate in tasks that are engaging, such as hands-on activities, interactive technology tasks, or other project-based learning activities that support growth toward fulfillment of NCA's mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue. NCA will expect its teachers and administrators to invest in the achievement of all scholars and personally motivate each child to reach his or her potential.

The classical component of NCA's classical liberal arts focus is supported by scholarly research in the field of classical education. The seminal work of Dorothy Sayers and research conducted by Dr. Albert Cheng and other notable scholars illuminate the effectiveness of the classical approach to teaching and learning.

Sayers' trivium emphasizes the intrinsic developmental psychology of student scholars, rather than the extrinsic instructional content (Cothran, 2018). In this way, Sayers method teaches how student scholars learn by teaching them the skills of learning through the following methods:

The Grammar Stage: (Grades K-5)

In this stage, scholars learn foundational skills and knowledge of core subject areas through methods they enjoy and respond to such as singing, chanting, dancing, rhymes, and fables, and the primary skills developed are observation and memory.

The Logic Stage: Grades 6-8

In this stage, scholars are introduced to formal logic (the art of correct argument), participate in debates, and learn to argue using logic and reason and to identify invalid inferences. The primary skill developed in this stage is discursive reason.

The Rhetoric Stage: Grades 9-12

In this stage, scholars learn to apply their cumulative knowledge developed in the grammar and logic stages to learn how to communicate, separating opinions from fact and presenting their opinions in an effective and persuasive manner. Imagination is piqued as scholars participate in deep discussion, synthesize ideas, engage in writing activities, and continue to refine their debate skills to enhance their ability to create arguments based upon reason. During this stage, scholars participate in two years of formal rhetoric training, where they learn the art of writing, speaking articulately, and persuasively. They learn how to reason logically and write well. For example, scholars participate in Socratic Seminars to enhance their logic, rhetoric (argumentation) and oratorical skills. Finally, as a capstone to the Trivium, scholars complete a senior thesis to demonstrate their acquisition and application of the skills learned in the three stages. The primary skills developed in this stage are communication and application.

NCA's model, henceforth, will provide scholars with the best of both worlds, by providing them with the full spectrum of the Trivium with integration of 21st century skills that increase their digital and technology-literacy. In doing so, scholars will be prepared to become critical thinkers, active problem-solvers, expert debaters, skilled orators, and technologically savvy learners who can manipulate technology for the greater good.

c. Any differences in the proposed school model from existing schools operated by the non-profit organization.

NCA will be STCF's first charter school.

10. In Louisiana, charter schools are able to purchase instructional materials that are best for their students. For core content areas (English language arts, mathematics, science, and social studies), identify the primary curricula your school will use, such as textbook selection and supporting materials by subject and/or grade level, including:

a. A description of how it aligns with state standards; and

All instructional materials will support implementation of the Education Model and NCA's classical focus. To ensure clear alignment with the GVC, resources utilized for core content areas include Tier 1 curricula, scope and sequence documents, and standards companion documents, among others available at Louisiana Department of Education Teaching + Learning. The following potential selections included below have all been rated as Tier 1 curricula and have the necessary support mechanisms and tools to support NCA's diverse scholar population and teachers. The CSUSA Louisiana state team will support school leadership in updating curricula as needed to reflect consistent alignment with Louisiana Student Standards.

The primary and supplemental resources are designed to support personalized learning plans to meet the needs of all scholars, including diverse learners and high needs populations, in addition to aligning with Louisiana state standards and expectations for a high-quality education and equitable outcomes.

As required by Louisiana state standards, the ELA materials ensure all scholars can read, understand, and express their understanding of complex, grade-level texts. The math materials allow scholars to become mathematically proficient by focusing on conceptual understanding, procedural skill and fluency, and application. The science materials help scholars apply content knowledge, investigate, evaluate, and reason scientifically, and connect ideas across disciplines. And, the social studies materials are research and evidence based, align with college and work

expectations, are designed to be rigorous, and organized so that content is chronologically coherent with each grade building upon the prior grade.

The curricular resources in Table 10. 1 are being considered at this time for core subject areas.

Table 10. 1

Core Subject Area	Grade Levels	Tier 1 Instructional Resources
ELA	K-5	Amplify - Core Knowledge Lang. Arts (CKLA) 2nd Edition, ELA Grades K-5 (©2017) Core Knowledge (CKLA) ELA Skills Strand, Grades K-2 (©2013) Great Minds - Wit & Wisdom, ELA Grades 3-5 (©2016)
	6-8	Amplify Education, Inc. - Amplify ELA, Gr 6-8 (@2019) Great Minds - Wit & Wisdom, ELA Grades 6-8 (©2016)
Math	K-5	Great Minds, PBC - Eureka Math Squared, Grades K-5 (©2021) Curriculum Associates, LLC - Ready Louisiana Mathematics, Grades K-5 (© 2017)
	6-8	Great Minds - Eureka Math, Grades 6-8 (©2013) Great Minds, PBC - Eureka Math Squared, Grades 6-7 (©2021) Agile Mind Educational Holdings, Inc. - Agile Mind Mathematics, Grades 6-8 (©2016) Agile Mind Educational Holdings, Inc. - Agile Mind Louisiana Mathematics, Algebra I, Geometry, and Algebra II (©2017)
Science	K-5	Great Minds PBC - PhD Science, Grades K-5 (©2018, 2019, 2021) Amplify Education, Inc. - Amplify Science LA Edition, Grades K-5 (© 2019)
	6-8	Amplify Education, Inc. - Amplify Science Louisiana, Grade 6-8 (©2021) Activate Learning, LLC - IQWST™ Science Grades 6-8 (©2018)
Social Studies	K-5	The DBQ Company dba The DBQ Project - Mini-Qs (select units), SS, Grades 4-5 (Supplemental) (©2016) Studies Weekly, Inc. - Studies Weekly Social Studies, Grades K-2, 4-5 (©2017)
	6-8	The DBQ Company dba The DBQ Project - Mini-Qs and DBQs (select units), SS, Grades 6-7 (Supplemental) (©2016) The DBQ Company-DBQ Project Mini Qs and DBQs (Grades 4-8).

In addition to core subjects, the following selection of rotating electives (also called "specials") for elementary scholars are being explored for NCA:

- Art
- Music
- Physical Education
- Latin/Foreign Language
- Science Lab

b. How it will meet the needs of the targeted student population?

The primary and supplemental resources are designed to support personalized learning plans to meet the needs of all scholars, including diverse learners and high needs populations, in addition to aligning with Louisiana state standards and expectations for a high-quality education and equitable outcomes. As required by Louisiana Student Standards, the ELA materials ensure all scholars can read, understand, and express their understanding of complex, grade-level texts. The math materials allow scholars to become mathematically proficient by focusing on conceptual understanding, procedural skill and fluency, and application. The science materials help scholars apply content knowledge, investigate, evaluate, and reason scientifically, and connect ideas across disciplines. And, the social studies materials are research and evidence based, align with college and work expectations, are designed to be rigorous, and organized so that content is chronologically coherent with each grade building upon the prior grade.

NCA will also create processes and committees of stakeholders that will intentionally supplement the curriculum to provide the intended scholar population with representations of their racial, ethnic, and cultural backgrounds without the perpetuation of stereotypes or deficit perspectives. It's anticipated this approach, and implementation of Attitude is Altitude—a social-emotional learning program—will support each scholar's academic and social-emotional needs.

NCA will use ancillary tools provided by the LDOE to meet the needs of all learners. Specifically, the following may be utilized:

ELA

- ELA Guidebooks 2.0 Diverse Learners Guide
- LA Connectors for English Learners
- EL Classroom Differentiation Plan

Math

- Supporting Diverse Learners in Mathematics
- LEAP360 Diagnostic Mapping based on the curricular choice
- Grade Level Acceleration Guidance
- Louisiana Guide to Rigor 2.0
- Teachers Companion Documents 2.0

As other tools are developed to support learners in social studies and science, they will be used strategically and intentionally to support those learners. As new evidence-based instructional materials are vetted and made available, the list of curricular resources may be adjusted to best support scholar learning needs.

Additionally, during daily Consone, data-driven small-group instruction will include key instructional strategies, employed flexibly, to support scaffolded instruction. These strategies include Marzano's High Probability Instructional Strategies, Blended Learning, and Differentiated Instruction.

Marzano's High Probability Instructional Strategies

Marzano's High Probability Instructional Strategies can be implemented across subject levels and throughout a lesson in various ways, as described in the table below. The strategies have been proven by research to yield positive results in student learning (Haystead & Marzano).

Table 3.1

Instructional Strategies	
Category (Percentile Gain Yielded)	Applications
Tracking Student Progress and Using Scoring Scales (34)	Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to re-teach the material if goals are not being met
Setting Goals/Objectives (25)	Set a core goal, and let students personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals; Teachers and students monitor progress and celebrate success
Building Vocabulary (20)	Provide deliberate instruction, including direct and small-group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during, and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions
Identifying Similarities and Differences (20)	Teacher-directed activities focus on identifying specific items; Student-directed activities encourage variation and broaden understanding; Includes activities that involve comparing and classifying, analogies and metaphors, graphic organizers, etc.
Interactive Games (20)	Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement
Summarizing (19)	Requires analysis of text to determine what is important; Students use key words and phrases while summarizing content; Students constantly refine their work to determine the most essential and relevant information
Note Taking (17)	Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions
Nonlinguistic Representations (17)	Incorporate words and images to represent relationships; Use physical models, dramatization, and movement to represent information; Have students explain their rationale and meaning behind the nonlinguistic representation
Student Discussion/Chunking (17)	Set expectations for classroom discussions and try in small groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons
Homework (15)	Establish and communicate a homework policy; Provide specific feedback on all assigned homework and vary the way the feedback is delivered
Practice (14)	Ask questions that require students to process and rehearse the material; Give feedback on the practice while circulating and monitoring work; Provide additional explanations and several examples; Cooperative learning is an effective strategy to utilize practice
Effort and Recognition (14)	Personalize recognition and give praise for individual accomplishments; Provide suggestions to help students improve if they are struggling, then praise the improvements
Graphic Organizers (13)	Use various types to expose students to information before they learn it; Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

Blended Learning

NCA will strategically utilize blended learning strategies to leverage the school's technology-rich, scholar-centered learning environment and enhance each scholar's personalized learning experience. The models listed below will be employed flexibly. Instructional software programs used for blended learning will be vetted to ensure technology-enhanced programs are primed to yield the highest results and a plan for the implementation of each selected software program will be developed to maximize its effectiveness.

- **Rotation Model:** Scholars receive instruction from teachers, participate in centers or independent work, and then complete similar activities on an online software program.

- **Individualized Learning:** Scholars use adaptive programs that move at their pace to develop reading or math skills, starting with online diagnostic assessments for placement on individual pathways. The teacher will monitor use and progress, and the program adjusts according to scholars academic performance.
- **Flipped Learning:** Teachers can use this within a course for all scholars or for those who need enrichment. Scholars watch a video or tutorial online prior to being exposed to a concept to develop an understanding on their own. Scholars then meet with the teacher afterward to extend learning and practice.

Differentiated Instruction

Differentiated instruction is a method of teaching that flexibly employs a variety of instructional strategies to meet individual student needs (Watts-Taffe et al., 2013). This will support accommodating and motivating all scholars to fulfill the school's mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue. All teachers will be provided with ongoing PD to ensure differentiated instruction is: 1) a teacher's response to scholar needs, 2) the recognition of scholars' varying background knowledge and preferences, 3) scholar-centered, 4) instruction that addresses scholars' differences, and 5) a blend of whole-group and small-group instruction.

Small-group instruction will be utilized across subjects and teachers will incorporate differentiated instructional materials that target learning needs of on-level, advanced, below-level, and EL students. Teachers may differentiate in three ways: 1) the content students are learning, 2) the process in which the material is being taught, and 3) the product that is developed to demonstrate learning (Tomlinson). Teachers will be supported in implementing the following best practices for differentiating instruction:

- **For Readiness:** Focuses on the standard for the content being taught and the objective that must be mastered, with content provided at various levels (e.g., scholars may read higher-level text yet still master the same standard as students reading on-level text).
- **For Interest:** Allows scholars to choose from a list of options for demonstrating mastery (e.g., some scholars may complete a project, whereas others might write an essay).
- **For Learning Profile:** Addresses various individual scholar differences in learning styles (e.g., scholars that are tactile learners can use manipulatives, whereas scholars who are visual learners can use pictures).

11. Describe any co-curricular or extracurricular programs and how they will be funded and delivered.

Clubs, activities and local partnerships will exemplify the classical nature of the school. Potential clubs may include Young Thespians, Young Poet's Society, Foreign Languages Club, Scholar Chess Club, Young Caritas Club, Scholar Art Club, & Scholar Science Club. This is not an exhaustive list; however, these are examples of clubs that align with NCA's mission and vision.

Most importantly, clubs will enhance the knowledge and skills scholars are learning. For example, the Scholar Art Club Scholars will use memorization & repetition techniques to memorize lines, learn acting skills, & perform classical plays. Scholars will also practice the virtue of prudence and the transcendental of beauty as they study staging and make their own costumes, scenery, & props for performances.

Co-curricular and extracurricular programs may derive from different sources, such as allotments in the school's future budget, stipends to staff which are built into the operating budget, or scholar contributions.

12. Describe the basic learning environment, including class size and structure.

The intended design of NCA's facility consists of a two story facility, approximately 66,000 square feet and with a logical separation of grade levels, common spaces, and designated outdoor learning spaces.

NCA will have a scholar-centered and engaged classroom structure. The physical space will consist of flexible seating options, multipurpose furniture (e.g., desks with dry-erase surfaces to function as an option for scholars to demonstrate their learning), digital white boards to incorporate technology into instruction, and easy access to outdoor learning spaces. The classroom environment is intended as a safe space that encourages collaboration, integration of technology, and invites opportunities to learn and grow as a 21st century citizen and scholar.

Classrooms will accommodate 21 scholars in grades K – 2 and 25 scholars in grades 3 – 8, and allow for whole group and small group instruction. Socratic seminars will be easily facilitated within classrooms, the Learning Lab, and outdoor learning spaces. Classrooms will be equipped with flexible seating options, multipurpose furniture (e.g., desks with dry-erase surfaces), and digital white boards to incorporate technology into instruction. At this time iPads are planned as NCA's primary instructional devices in classrooms for grades 3-8. However, Chromebooks may be added as a resource for scholars.

A Learning Lab will support the thoughtful integration of classical curriculum and technology for differentiation, acquisition of digital literacy in instruction, hands-on learning experiences and scholar collaboration. The Lab will function as a second classroom space for instruction and small group activities, including the use of virtual reality technology to explore theoretical concepts and the ancient world. A 3-D printer, interactive white board, and charging stations will also be housed in the Lab for all grade levels to utilize. This common space will also feature the Great Works and other books and works of arts aimed at inspiring scholars.

Additionally, NCA's outdoor space intends to expand instruction beyond traditional walls to outdoor learning spaces that will help each scholar develop a philosophical lens to analyze the world for truth, beauty, and goodness. Outdoor spaces include a promenade with grade band gardens and a stage for performances.

13. Provide a detailed hybrid learning plan that includes the following:

a. Circumstances under which this plan would be implemented;

STCF's partnership with CSUSA will allow NCA to have an ongoing hybrid plan to serve all scholars as needed. All facets of this plan aim to continuously serve scholars in the least disruptive way possible. Should a disaster strike, whether pandemic or weather related, NCA will be ready to adapt to a virtual platform. The CSUSA Louisiana support team is well experienced in helping schools implement the hybrid learning plan at schools within its statewide network.

b. A plan to acquire and disseminate technology to students;

NCA school will leverage all funding mechanisms such as eRate or other federal dollars, and a portion of operating funds to move scholars into a 1:1 environment as soon as possible. The school leader will designate a staff member to oversee equipment dissemination and training orientations for families, which will include the opportunity to purchase insurance for the device if needed. A proper accounting, auditing, buying, maintenance, and storage cycle will be led by the CSUSA Louisiana team in coordination with the designated School Operations Administrator (SOA) and Information Technology (IT) staff.

c. A plan to track and monitor attendance in a virtual setting;

To monitor attendance, NCA will use the student information system (SIS), PowerSchool to track the following:

- Fully in person scholars
- Hybrid scholars
- Fully mobile scholars (virtual)

d. Identification of the Learning Management System (LMS) to be employed;

NCA will utilize PowerSchool's Schoology Learning (Schoology) as designated learning management system (LMS), as it has been implemented with success at other CSUSA-managed schools, including MAGN.

Schoology is used widely throughout the CSUSA network as part of its Mobile Classroom initiative. Mobile Classroom presents an opportunity for expert and impactful teachers within the CSUSA Louisiana network of schools to expand their reach and impact. It integrates the use of Schoology and communication platforms, such as Microsoft Teams and Zoom, with a 360-degree camera with zooming features that capture teachers' every move and word as they circulate throughout the classroom. The combination of these tools offers scholars who are hybrid of fully mobile opportunities to collaborate with peers that are in-person. If the Mobile Classroom is utilized at NCA, teachers will be provided with asynchronous training on the technology itself and have the technology modeled for them by CSUSA Louisiana state team members. The school-based IT technician will also receive training and support to best meet the needs of scholars, families, and staff.

e. A plan to provide training and technical support on the LMS to staff, families, and students; and

Lessons learned during the 2020-2021 school year will inform NCA's training and technical support plan to ensure a proactive approach to developing comfort and familiarity with the LMS. All staff members will have an assigned Schoology account as soon as they are issued a school email address. CSUSA and PowerSchool have developed Schoology training sessions for staff, families, and scholars. These trainings begin prior to school opening for teachers during New Teacher Induction (NTI) and Returning Teacher Orientation (RTO).

Training and technical support offered to families and scholars will take place during the aforementioned training orientations in the event of a shift to NCA's hybrid learning plan. Scholars will become familiar with Schoology through the normal course of instruction starting at the beginning of the school year. Families will be guided in navigating Schoology by the classroom teacher, and by the IT specialist and other designated troubleshooters, as needed.

f. A plan to communicate with staff, families, and students virtually.

School Messenger is the planned primary tool that will be used to communicate with staff, families, and scholars. This will allow for safe and monitored modes of communication, either via email or text. NCA will also have dedicated support links on the school's website for quick access to these resources.

ASSESSMENTS

14. Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. Provide data outlining the growth of a population of similar students served by the non-profit organization. This response should include:

- a. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development; and**

NCA will utilize a balanced assessment plan to evaluate student knowledge and skills which will include Louisiana Educational Assessment Program (LEAP) 360 interim assessments and i-Ready Diagnostic assessments, or a comparable assessment such as NWEA MAP. Additionally, NWEA Map Science may be utilized in grades 3-8. These interim assessments were selected to monitor progress within the school year regarding mastery of the Louisiana

Student Standards and reaching a satisfactory level of achievement on LEAP 360. Please note that the assessment tools described below do not preclude NCA from incorporating other assessments, as needed, in support of its mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue. In the existing state portfolio, CSUSA-LA's Acadiana Renaissance Charter Academy (ARCA) in Lafayette is representative of the expected population of NCA. ARCA students regularly meet and exceed normative and stretch growth targets on nationally normed assessments, 50% and 30% respectively. For example, during the 22-23 school year 69% of ARCA students met or exceeded annual typical growth in i-Ready reading with 41% meeting or exceeding their Stretch Growth target. In math, 67% of students met typical growth targets and 43% met stretch growth targets.

LEAP 360

LEAP 360 is a comprehensive battery of assessments aligned to Louisiana Student Standards and LEAP 2025 assessments. Utilizing LEAP 360 will help equip teachers with a thorough understanding of student learning throughout the school year and protect instructional time through a streamlined assessment system. LEAP 360 assessments include the following:

- **Diagnostic Assessments:** used to determine student readiness for new course work and assist teachers in setting meaningful and ambitious goals
- **Interim Assessments:** used to evaluate student learning and monitor progress toward year-end goals, providing teachers with timely information to target and adjust instruction throughout the year; LEAP 360 interim assessments will be administered for ELA and math in grades 3 – 8
- **K-2 Formative Assessments:** provide quality tasks focused on critical student skills in ELA and math
- **EAGLE:** allows teachers to integrate high-quality questions into day-to-day classroom experiences and curricula

i-Ready Diagnostic

NCA plans to administer the i-Ready Diagnostic in the fall, winter, and spring to measure student performance and growth relative to the Louisiana Student Standards. The i-Ready Diagnostic assessment is adaptive and provides teachers with a student's instructional level (zone of proximal development), as well as any skill gaps. Teachers will use i-Ready Diagnostic fall administration results and previous school data to set Typical Growth and Stretch Growth goals for their students. Goals will be set for individual students, cohorts, and entire grade-levels. For students who are achieving at or above grade-level in the fall, i-Ready Stretch Growth goals reflect more than one year of growth with the ultimate goal of students reaching Above Grade-Level placement. For students who are achieving below grade-level, i-Ready Stretch Growth goals reflect more than one year of growth with the goal of reaching grade-level in one to three years, depending on their initial placement. Please note the following about the i-Ready Diagnostic:

- Typical Growth marks the annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic. It is based on the observed growth and performance of the millions of students nationwide who have taken the i-Ready Diagnostic. Typical Growth is therefore a descriptive measure of growth; it is not intended to serve as a recommendation for sufficient growth, but it does offer a useful reference point to identify students who are lagging or surpassing median growth. Normative performance: 50% of students will meet their typical growth targets annually.
- Stretch Growth sets an ambitious but attainable goal for student growth. The targets for Stretch Growth are set based on observations of the growth of a national sample of students who started at each placement level and achieved grade-level proficiency over time. For students placing below grade-level, achieving Stretch Growth is a path to an "on Grade-Level, Mid" placement. For students who are already on grade-level at the beginning of the year, Stretch Growth provides a target for attaining or maintaining an "On Grade-Level," "Late," or "Above Grade-Level" placement. Stretch Growth is designed to put each student on a path toward grade-level proficiency. For many students, that path is expected to span from one to three years. Normative performance: 30% of students will meet their typical growth targets annually.

Beginning with the fall administration of the i-Ready Diagnostic within the first two weeks of school, data will be collected that give the complete picture of student learning in reading and math, including the following for each student:

- Current level of performance in each tested domain: since i-Ready Diagnostic is an adaptive assessment, the data reflects whether a child is achieving above, at, or below grade-level. For example, a student in 4th grade might be performing at a 3rd grade level in phonics, a 4th grade level in vocabulary, and a 3rd grade level in comprehension of informational text.
- Suggested Typical Growth and Stretch Growth targets
- List of student's academic strengths and gaps
- Suggested next steps in instruction

NWEA MAP Growth Assessments:

At NCA, MAP Growth may be used to assess Science in Grades 3-8, three times per year. The MAP Growth Science assessments are both nationally normed and aligned to the Louisiana Science Standards. MAP Growth is proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a continuous scale score (RIT) from grades 2-12 in science, which enables us to monitor growth from one season to the next, one grade level to the next, as well as determining exactly how far above or below the national norm students are placed relative to other students in their grade level nationwide. Schools use MAP Growth results to set overall achievement growth goals as well as identify students' specific skill strengths and gaps. Student grouping reports also support teachers when identifying standards or skills to teach during targeted small-group instruction.

MAP Growth assessments are computer based and adaptive—as a student responds to questions, the test difficulty adjusts to the instructional level of the student. This format also allows teachers to see results immediately. When needed, NGSS-aligned Biology and State standards aligned Algebra and Geometry EOCs are also available. For students enrolled in English 1, MAP offers a MAP Growth 6+ assessment in both Reading and Language Usage.

State-Mandated Assessments

NCA will participate in all state-mandated assessments to determine student proficiency and monitor growth from year to year. Students will be administered the following state assessments as applicable to grade level, EL status, IEP specifications, and course requirements.

Kindergarten – Third Grade

- Kindergarten Entry Assessment (Desired Results Developmental Profile-DRDP)
- K-3 Literacy Screening Assessment (DIBELS)
- English Language Proficiency Test (ELPT)

Third Grade – Eighth Grade

- LEAP 2025 for ELA, Math, Science, Social Studies
- English Language Proficiency Test (ELPT)
- LEAP Alternate Assessment, Level 1 (LAA1)
- LEAP Connect

NCA's instructional leadership team will use the data from the balanced assessment plan to develop an annual professional development (PD) calendar to provide ongoing training and coaching in areas deemed most critical. Additionally, through a consistent cycle of Colligere and data chats, as described in response to question 9 above, each teacher's ability to make data-driven instructional decision-making will be supported throughout the year.

Teachers will use assessment data to inform small group instruction and guide student PLP conferences. Through flexible, teacher-directed small group instruction, students will be provided with scaffolded lessons aimed at addressing skill and knowledge gaps or extending student learning.

b. Explain how the school will communicate with parents/guardians and students about academic achievement and progress.

As referenced earlier, communication with parents and guardians will be rooted in Marzano's framework for creating schools that positively affect student achievement. To establish open communication between NCA and families, school leadership will set the tone for consistent communication related to mission, vision, the Beacons, schoolwide behavior expectations, and school events. Each teacher will provide information related to the Trivium (standards focus), Beacons (character development), and philosophical lens concepts (truth, beauty, and goodness). Additionally, progress reports, interim benchmark assessment results, and report cards will be issued as indicated on the proposed school calendar. Requests for parent conferences will be accommodated and parents will be encouraged to attend student-led PLP conferences.

LOUISIANA ACCOUNTABILITY SYSTEM: ACADEMIC PERFORMANCE

15. In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data, including:

- a. Explanation of performance deficiencies;**
- b. Explanation of subgroup performance;**
- c. Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126; and**

Of CSUSA's Louisiana network of managed schools, Acadiana Renaissance Charter Academy (ARCA) best aligns with the projected population of NCA. Table 3 below lists all of CSUSA's managed K-8 schools in Louisiana, as well as their 2022-23 FRL and minority percentages. ARCA is shaded in grey.

Table 15.1

School System	School	%LEP	%ED	% Min.
Caddo Parish	Magnolia School of Excellence	4%	83%	90%
EBR Parish	South Baton Rouge Charter Academy	25%	86%	91%
Type 2 Charters	Lake Charles Charter Academy	4%	83%	94%
Type 2 Charters	Southwest Louisiana Charter Academy	5%	85%	96%
Type 2 Charters	Iberville Charter Academy	0%	66%	49%
Type 2 Charters	Acadiana Renaissance Charter Academy	0%	47%	24%
Type 2 Charters	Lafayette Renaissance Charter Academy	0%	82%	78%

At ARCA, high performance levels have been maintained over the past five school years, as shown below in Table 15.2; even in the face of new assessments and new accountability frameworks. After the initial year of the newest accountability framework update in 2018 where they would have been A-rated on the original calculation, ARCA improved their overall grade to an A, maintained A-level Progress and improved their Assessment Index by over 3 points in 2019. Coming out of the pandemic, ARCA maintained an A on the Informational SPS and continues to improve, gaining 9+ SPS points from 2021 to 2022. Preliminary estimates for 2023 indicate another A-rated performance.

Table 15.2

ARCA Historical SPS		
2015	94	B
2016	103	A
2017	106	A
2018	89.7	B (A)
2019	91.6	A
2020	No Grades	
*2021	90.3	A
2022	99.7	A

There are six additional schools within range of ARCA's demographics and those anticipated at NCA, in CSUSA's national network of managed schools. These demographically similar schools are concentrated in Florida (Table 5). The demographically similar Florida schools (in years with accountability continuity) show improvements in composite school grades over time, as shown in Table 15.4. Florida's school grade calculation for K–8 schools (0-100 overall points) weights achievement and growth equally (44% Growth, 44% Achievement, 11% Acceleration) with half of all growth points based on the performance of the school's lowest achieving quartile of students. Prior to the pandemic (2019), all but one of these schools earned an A or B grade with an average 4-year gain of over 11 total points—at the school level this is equal to a net gain of 100 percentage points across achievement, growth and acceleration metrics. As of 2022, 5 out of 6 schools recovered enough learning to earn an A or B grade once again. Florida overhauled their ELA and Math standards and assessments for the 2022-23 school year. As part of that transition, 2022-23 school grades are delayed until Winter 2023 and will be based on revised cut scores—different from what is currently published. Learning gains are also removed for this first, hold-harmless year. Given those conditions, all schools are expected to earn A's and B's when Baseline grades are released (Winter 23-24).

Table 15.4

School	2016	2017	2018	2019	16 to 19	2021 Informational	2022	21 to 22
Hollywood Academy of Arts & Science	54 B	71 A	71 A	79 A	+25	49 C	71 A	+22
Hollywood Academy of Arts & Science MS	59 B	68 A	71 A	73 A	+14	67 A	76 A	+9
Renaissance Charter School of Coral Springs	54 B	57 B	61 B	67 A	+13	55 B	67 A	+12
Collier Charter Academy			49 C	53 C	+4	53 C	57 B	+4
Six Mile Charter Academy	51 C	55 B	56 B	58 B	+7	42 C	47 C	+5
Renaissance Charter School of St. Lucie	57 B	69 A	55 B	61 B	+4	55 B	54 B	-1

Though it is not always obvious when looking at composite performance, it is important to note that the longer a school is in the CSUSA network, the higher it performs (assuming the measure of success remains the same). When schools make consistent and above average growth, students will get to proficiency, but it takes longer than a single year. In CSUSA's experience, students entering a school significantly below grade level take more than one year of targeted instruction in conjunction with increased instructional minutes to close an achievement gap. Because below grade level students can make multiple years' worth of growth in a single year without reaching proficiency, it is important to consider multi-year results when evaluating school and operator effectiveness.

Research shows that it takes a minimum of three years of intensive interventions (200+ minutes of reading per day) to

achieve the gains needed to grow a student, who is two – three years behind their peers, to grade-level.¹ In the state of Louisiana, where school accountability is predominantly driven by student achievement and proficiency on the state assessment, schools that serve large numbers of at-risk students growing towards proficiency are not meaningfully recognized for the catch-up growth their students make over the course of a school year.

Hollywood Academy of Arts & Science (HAAS), recently recognized by the U.S. Department of Education as a National Blue Ribbon School, is an example of this multi-year continuous improvement. When the state of Florida changed the school grade calculation, reinstating learning gains with a much more rigorous calculation in 2016, HAAS's school grade dropped 17 points in 2015 (not shown) from a 'A' to the lowest possible 'B' grade (54). Over time, instructors and school leaders focused on improving learning gains using the CSUSA Education Model as their guide, and HAAS was able to improve 8 points overall, from a 'B' in 2016 to an 'A' in 2019. The overall 8-point increase was the result of double-digit improvements in the percent of students making learning gains in ELA (+28%) and Math (+32%), as well as students in the lowest quartile making gains in ELA (+22%) and Math (+45%) since 2016. Post pandemic HAAS' recovery was even more significant—a total grade improvement of 22 total points driven by increases in ELA proficiency of 5% points, ELA Growth by 26% points, ELA Growth among the lowest quartile by 21% points, Math proficiency by 12% points, Math Growth by 39% points, Math Growth for the Lowest Quartile by 35% points and Science proficiency by 12% points.

The remaining comparable schools show the lasting and sustainable impact of the CSUSA Education Model in its schools, illustrating continuous improvement and maintenance of high levels of student achievement year after year. Even in years when academic standards, assessments, and accountability rules change, or there is worldwide pandemic, CSUSA managed schools are better equipped to tackle the challenge due to the implementation of their Education Model.

d. Strategies used to remedy performance deficiencies and subsequent progress.

Strategies used to remedy performance deficiencies and subsequent progress included the following:

- **Multi-tiered Systems of Support (MTSS):** Implementation of a robust MTSS framework was essential in providing a systematic and structures approach to identifying student skill gaps, delivering tiered academic and behavioral interventions, monitoring student progress, and formalizing data-driven intervention discussions and decision-making. In response to **Question 19** further below, an academic Response to Intervention (RTI) process is detailed which will guide NCA's RTI implementation.
- **PLPs:** PLPs were essential in developing individual student intrinsic motivation and making progress toward personalized goals transparent for students and families. NCA's implementation of PLPs is outlined above in response to **Question 14-b**.
- **Tutoring:** Delivery of a flexible tutoring program was also instrumental in addressing performance deficiencies and progress. Sessions were offered before and after school to best meet family schedules, and included teachers who were most successful in teaching the target subjects and skills. NCA's tutoring program is provided in response to **Question 19**.
- **PLCs:** Focused and consistent PLCs also supported increased performance and helped address instructional capacity issues. School leadership teams and CRTs support in facilitating PLCs, as well as data chats, helped keep a focus on student data, use of instructional tools in lesson planning and delivery, and the development of small group instructional plans. NCA's planned PLC format is listed in response to **Question 9-a**.

SCHOOL CALENDAR AND STUDENT SCHEDULE

16. Appendix 2: Provide a sample student schedule for a typical week.

Please see **Appendix 2** for a sample student schedule for a typical week.

Total instructional days and hours of instruction can be found on the overview template. The school leadership team will create the school calendar and present to STCF for approval. The school calendar will be as closely aligned as possible with STPPS School Board's approved calendar and will adhere to all LDOE legal requirements for instructional minutes and days. The school year will be semester-based.

17. Appendix 3: Provide a sample student schedule for a typical week for a student that is an English Learner. The Department recognizes that not all English Learners are alike and may vary widely in terms of English Language proficiency and development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the hypothetical student:

- a. Grade level of the EL student;
- b. Proficiency determination as defined by English Language Proficiency Test (Emerging or Progressing only; and
- c. Any other data or assumptions involved in creating the student schedule.

The EL scholar in the following sample is in first grade and was administered the Home Language Survey (HLS) as part of the registration process at NCA. Based on the HLS results, the scholar was administered the English Language Proficiency Screener (ELPS) within 30 days of enrollment. The scholar had enough English skills to complete the ELPS, earning a Performance Level 3, indicating an intermediate understanding of how to apply English language skills. The scholar's parents were notified of the scholar's identification as an EL scholar and placement in the EL program.

The scholar received EL programming throughout the year, utilizing a Content Based English as a Second Language approach. Supports, modifications, and accommodations included the use of visual aids, physical activities, reduced assignment tasks, extended time, and repeated directions.

The sample schedule assumes that the primary teacher and EL specialist (designated teacher or CRT) collaborate to meet the needs of EL scholars. Most importantly, the EL scholar is immersed in the English language through direct instruction in English in core content areas. To further support English language acquisition, the EL scholar also receives either one-on-one or small group instruction during Consone and at other times throughout the instructional day. The scholar also engages with language acquisition software, programs, and/or supplemental materials to further support language acquisition.

The scholar was administered the English Language Proficiency Test (ELPT) in the spring and scored a Level 3 – Intermediate, indicating a “Progressing” proficiency status. **Appendix 3** illustrates a typical week for the sample EL scholar described above.

18. Appendix 4: Provide a sample student schedule for a typical week for a student with exceptionalities. The Department recognizes that not all students with exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:

- a. Grade level of the student;
- b. Student's primary exceptionality (may not use Speech/Language Impairment or Gifted/Talented);
- c. The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided; and
- d. Any other data or assumptions involved in creating the student schedule.

- 60 minutes of small group instruction in comprehension three times per week

The sample scholar is in third grade with a primary exceptionality classified as SLD (Specific Learning Disability) in the areas of basic reading skills and reading comprehension.

Based on the scholar's present levels of academic achievement and functional performance (PLAAFP), the scholar has two instructional plans: one goal to address support needed in phonics and decoding and one goal to address support needed in reading comprehension.

Based on the scholar's strengths, most recent psychoeducational evaluation, academic needs, progress in the general curriculum, present levels of academic performance in basic reading and reading comprehension the scholar requires a total of 210 minutes of specialized reading instruction to address identified reading goals.

The scholar struggles most with phonics and decoding, therefore, he will receive 50 minutes of specialized instruction by a certified special education teacher three times per week in a special education setting. His secondary reading challenges are in comprehension; therefore, he will receive 30 minutes of specialized instruction in comprehension two times per week by a certified special education teacher in a general education setting. The scholar will hence receive 150 minutes of instruction in phonics and decoding per week and 60 minutes of instruction in reading comprehension per week.

Thus, the scholar will receive a total of 210 weekly special education service minutes to address his needs and meet his two IEP reading goals.

For the scholar in this example, it is assumed that the scholar scored below proficiency on his recent reading assessment and that his psychoeducational evaluation identified delays in reading comprehension and phonics and decoding. Furthermore, it is also assumed that, when possible, the special education teacher will provide services to more than one special education scholar with the same or similar goals in small groups to maximize service minutes and minimize disruptions to schedules. This will only occur if and when a scholar's IEP does not specify accommodations for one-on-one or individual instruction. In addition, the scholar will spend the majority of the school day in the general education setting with nondisabled grade-level peers.

Appendix 4 illustrates a typical week for the sample scholar with exceptionalities described above.

DIVERSE LEARNERS AND STUDENT SUPPORTS

19. Discuss the school's plans for identifying and successfully serving students with disabilities, English language learners, and students who are academically behind, in order to comply with applicable laws and regulations. *Only if planning to offer Gifted and Talented.

Identifying and Serving Students with Disabilities

NCA will conduct child identification activities in accordance with Louisiana's Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act. NCA will identify a Child Find Coordinator, a School Building Level Committee (SBLC) Chairperson, and a Special Education Lead who will be responsible for ensuring all activities for identifying, locating, evaluating, and serving students who have a disability or who are suspected of having a disability are implemented appropriately.

The Child Find Coordinator will conduct ongoing Child Find activities and maintain documentation of those activities. Child Find activities will include: (1) informing the public that NCA will accommodate all students with special needs, (2) identifying students with disabilities during the enrollment process, and (3) utilizing the SBLC to identify students suspected of having a disability and who may have a need for special education services. The school will establish procedures that outline how the district will conduct Child Search activities and the ways it will ensure that on-going

identification activities are conducted to identify, locate, and evaluate each student suspected of having a disability and in need of special education and related services.

NCA will utilize a system to screen and identify any child suspected of being exceptional as outlined in Louisiana's Bulletin 1508: Pupil Appraisal Handbook. The SBLC is a general education problem solving, decision making group that meets on a scheduled basis to receive referrals from teachers, parents or other professionals on students who are experiencing difficulty in school due to academic and/or behavior problems. The SBLC's standing members will consist of at least the principal/designee, a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent/guardian will be an invited participant. The SBLC will review and analyze all screening data, including RTI results, to determine the most beneficial option for the student.

The SBLC Chairperson will: (1) establish the SBLC, (2) act as the liaison between parents, teachers, pupil appraisal personnel, and other personnel, (3) conduct professional development for the SBLC process, (4) accept all referrals to the SBLC (parent and/or school personnel), (5) document all activities conducted during the SBLC process, (6) track data to ensure compliance with all state requirements, (7) maintain all SBLC records in a safe and confidential manner, and (8) conduct all SBLC meetings ensuring any student who is suspected of having a disability is referred for an individual evaluation.

The Special Education Lead will: (1) assist the SBLC Chairperson with establishing the SBLC, (2) ensure all records of newly enrolled students are reviewed to determine if they are a student with a disability, (3) ensure a pupil appraisal evaluation coordinator participates in the SBLC whenever a referral for an individual special education evaluation is being considered, (4) assist, when necessary, the pupil appraisal evaluation coordinator with the collection of all required referral documents, (5) provide parents of each student initially identified as suspected of having a disability with a copy of their procedural safeguards afforded under Individuals with Disabilities Improvement Act (IDEA) and an opportunity for an explanation of their procedural safeguards, and (6) monitor initial evaluations to ensure compliance with timelines.

Pupil appraisal services will be obtained through contracts with appropriately credentialed individuals as sole proprietors, agencies with qualified providers, or by a staff member having the appropriate certification. NCA will ensure a qualified pupil appraisal member attends any SBLC meeting whenever a referral for an individual special education evaluation is made. The pupil appraisal member will: (1) review all supporting documentation to ensure there are adequate data to suspect the student may have an exceptionality, (2) assist with the development of academic and/or behavioral interventions, (3) provide valuable information on specialized topics in the decision making process of the SBLC, and (4) request informed parental consent to conduct an initial evaluation.

Upon the SBLC's identification of a student suspected of having a disability, a qualified pupil appraisal member will be designated as evaluation coordinator. The evaluation coordinator will: (1) notify the student's parents of the initial evaluation concerns, the types of assessments and procedures involved in the evaluation process, (2) notify the student's parents that they will have an opportunity to participate in the meeting at which identification and eligibility determinations will be made, (3) ensure at least two appropriate and qualified personnel representing different disciplines participate in the initial individual evaluation, and (4) assure evaluations of students suspected of having a disability are conducted in accordance with Louisiana's Bulletin 1508: Pupil Appraisal Handbook.

All policies, procedures, and practices will be aligned to assure the design, implementation, and monitoring of programs, supports, and services provided to students with disabilities are appropriate. Every eligible student with a disability will be offered FAPE through an Individual Education Program (IEP) in the LRE as required by IDEA and Louisiana's Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act. All IEP meetings will be scheduled and developed in accordance with Louisiana's Bulletin 1530: IEP Handbook for Students with Exceptionalities Act.

The IEP committee, following a discussion of the student's educational needs, will choose a setting(s) in which the educational needs will be addressed. Although an inclusion service delivery model for students with disabilities will be

utilized to support students in the general education classroom, placements on the continuum of environments will be provided, as needed, to provide services outlined in the student's IEP.

NCA will ensure, to the maximum extent appropriate, that students with disabilities are educated in LRE. Removal of students with disabilities from the general education environment will occur only when the nature or severity of their exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. NCA will afford students with disabilities placements that assure physical, social, and academic integration with non-disabled peers.

The IEP committee will determine the LRE, as well as the special education and related services and supplemental aids that are needed for the student with a disability. The IEP committee will determine the educational placement for the student with a disability and this placement decision will be based on the student's individual needs.

NCA will assure that qualified personnel, as identified by BESE adopted policies and procedures, including personnel requirements established in Bulletin 746: Louisiana Standards for State Certification of School Personnel are employed and/or contracted to provide a full continuum of special education programs and services to students with disabilities under IDEA. Should the IEP committee determine that a student requires services outside of the continuum of services offered by the school, NCA will collaborate with the STPPS to determine the appropriate placement for students with disabilities within the full continuum of services that the STPPS offers.

NCA's approach to serving students with disabilities will be in compliance with all federal state and guidelines. NCA will utilize an inclusion service delivery model to support students in the general education classroom; ensuring that students with disabilities are educated in the LRE. Removal of students with disabilities from the general education environment will occur only when the nature or severity of their exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Other placements on the continuum of environments will be provided, as needed, to provide services outlined in the student's IEP.

NCA will provide any related service for which the IEP provides a documented need and any required eligibility criteria are met. Related services may include speech/language pathology services, assistive technology, physical or occupational therapy, audiological services, orientation and mobility training, interpreter, and counseling services, and transportation services. Related services will be obtained through contracts with appropriately credentialed individuals as sole proprietors, agencies with qualified providers, or by a staff member having the appropriate certification.

NCA will provide common planning times for general education teachers and special education teachers who are coteaching through the inclusion model. The Special Education Lead and the Curriculum Specialist will ensure co-teachers have adequate time for collaboration. Co-teachers will plan, organize, instruct, and assess as a team to meet the needs of students with disabilities. Related service providers will have the opportunity to participate in collaboration activities when needed.

Identifying and Serving English Language Learners

Within the first 30 days, and using the LDOE English Learner Flowchart, appropriately trained personnel will determine eligibility for EL services by administering the HLS. If the HLS indicates a language other than English, the student will be given the English Language Proficiency Screener. If the student scores other than proficient, parents will be informed with an official notification letter and the appropriate placement and supports will be determined prior to the student being scheduled.

The EL student will receive instruction in the general education environment with appropriate language supports. If the EL student has difficulty accessing general education content with appropriate language supports, the student will be referred to the SBLC. The SBLC will review and/or develop an RTI plan. If the EL student does not make progress in intervention, the SBLC in collaboration with EL specialists, special education, pupil appraisal, and general education personnel will determine if a refer the student to pupil appraisal for an individual evaluation under IDEA is appropriate. Should the SBLC determine that the EL student requires an IDEA evaluation, NCA will collaborate with STPPS to

determine the available assessment procedures for EL students. NCA will ensure EL students are not inappropriately identified as student with special education needs by determining the student's difficulties are not due to the normative process of second language acquisition or due to multicultural differences. Pupil Appraisal evaluators will be trained in the process and materials necessary for the assessment of EL students from culturally and linguistically diverse backgrounds.

It is intended that NCA will utilize the Content Based English as a Second Language approach. This approach will be supported by using all resources available and highlighted in the English Learners Handbook from the LDOE. The handbook along with all other EL guidance will be professionally developed and implemented by trained personnel. Those personnel will be qualified ESL, bilingual, core-content, and special education teachers trained in EL strategies, in order to meet ELs' language and content needs. Principals or other administrative staff tasked with evaluating EL teachers will be certified and sufficiently trained in EL strategies in order to meaningfully evaluate teachers who deliver instruction to ELs and to also coordinate EL programming at NCA and to coordinate how this program coordinates and supports students in the general educational classroom.

NCA will utilize the Content Based English as a Second Language (CBES) approach because, as detailed in Chapter 2 of the USDOE Office of English Acquisition's English Learner Toolkit, the CBESL is considered educationally sound in theory, meets the Castañeda standard, and aligns with the broader academic strategy outlined by the LDOE.

The school will provide all teachers with PD aimed at practical and research based strategies to plan and deliver instruction, evaluate, and nurture EL students. PD topics will include:

- Establishing high standards for English language acquisition, English language development, and academic content
- Integrating academic content and English-language proficiency standards with instructional planning
- Implementing instructional strategies that help make sure academic instruction in English is meaningful and comprehensible
- Increasing academic achievement of ELs through multiple instructional approaches or methodologies
- Providing a "strategies toolkit" for teachers
- Cultural awareness to ensure teachers understand and appreciate students' different cultural backgrounds.

Identifying and Supporting Students Who Are Academically Behind

NCA will implement a framework of support that provides students with instructional and behavioral interventions aimed at meeting specific student needs. This framework includes an RTI process, a PBIS framework, and a tutoring program.

Response to Intervention

The NCA RTI process will include three tiers of instruction and intervention, the use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction/intervention. The process incorporates increasing intensities of instruction and/or intervention that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures or activities that help teachers implement, with fidelity, research-based curricula, instructional practices, and interventions designed to improve student achievement. RTI is designed for use when making decisions in both general and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. RTI is a multi-level framework used to maximize student achievement by providing support to students at risk for poor learning outcomes. The approach includes:

- Core instruction for all students
- Universal screening
- Increasingly intensive instructional interventions for students who need extra help
- Progress monitoring

Tier 1: Core instruction is provided for all students to ensure they receive high-quality, research-based core instruction in whole-group and small-group formats within the regular education classroom. Tier 1 includes core instruction and

universal interventions for academic and behavior support. All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional and/or behavioral support
- Implementation of Louisiana Student Standards through standards-based classroom instruction
- Differentiation of instruction including flexible grouping, multiple means of learning, and multiple means for demonstrating learning
- Positive behavior supports
- Progress monitoring of learning through multiple formative assessments

Tier 1 also includes a schoolwide and classroom positive behavior support system, frequent and specific positive and negative consequences, addresses multiple behaviors, a system for tracking progress, research-based classroom management strategies, and frequent communication with parents/guardians. Students in Tier 1 who are on-level will be grouped to create supplemental learning groups, and above-level students will be grouped to create enrichment groups.

Tier 2: Tier 2 instruction provides targeted, supplemental interventions and supports. Targeted Tier 2 students participate in learning that is differentiated through a standard intervention protocol process for identifying and providing research-based interventions based on student need, ongoing progress monitoring to measure student response to intervention, and guided decision-making aligned with the core academic curriculum. Students in Tier 2 will be grouped by skill deficit (i.e., passage reading fluency, reading comprehension).

As a basis for individual student behavior support, Tier 2 focuses on classroom expectations, routines, structures, and practices for presenting curriculum, designing instruction, and managing the social climate within the classroom environment. Tier 2 is considered effective if at least 70% to 80% of students improve performance (i.e., gap is closing towards benchmark and/ or progress monitoring standards).

Tier 3: Tier 3 instruction provides intensive, individualized interventions and supports. Specifically, Tier 3 includes increased time, narrowed focus, reduced group size, and instruction and intervention based upon individual student need. Tier 3 interventions will be provided in addition to and aligned with Tiers 1 and 2 academic instruction, specialized programs, methodologies or instructional deliveries, and a greater frequency of progress monitoring of student response to intervention(s).

Tier 3 behavior interventions include intensive and individualized behavior intervention planning, based on functional behavior assessments and implementation for students who are unresponsive to schoolwide interventions. Tier 3 intensive, individual interventions will focus on individual students. Interventions will be assessment-based, provided with high intensity and for a longer duration. Tier 3 will be considered effective if there is progress (i.e., gap closing) toward benchmark and/or progress monitoring goals.

NCA will monitor implementation of RTI frequently to ensure fidelity to the intervention process. In support of this level of implementation monitoring, an RTI leadership team will be established. The RTI leadership team members will include personnel from critical areas and be determined by NCA leadership team, led by the principal. The RTI leadership team will provide support to teachers and other school personnel as NCA strives to accommodate the needs of all students in the general education setting.

Tutoring

Students who are not making adequate growth or demonstrating mastery as indicated on LEAP 360, i-Ready assessments, curriculum-based formative assessments, or by not earning passing grades in class, may be invited to attend tutoring. NCA tutoring program will offer students the extra time to practice skills and receive additional small-group instruction from teachers necessary to demonstrate grade and subject area understanding. This plan for assisting remedial students involves continuous collaboration between teachers, students, and parents, which provides the basis for support and reinforcement of student learning.

NCA tutoring plan will be offered after school and will utilize instructional materials (i.e., Tier 1 Curricula and corresponding resources and supports, Coach Digital and Ready Toolbox) that support student attainment of state standards. Homework Louisiana, a free online tutoring resource, will also be utilized. Families will be made aware of this resource through NCA's website and classroom teachers.

20. Describe how your education program will identify and meet the needs of academically advanced students and include:

a. How the school will identify advanced and/or gifted and talented students;

NCA will offer gifted/talented instruction and will establish a SBLC of at least two regular school staff members such as the principal/designee, teachers, counselors, pupil appraisal personnel, or other professional staff. The Charter School will identify a student as suspected of being gifted and talented by the SBLC according to Bulletin 741: The School Administrator's Handbook. The SBLC will coordinate and document the results, as appropriate, of educational screening, intellectual screening, talent screening, or other types of screening as needed. The SBLC will conduct a review of the screening information with the student's teacher. If the student meets the screening criteria, the student shall be evaluated. Evaluation criteria will be consistent with *Bulletin 1508: Pupil Appraisal Handbook*. If the student does not meet the screening criteria, he/she will be exposed to activities that enhance skills and increase knowledge.

b. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and

IEP will be available for every student who meets the criteria for gifted and talented classification. The continuum for gifted and talented students will include a regular classroom with supplemental aids and services, a resource class, and a self-contained class. At the IEP meeting the school system's representative and the parent determines what program best meets the needs of the child as indicated by the evaluation report.

c. Specific programs, services, and supports for academically advanced students.

The gifted and talented program will seek to meet the needs of the child who is identified as gifted and/or talented. Services to the identified gifted/talented child will provide challenging curriculum unique to his/her abilities. The gifted and talented curriculum will emphasize enrichment, acceleration, higher level thinking skills, multi-disciplinary content, abstract thinking skills, and a higher degree of complexity than regular classroom curriculum. Instructional settings will be determined by the support needed for the student to achieve his/her IEP goals.

BEHAVIOR MANAGEMENT

21. Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:

a. Describe how the school will communicate its approach and related policies to students and families;

Each teacher will establish appropriate procedures for discipline in his/her classroom based on the following guidelines (please note the following list is not all-inclusive):

- Scholars are expected to respect the authority of school personnel, which includes but is not limited to administration, teachers, staff, and substitutes.
- Malicious destruction of school property results in the replacement, repair, or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
- Scholars shall always help keep the school clean. There is to be no gum chewing in the school building or on the school grounds.

- Items such as water pistols, matches, skateboards, handheld game devices, toys, weapons of any sort, etc. are not permitted at school.
- No items will be permitted that carry pictures or slogans referring to the drug culture or alcohol. No profane, abusive, or slang language is to be used.
- There is zero tolerance for aggression, drugs, and alcohol at school. Scholars that push, hit, bite, kick, harass, bully or negatively use the internet will be assigned an appropriate consequence, up to and including suspension or dismissal from the school and/or referral to law enforcement.

A higher standard of dress encourages greater respect for individuals, scholars, and others, and results in a higher standard of behavior. Therefore, NCA will institute dress code guidelines to encourage appropriate school dress during normal school days for every scholar. These guidelines may include:

- NCA polo (short or long-sleeved)
- Khaki or navy bottoms (shorts, slacks, skorts)
- Belt
- Socks (white, black, navy or khaki), closed toe and heel shoes, and grey PE t-shirt (optional).

Scholars will be expected to follow these guidelines and NCA reserves the right to interpret these guidelines and/or make changes during the school year.

b. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings; and

Administrative Interventions

The following provides a description of the disciplinary interventions (consequences) that may be assigned to a scholar that commits a behavior infraction:

- Focus Room: This is a designated classroom that will serve as an in-school suspension setting assigned by an administrator, or a time-out assigned by a teacher, for the scholar to refocus and return to class.
- After School and/or Saturday Detention: Detention is held at the school site. A staff member monitors the detention activities. The child does not miss class time.
- Behavior Plan: A scholar-specific plan is aimed at improving problem behavior. Parents, scholars, and school staff work together to develop and implement this plan.
- Confiscation: For confiscation of cell phones and electronics, refer to Policy. All other items (i.e. toys, Fidgets, games) are at the principal's discretion.
- Loss of Privileges: Revocation of the right to participate in social and/or extracurricular activities.
- Suspension: A suspension from campus for a specified length of time is not to exceed 10 days. Parents will be notified of disciplinary action plans within 24 hours of behavior infraction. The scholar is marked absent. The scholar must complete assignments and shall receive full credit for such work if it is completed satisfactorily and timely. No scholar will be readmitted to school without a parent conference.
- Parent Contact/Conference: These include phone calls, notes home, letters, meetings with parents, automated calls, and emails.
- Expulsion: Scholars may be recommended for expulsion for extreme first-time offenses (drugs, weapons, and other serious offenses) or on the fourth offense that results in suspension. The scholar must be recommended for removal prior to the 11th day of out-of-school suspension. This may be a result of habitual violations of school rules or for other serious one-time infractions. A parent may waive their right to a due process hearing after meeting with a representative team from the school to discuss the problem behavior and select placement at an alternate school or homebound program provided and monitored by the school. If agreement between the parent and school cannot be reached, a due process hearing will be conducted by the assigned Deputy Director who reviews the scholars discipline record, allows testimony from the scholar and school staff, and decides if the scholar is removed from school or if other disciplinary action is taken. The principal may recommend to STCF and CSUSA Louisiana's Superintendent and Deputy Director after the due process

hearing to expel a scholar for any of the following in accordance with the Code of Conduct. Prior to suspension or expulsion, the scholar has the right to a fair hearing as outlined by the Code of Conduct.

Offenses include but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, pushing, or biting)
- Possession or use of illegally obtained drugs and tobacco
- Being under the influence or having alcoholic beverages on school grounds
- Defacing or vandalism of school property
- Igniting any flammable substance
- Continual disruption of class
- Emotional outburst
- Profanity
- Insubordination
- Disrespect
- Peer Conflict

Due Process in the Disciplinary Process

Every scholar must be afforded due process in the disciplinary process. Procedural due process is essentially based on the concept of "fundamental fairness." It includes an individual's right to be adequately notified of charges or proceedings and the opportunity to be heard at these proceedings. When a scholar has been written up and presents to the office, the following must occur:

- The scholar must be told what he or she is accused of and by whom (faculty member).
- The scholar must be given the opportunity to tell his or her version of the facts.
- The scholar must be allowed to provide any witnesses to the event.
- The scholar must be informed of the administrator's action on the infraction (consequence).
- Parents must be notified by personal phone call (or email if phone contact cannot be made) at the numbers provided if the disposition is one of the following: Assigned Focus Room by administration, Detention, or Out of School Suspension. Documentation will be sent home with the scholar on the day that parental contact is made.
- Parents are not present during the principal's investigation or interviewing of the scholar. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, degree of cooperation of the scholar, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

c. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and

NCA will follow, and ensure parents have access to, the LDOE's SPED Parent Procedural Safeguards handbook. At the start of each school year, NCA's leadership and special education staff will review the handbook and train appropriate staff in adherence to protecting the rights of student scholars with exceptionalities in disciplinary actions and proceedings.

In accordance with the handbook, staff may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a NCA student with a disability at has been removed from his or her current placement for a total of 10 cumulative school days in the same school year, then the school will provide services to the extent required during any subsequent days of removal.

If within 10 school days of any decision to change the placement of a student with a disability due to a violation of the code of student conduct, NCA will conduct a manifestation determination with the IEP team. All relevant information in the student's file will be reviewed to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
2. If the conduct in question was the direct result of a failure to implement the student's IEP.

Based on the determination of the IEP team, the conduct must be determined to be a manifestation of the student's disability if either of the above conditions was met.

NCA will notify parents on the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct provide a procedural safeguards notice.

d. The supervision plan for the alternate setting of suspended/expelled students.

NCA will be proactive in ensuring no student scholar subgroup is disciplined disproportionately or over-identified by implementing the proposed PBIS plan and student code of conduct, including discipline matrix, with fidelity. NCA's Guidance Counselor and other identified staff will actively monitor PowerSchool to analyze behavioral trends in addition to academics.

CSUSA Louisiana schools that previously had a higher discipline rate than the national average, utilized LDOE guidance and professional development resources to revise discipline monitoring practices and discipline practices. Discipline practices were analyzed and adjusted, and data has shown that all CSUSA Louisiana schools are now below the national average for suspensions.

Additionally, NCA will ensure identified special education students are accurately coded in PowerSchool to reflect disability indicators as listed in each student's IEP.

Explain interventions and consequences the school will use as alternatives to exclusionary discipline;

NCA students will continue to receive all general and special education services in an alternate setting, as coordinated between the alternate setting provider and NCA administration. This may include coordination of virtual or on-campus services as needed. Jointly, NCA administration and the alternate setting provider will monitor services and handle scheduling. NCA will be committed to providing all special education services in a manner which allows full implementation of each student's IEP.

22. Provide a draft School Model Master Plan (in accordance with RS 17:252) Appendix 5: Provide the school's draft code of conduct, specifically highlighting the discipline policy.

Teachers will be provided pre-service, ongoing, and intensive supports in classroom management. Beginning the summer prior to each school year's opening, all teachers will be provided with schoolwide and classroom management expectations to ensure a calibrated understanding of the School Model Master Plan. The School Model Master Plan, in accordance with RS 17:252, consists of several components aimed at improving behavior and discipline in school.

Appendix 5 provides a draft code of conduct, which includes NCA's proposed discipline policy and draft School Model Master Plan.

PARENT AND COMMUNITY ENGAGEMENT

23. How will the school engage parents/guardians and the community once it's open, including:

- a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and**

Caritas: Parent-Teacher Committee

NCA will develop a parent-teacher committee called Caritas, meaning charity or humanitarian love in Latin. The committee will engage parents and faculty in efforts that celebrate and support scholars, and help the school with schoolwide events and fundraising. Families will be required to acknowledge receipt of the Scholar Handbook which will include information on the committee and will be encouraged to participate. Caritas members will collaborate with parents, teachers, and other key stakeholders in the surrounding community at regular meetings to establish relationships, participate in community outreach, and support school-wide initiatives, mission, vision, and Beacons of Virtue.

Volunteering

Parents will have ample opportunities to volunteer at NCA in support of schoolwide events and to help meet grade level needs. Both at school and at home volunteer opportunities will be available throughout the year. Parents will be encouraged, not required, to volunteer a minimum of 20 service hours for one child, or 30 service hours for two or more children per family each school year (or prorated to two hours a month for scholars enrolling after the school year has begun).

To aid in meeting encouraged volunteer hours, parents will receive volunteer time for attending workshops, general parent meetings, and events conducted at NCA. While volunteering on campus, parents will be asked to adhere to dress code and asked to refrain from bringing other children of any age with them to the school.

STCF Governing Board Meetings

STCF will hold open board meetings and publish the meeting schedule, along with frequent updates to STCF social media. Parents will have access to the board meeting calendar, meeting announcements, and meeting minutes posted on NCA's website. All parents will receive information on attending STCF meetings through the Student Handbook, at the beginning of the school year, posted at the school, and through the school's website.

Additionally, to ensure parents are aware of school events, activities, opportunities to volunteer, and governing board meetings, NCA will utilize multiple modes of communication for families. As stated previously, PowerSchool will be utilized as the LMS, and parents will be provided with instruction on setting up PowerSchool accounts to ensure they have accurate and updated information on student schedules and grades. NCA will also communicate via mass emails, text/SMS messages for parents who opt-in, NCA's website, printed flyers sent home with students, and the school's social media channels once established (Facebook).

- b. Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.**

Families will be informed of school and board protocol via handbooks and NCA's website which will be updated frequently to publicize school events, important dates, and messages from school leadership and the PTC. NCA will

also host meet and greets with the principal throughout the school year. These will be structured as open forums for parents to ask questions and address concerns and suggestions.

Grievance policies will be clearly defined and easily accessible via the handbook and NCA's websites. Additionally, CSUSA conducts twice annual (fall and spring) staff, parent, and scholar surveys to gauge implementation of the school's academic plan, areas that impact school climate and culture, communication, appearance of school grounds, and school safety and security among other metrics. NCA's leadership team and the CSUSA Louisiana state support team will review the results of each survey and develop action plans to address any areas identified for improvement. These results will be shared with STCF during board meetings to discuss next steps for improvement and track accountability.

Appendix 6: Provide a draft Grievance Policy.

ACADEMIC GOALS

24. List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including:

- a. How the proposed school will establish baseline data; and**
- b. Plan to establish student performance goals.**

Kindergarten through Second Grades

Students in kindergarten through second grades will be assessed using interim formative assessments, which measure achievement and growth in ELA and mathematics, and will be aligned to the Louisiana Student Standards. NCA will utilize Curriculum Associates, nationally normed i-Ready Diagnostic Assessment for students in grades K–8 three times a year. Curriculum Associates is one of the largest interim assessment providers in the United States. These computer-based assessments are adaptive and measure student achievement and growth. After the fall administration, all students will receive end-year/spring typical growth targets. These targets will be used systemically for goal setting. K–3 students will also be assessed at least three times per year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Assessment or comparable assessment.

Goal: Collectively, students in grades K–2 will exceed national growth norms. This occurs when 50% or more of students meet their fall to spring typical growth targets in ELA and math annually.

All students with fall and spring scores will be included in calculations of the percentage of students who met or exceeded their typical growth target.

Grades Three through Eight

To maintain a level of transparency with students, parents, and the community at large, NCA will align its goals for grades 3-8 to publicly available data calculated schoolwide and published annually by the LDOE. If the state implements a new assessment or method of calculating a school-grade element, NCA will treat the initial year as a baseline and set meaningful and rigorous targets going forward.

To set realistic goals, the average performance of the Local schools listed in **Table 7.1** on 2021-22 SPS components was used to establish the Baseline of performance for NCA. As such this baseline includes all FAY students tested in 2021-22 at the local Parish schools as reported by the LDOE.

For 2022-23, the LDOE has also released the percent of students scoring Mastery or Advanced on the LEAP and EOCs. Among the local Parish schools, on average, 44.2% scored Mastery or Advanced in math, 53.0% in ELA, 36.5%

in science and 31.5% in social studies. A supplementary table of 5-yr Mastery+ goals (Table 24.2) is provided below the SPS 5-yr goals (Table 24.1) for visibility.

GOALS:

Each year, NCA will significantly increase individual SPS component scores:

- **Assessment Index:** Annual 4-point increase, double the historical performance of Local Schools—2.0-point increase observed between 2020-21 and 2021-22 (last 2 SPS releases).
- **Progress Index:** Decrease the gap between Progress Index score and full points (150) annually by 10%.
- **Dropout Credit Accumulation Index (DCAI):** Annual improvements of at least 3 index points.
- **Interests & Opportunities:** NCA anticipates earning the full 150 points for the newly revised Interests and Opportunities component by the end of the 5-year charter term

The first 5 years of the charter term coincide with the planned final stage of Louisiana's "Transition to Mastery." Based on these goals, and the expected increased rigor of the SPS scale, NCA would be projected to open as a B and achieve an SPS letter grade of 'A' on the 2022-23 scale by year 3 and an 'A' on the 23-24 scale by its 5th Year. Using the scale identified to be in place at the opening of the charter term, a 'B' would be achieved in Year 2 of the term. Using the goal setting procedure detailed above, NCA would improve their SPS by almost 20 points over the 5-year charter term and would be in striking distance of an 'A.' NCA's achievement of these projected goals will indicate that the school is providing an educational environment that affords all students with opportunities for academic growth and achievement regardless of background, need, or ability. Table 24.1 below shows NCA's 5-year SPS goals, which begin with a baseline year.

Table 24.1

Sample Application of the Goal Setting Procedure: Local Schools 2021-22 SPS Baseline

%	5-Year SPS Goals				
	Baseline	Year 2	Year 3	Year 4	Year 5
Assessment Index	72.1	76.1	80.1	84.1	88.1
Progress Index	85.3	91.8	97.6	102.8	107.6
DCAI	131.0	134.0	137.0	140.0	143.0
Interests & Opportunities	118.0	126.0	134.0	142.0	150.0
Total Points	80.7	85.4	90.0	94.5	98.8
SCALE: 2022-23	B	B	A	A	A
SCALE: 2023-24	B	B	B	B	A
SCALE: 2024-25	C	B	B	B	B

Table 24.2

Local School Average % Mastery + (2022-23 LEAP/EOC)

		Baseline Year 1	Year 2	Year 3	Year 4	Year 5
ELA	LEAP	53.0	57.7	61.9	65.7	69.2
	w/ EOCs	53.0	57.7	61.9	65.7	69.2
Math	LEAP	42.8	48.6	53.7	58.3	62.5
	w/ EOCs	44.2	49.8	54.8	59.3	63.4
Science	LEAP	36.5	42.9	48.6	53.7	58.3
Social Studies	LEAP	31.5	38.4	44.5	50.1	55.1

SECTION 2: ORGANIZATIONAL PLAN AND CAPACITY

Growth Plan

25. Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.)

- a. Promotion and graduation policy;
- b. Instructional leadership roles;
- c. Teacher and school leader evaluation policies;
- d. Hiring processes (including qualifications and responsibilities for instructional and administrative staff);
- e. Food services; and
- f. Transportation.

There will be no changes to items a-f from CSUSA Louisiana managed schools.

26. Describe the number of charter schools the non-profit organization is planning to apply for in Louisiana every year for at least the next five years. Include the communities, location in which you plan to open those schools, the year in which each school will open, and identify the instructional model and grade band (for any additional application cycles, if applicable).

At this time, the St. Tammany Charter Foundation intends to open one school; however, the board may wish to grow this school in enrollment and grade levels.

27. How will the proposed school(s) in this application improve the organization's overall ability to serve students in Louisiana?

NCA's purpose is to increase learning opportunities and access to quality educational programming in St. Tammany Parish. The Education Model's implementation plan will be specific to the enrolled student scholar population and include multiple opportunities for scholars to receive personalized instruction. The development of PLPs will support each scholar in understanding their academic strengths and opportunities, as well as nurture intrinsic motivation. Daily Consone will provide small group instruction and cooperative learning structures that help close learning gaps, as well as extend learning.

The CSUSA Louisiana support team will be instrumental in streamlining supports, coordinating collaboration through Principal Leadership Academies (PLAs), Quality Education for Students and Teachers (QUEST), Master Schedule Analysis (MSA), and other opportunities throughout each school year. The CSUSA Louisiana Deputy Director will facilitate these sessions.

PLAs will provide school leaders with opportunities to discuss schoolwide data, share implementation strategies, and receive training on new tools and resources to support improving academics, data analysis, and wellness, among other areas. QUEST site visits include classroom observations focused on one to two areas of improvement identified by the

school and conducted by a team of CSUSA Louisiana school colleagues. The goal is to calibrate understanding of quality instruction and identify next steps for improving schoolwide practice. The MSA will be conducted annually and is intended to support the school instructional leadership team in a review of the school's strategic plan, detailed in

Question 33. The MSA process involves:

- Reviewing formative assessment data to determine areas of focus.
- Identifying gaps in equity and access to courses.
- Identifying areas of strength and weakness in course offerings.
- Evaluating academic supports.

28. Describe the non-profit organization history, including:

- List any current or past litigation, including arbitration proceedings, that has involved the organization;**
- Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; and**
- Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open). Describe the circumstances surrounding these incidents.**

STCF has no current or past litigation. This is STCF's first charter application.

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

Staffing

29. How many new employees (teachers, operational and financial staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these demands. Consider previous hiring patterns, current retention rates, and human resources capacity at the non-profit organization level.

Table 29.1

Administrative Staff					
Position	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Dean	-	1	1	1	1
Administrative Assistant: Salaried School Operations Administrator and School Enrollment & Marketing Administrator	2	2	2	2	2
Administrative Assistant: 10 and 12 month	3	4	4	4	4
Guidance Counselor	1	1	1	1	1
Nurse	1	1	1	1	1
IT Support	1	1	1	1	1
Before/Aftercare Director	1	1	1	1	1
Before/Aftercare	4	4	5	5	5
Total Administrative Staff	15	17	18	18	18

Table 29.2

Administrative Staff					
Position	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers	35	40	45	45	45
Special Education Teachers	3	3	3	3	3
Special Education Aides	3	3	3	3	3
Curriculum Resource Teachers	2	2	2	2	2
Total Instructional Staff	43	48	53	53	53

Teachers are our most important assets, and an effective school leader is integral to ensuring that a school has the right culture and necessary resources to enable academic success for all students. To ensure that CSUSA-network schools have high-quality teachers and leaders, CSUSA utilizes regional partnerships with organizations as well as local and state colleges and universities in order to better support human capital, particularly in areas of high need such as St. Tammany Parish and Louisiana as a whole. NCA will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment occurs locally, statewide, and nationally through various resources that include:

- All Louisiana university recruitment fairs
- Annual Charter School Teacher Fair
- Attending national teacher recruitment events
- Placing information on school websites

In 2018, the LDOE required all teacher preparation programs in the state to include a yearlong residency alongside an expert mentor to prepare them for their first years of teaching. CSUSA and STCF will work to attract teachers who can be mentors for the Louisiana residency program and who may then decide to become a permanent teacher within one of STCF governed schools. CSUSA and STCF are optimistic these partnerships will substantially increase the pipeline of quality instructional staff and will implement professional development programs for current staff that will raise the overall value of human capital within STCF family of schools.

In 2018, the LDOE implemented the requirement that all teacher preparation programs in the state include a yearlong residency alongside an expert mentor to prepare them teachers their first years of teaching. CSUSA and STCF will work to attract teachers who can be mentors for the Louisiana residency program and who may then decide to become a permanent teacher within one of CSUSA Louisiana's schools. CSUSA and STCF are optimistic these partnerships will substantially increase the pipeline of quality instructional staff and will implement PD programs for current staff that will raise the overall value of human capital within the STCF family of schools.

CSUSA and STCF have also conducted extensive internal and external research to determine the most important elements in designing a work environment and culture to support employee performance, build morale, and promote scholar achievement. STCF has worked with CSUSA to create a compensation plan that includes a bonus pool tied to performance that acts to incentivize not just recruitment and retention, but high performance. STCF is actively engaged in doing its part to alleviate human capital concerns for its future schools.

Teachers are critical assets, and an effective school leader is integral to ensuring that a school has the right culture and necessary resources to enable academic success for all scholars. To ensure that CSUSA-managed schools have high-quality teachers and leaders, CSUSA utilizes regional partnerships with organizations as well as local and state colleges and universities in order to better support human capital, particularly in areas of high need. NCA will be an equal opportunity employer and will recruit quality staff throughout the year for job openings using a progressive and innovative recruiting plan. Recruitment occurs locally, statewide, and nationally through various resources that include:

- All Louisiana university recruitment fairs
- Annual Charter School Teacher Fair
- Attending national teacher recruitment events
- Placing information on school websites and social media accounts

30. Provide a narrative explaining the organization’s lines of reporting and accountability, the rationale of how this structure supports the proposed school model, continues to support existing schools, and the roles of any management or partner organizations.

STCF will be responsible for the school’s performance and CSUSA will be actively involved in managing school operations to ensure successful outcomes. There will be clear accountability for the services provided by CSUSA and STCF will conduct an annual evaluation of CSUSA as the ESP.

NCA’s principal will report to CSUSA Louisiana’s Superintendent and the assigned Deputy Director, and all school staff will report to the principal. Through regular reporting to the board, including twice annual parent, scholar, and staff satisfaction surveys, CSUSA will provide STCF with NCA’s operational, financial, and academic performance.

31. Appendix 7: Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the CEO, school leader(s), charter board, and all staff including instructional, operational, and financial staff. If the charter board intends to contract or partner with an entity for management or educational service provider, the organizational charts should also reflect that relationship.

Please see **Appendix 7** for organizational charts for NCA’s first and fifth year of operation.

School Leadership Team Capacity

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

32. Appendix 8: Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale.

Quality, credentialed leaders will be hired once the school has been approved. In the interim, key members of the CSUSA Louisiana support team will serve as NCA's leadership team. Please see **Appendix 8** for the resumes for the CSUSA Louisiana State Superintendent and Deputy Directors.

Professional Development

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

A model of continuous growth and improvement drives both STCF and CSUSA. To ensure that teachers and administrators are using the most current research-based practices, NCA is supported through ongoing PD (which is overseen by the principal) to improve scholar learning and academic achievement. The CSUSA Louisiana State Superintendent and assigned Deputy Director will oversee PD for the principal.

PD activities for administrators and instructional staff align with the Education Model and implementation of the continuous improvement process. NCA's instructional leadership team, led by the principal, will map long range instructional plans that include Colligeres and strategic plan initiatives. The strategic planning process is facilitated by CSUSA using the Student and School Support Platform (SSSP) to outline and monitor schoolwide initiatives. The SSSP is populated through the CSUSA-facilitated strategic planning process which includes analysis of the school's academic, operational, and enrollment data to design target initiatives and action plans for the school year. NCA's PD plan will ensure that school initiatives are supported, and instructional coaching cycles are purposeful and ongoing.

PD will be a strategic tool for NCA's continued growth, productivity, and ability to retain valuable employees. Short-term plans will be implemented to create projects, long-term plans are implemented for the organization, career development plans will be implemented for the employee, and skill building is used for immediate improvement in employee performance in areas of deficiency.

NCA's daily schedule and annual school calendar are designed to accommodate common grade and subject-level collaborative planning periods and data chats. In addition to opportunities for teachers to collaborate and develop data planning skills, NCA also projects conducting two full-day PD sessions for professional growth.

Through the use of the LDOE's PD vendor guide, foundational training in all Tier I curricula may be acquired. Additionally, a tiered support structure may be utilized to enhance PD based on school data throughout the year. NCA will also plan to leverage the school's content leaders to redeliver modules studies they participate in as part of the Colligere process that would further deepen teachers' understanding of how the curricula unfurls the content and how that can best be scaffolded for scholar needs. PD will continually be used as a method of supporting new teachers with foundational training and returning teachers with continued training.

SOAs and other operational personnel are trained weekly and monthly with human resource (HR) professionals and operational staff members. CSUSA provides virtual training for all operational functions, state and national. These trainings are led by state and national department heads regarding HR, finance, IT, marketing, enrollment, and facilities.

Collaborative planning is considered fundamental to effective implementation of the Education Model and will take place consistently throughout the school year. Weekly grade level schedules will reflect collaborative planning sessions to provide teachers the time necessary to reflect on their practice and outline next steps in lesson planning and delivery. To equip teachers with the knowledge and skill required to effectively engage in collaborative planning, NCA will provide teachers with PD aimed at understanding the curriculum, analyzing data, and planning effectively for differentiated instruction. Additionally, Colligeres and data chats are embedded within the continuous improvement process and provide additional opportunities for professional growth that target collaborative instructional planning. As part of NCA's monitoring system for full implementation of the Education Model, a member of the school leadership team will monitor collaborative planning sessions and determine additional PD needs.

Collaborative planning sessions will take place on a yearlong, unit-long, and weekly basis using the suggested format provided in Tier 1 curricula. The collaborative planning process will provide:

- Foundational training on each curriculum to all new staff
- PD days to unpack curriculum by unit throughout the school year
- A Colligere structure that employs pedagogy, curriculum, and evidence of scholar work aimed at improving teacher efficacy
- Integrate data sources to track scholars in a tiered RTI process bi-weekly that leads to their support and a SBLC process that will integrate this data for a full special education evaluation if necessary

All teachers will go through annual NTI/RTO process. NCA's NTI will be three days out of a 10-day process where new teachers to the school are introduced to the educational model via the following objectives:

- Understand and explain the core beliefs that underpin the Education Model for continuous improvement.
- Describe the features of the model that ensure fidelity of implementation.
- Introduce the responsive teaching cycle that occurs at the classroom and school level in the Education Model for Continuous Improvement.
- Describe the key research that supports the Education Model

All teachers at NCA will participate in the RTO. Highlights of support provided in RTO are as follows:

- Review the core tenets of the Education Model
- Understand mastery grading
- Understand how to use schoolwide systems:
 - PowerSchool
 - Schoology
 - Canvas
 - Smart Technology
- Review goal setting process and PLP development
- Understand the Colligere/PD process
- Understand backwards design unit study process for content areas
- Understand how school processes lead to support for scholars, teachers, and families
- Understand the value of i-Ready/NWEA data and how to use that data to improve scholar outcomes and the SPS

As the year progresses, teachers are observed, monitored, coached, and given feedback by both CRTs and administrative teams, based on the Jim Knight Cognitive Coaching Model. The feedback is specific and timely to the needs of the teacher and ongoing throughout the process. All teachers are tiered so that they are observed and coached according to ability and need. If teachers do not respond to the normal coaching observation cycle, they may be placed on an intensive assistance plan. Others who are thriving may be asked to be content leaders.

To ensure the process above is done with fidelity, the CSUSA Louisiana support team conducts a QUEST visit of each school and provides feedback on the processes described above, which includes evidence of what should be readily seen in classroom visitations and observations.

NCA teachers in core content areas will employ data-driven decision-making supported by the continuous improvement process embedded in the Education Model. Goal setting will align with schoolwide and classroom-level data chats, described earlier as part of the responsive instructional cycle. NCA leadership will ensure classroom-level goals and individual scholar goals align with schoolwide goals and academic focus, and that they are informed by historical data, cohort data, and data gleaned from assessment reports.

Teachers will participate in data chats, facilitated by a member of the administrative team, to both support instructional planning and build teacher capacity to engage in data analysis and goal setting with individual scholars. The consistent use of diagnostic assessment data, as well as instructional materials and accompanying formative assessments, will

also help teachers design targeted instruction that ensures scholars make learning gains. A PLP will be developed for each scholar as a tool for gathering and analyzing scholar-level data (e.g., i-Ready), setting personal learning goals, driving academic conversations, and guiding individualized instruction for both remediation and enrichment. PLPs allow teachers and scholars to track progress toward individual learning goals and empower scholars to adjust the steps they need to take to achieve their goals.

Charter Board Governance

34. Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).

STCF will be responsible for the legal and financial obligations of its schools. The Board establishes policy consistent with each school's mission and ensures the school programs and operations are faithful to the terms of the charter including compliance with statutory and regulatory requirements. The Board will continue to uphold the mission and vision of the school through visible leadership and stewardship of the school, including the following:

- Communicating the mission and vision of the school to the community.
- Recruiting and mentoring Trustees to ensure they have shared values.
- Holding Charter Schools USA accountable for achieving the mission and vision of the school.
- Participating in fundraising and other community events on behalf of the school.
- Leading by example in their personal and professional endeavors.

STCF is comprised of a diverse and talented group of community leaders, with skill sets that cross business/finance, education, legal and community sectors. Each STCF member is deeply committed to improving public education for ALL scholars in St. Tammany Parish.

Chairman/President: Dr. Melissa "Missy" Meyers

The chairman/president of STCF shall preside at all meetings of STCF and shall perform such other duties as may be assigned by the Board of Directors. The Chairman also fulfills the duties of President. The President is the principal executive officer of STCF and, subject to the control of STCF, shall in general supervise and control all the business and affairs of STCF. The president shall act as a duly authorized representative of STCF in all matters in which STCF has not formally designated some other person to act, and shall report as directed to STCF at each meeting. The president may sign, with the Secretary or any other proper officer authorized by STCF: deeds, mortgages, bonds, contracts, or other instruments which STCF has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by STCF or by the Bylaws to some other officer or agent of STCF, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of president and such other duties as may be prescribed by STCF from time to time.

Dr. Missy Meyers earned a B.A. in English/Writing from Loyola University in 1995, a M.Ed. from Indiana Wesleyan University in 2010, and a Ed.D. from Southeastern Louisiana University in 2021.

Secretary: Tracy Margolis McCullough

The secretary shall keep or cause to be kept all of the records of STCF; record or cause to be recorded the minutes of the meetings of STCF; send out or cause to be sent out all notices of meetings of STCF and all committees; attest to the seal of the corporation where necessary or required; and keep or cause to be kept a register of the names and addresses of each director. The secretary shall perform such other duties as may be prescribed by STCF.

Ms. Tracy McCullough is a professional paralegal with extensive trial/dispute resolution experience (including litigation/trials, corporate governance for privately-held and public entities, government matters, estate planning/successions). She earned her B.A. in Sociology from University of New Orleans and a Certificate of Paralegal Studies from Watterson College.

Trustee: Arthur Dubriel

Mr. Arthur Dubriel earned a B.S. in Mechanical Engineering Technology from Southern University A&M in 1988. He retired from TotalEnergies with 33 years of service as LabTechnician, Environmental Specialist, and Process Technician.

Trustee: Bridget Campbell Winters

Ms. Bridget Campbell Winters is a dedicated professional passionately committed to improving the educational experiences of children in Vermilion Parish. She holds an unwavering commitment to helping make this community a positive place dedicated to all students succeeding in school and in life. She earned her B.A. in 1980 and a M.Ed. in 1993 from the University of Louisiana at Lafayette.

Trustee: Dr. Teresa Bourgeois

Dr. Teresa Bourgeois is an enthusiastic worker, effective problem solver with sound work ethics, comprehensive computer knowledge, and excellent interpersonal skills. Currently, she tutors several 4th grade through college aged students in math. She earned her B.S. in Computer Science in 1991 from the University of New Orleans, a M.Ed. in Educational Leadership in 2007 from Northwestern State University, and a Ed.D. from Southeastern Louisiana University in 2018.

Trustee: Kevin Gardner

Kevin Gardner is Senior Vice President for HUB International, Gulf South. He was the founder and President of Strategic Employee Benefit Services (SEBS), one of the region's leading employers prior to our merger with HUB Gulf South in 2011. Under his leadership, SEBS grew from its founding in 1991 to become one of the South's largest and most well respected benefit consulting companies. SEBS was consistently rated "Best Places to work" by City Business Magazine and other local publications. Kevin specializes in consulting and servicing the needs of both fully insured and self funded employers in a variety of industries. His book of business includes a specialty focus in healthcare, legal and manufacturing clients. A graduate of the University of New Orleans, Gardner began his career in hospital Human Resources managing employee benefits. Kevin serves on many local and national boards including the Louisiana Department of Insurance Advisory Council, along with Advisory Councils for most of the region's major insurers. He has presented to local, regional and national associations and advocates on behalf of our clients with insurance carriers, industry organizations, and legislators.

Trustee: Mara L. Audibert

Ms. Mara Audibert earned her B.S. in Elementary Education from Southeastern Louisiana. She is an experienced and enthusiastic educator with experience in curriculum development and online teaching and learning.

35. Appendix 9: Provide the resume for every member of the charter board.

Please see **Appendix 9** for STCF board member resumes.

36. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.

There are no existing or perceived conflicts of interest with STCF's selected ESP, CSUSA. STCF is a not-for-profit organization, members of which are selected by and approved by the governing board and have no affiliation with CSUSA. The governing board is represented by independent legal counsel responsible for negotiating the management agreement and all other relevant agreements with CSUSA.

STCF has an approved Ethics and Conflict of Interest Policy in place, consistent with Louisiana Board of Ethics' Ethics Code. The purpose of STCF's Ethics and Conflict of Interest Policy is to protect STCF's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of any board trustee, officer, or director, or might result in a possible excess benefit transaction. STCF's trustees and officers shall at all times be in compliance with the Louisiana Code of Ethics, LSA RS 42:1111, et seq.

In connection with any actual or possible conflict of interest, a member of the board must disclose the existence of the financial interest and will be given the opportunity to disclose all material facts to the trustees and members of the governing board while considering any proposed transaction or arrangement that involves STCF. After disclosure of the financial interest and all material facts, the remaining members will then decide if a conflict of interest exists. The identified board member will leave the meeting while the determination of a conflict of interest is discussed and voted upon by the other members of the board.

After exercising this due diligence, STCF will determine whether the board can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible under the circumstances, STCF will determine by a majority vote of the disinterested members whether the transaction or arrangement is in the best interest of the board.

If STCF has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, they will inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and conducting further investigation as warranted by the circumstances, STCF determines that the member has failed to disclose an actual or possible conflict of interest, the board will take appropriate disciplinary and corrective action.

37. Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.

STCF governing board members bring a vast array of professional experience across education, finance, technology, and philanthropic sectors among others. Each member is committed to school choice and increasing learning opportunities and access to quality educational programming in St. Tammany Parish, and understands the tremendous responsibility that comes with governing a charter school.

STCF selected CSUSA to manage day-to-day charter school operations due to their experience, success, capacity, Cognia accreditation, and Education Model, all of which align well with STCF's purpose.

STCF has a president, vice president, secretary, treasurer, and four additional trustees. Duties of the board include ensuring school success and academic progress toward goals, ensuring the financial health and viability of the school, providing leadership in strategic view of the school, and communication with LDOE and frequent authorizer communications.

STCF will hold monthly public board meetings with the meeting schedule posted and also invite the stakeholders to participate in all committee meetings. The committees will be created as the board progresses and needs committees. Currently STCF has a Community Relations committee, which is in charge of grassroots efforts.

STCF will remain in frequent contact with CSUSA Louisiana support team members via phone, email and in person meetings. The board has the authority to call meetings with ESP, principals, and CSUSA Louisiana support team members.

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

Table 38.1 outlines NCA's measurable organizational goals.

Table 38.1

Measurable Organizational Goals						
Measurable Goals		Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	Meets required percentage in both economically disadvantaged (ED) and students with disabilities (SWD).	ED: 60% SWD: 11%	ED: 60% SWD: 11%	ED: 60% SWD: 11%	ED: 60% SWD: 11%	ED: 60% SWD: 11%
	More than or equal to 80% of students return.	≥80% of students return	≥85% of students return	≥90% of students return	≥95% of students return	≥100% of students return
	Suspensions are at or below the national average.	≤5%	≤5%	≤5%	≤5%	≤5%
Special Populations	0 to 5% of total SWD evaluations out of compliance.	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance
	0 to 5% of total IEPs out of compliance.	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance
	School has not been identified as "Urgent Intervention Required"	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup
Board Action	Board adheres to state policies regarding governance and compliance	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach

39. Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.

STCF will monitor and evaluate the progress of achieving the school's agreed upon goals using NCA's financial, academic, and operational reports, which will be presented monthly at each governing board meeting. If there are any recurring shortfalls or perceived distresses in the school's academic, organizational, and financial goals, the board will work collaboratively and proactively with NCA and CSUSA to correct the identified shortfalls and ensure the school is able to meet its goals in the future.

Additionally, the board has the authority to request any additional type of reporting from the ESP or its schools. STCF can also create a finance committee to further delve into financial reports and give feedback prior to board meetings.

NCA's annual strategic planning process will be facilitated by CSUSA and will incorporate areas highlighted for improvement based on scholar assessment data, teacher evaluation data, and the results of staff, parent, and scholar surveys conducted by CSUSA twice annually, in the fall and spring. STCF will monitor the strategic and school improvement plan to initiate immediate improvement processes and activities as needed. These activities will be monitored through scholar and teacher level data such as NWEA, i-Ready and LEAP 360 to determine student success.

Teacher success will be evaluated using Teacher Feedback and Evaluation Tool processes. Both teacher and scholar level data will be presented quarterly to the board. The CSUSA Louisiana support team will actively seek feedback and input from the board when creating improvement plans.

40. Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including:

- a. The information the board will collect;**
- b. The specific measures and metrics to be used; and**
- c. The timeline and frequency of evaluation.**

The board will employ above detailed processes and procedures to collect, review and act on reported information from NCA and CSUSA.

The duties of the board include:

- Ensuring school success and academic progress toward goals
- Ensuring the financial health and viability of the school
- Providing leadership in strategic view of the school
- Communicating with LDOE and the Authorizer

STCF will hold monthly public board meetings with the meeting schedule posted and also invite the stakeholders to participate in all committee meetings. As stated previously, the board will remain in frequent contact with CSUSA Louisiana state team members via phone, email and in person meetings.

41. Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:

- a. Identify how the board will monitor the school's financial position; and**
- b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.**

CSUSA maintains internal control policies which will be adopted by STCF via the management agreement. NCA will adopt the established processes and procedures of CSUSA to ensure fiscal responsibility and sound internal controls. These internal controls include general governmental accounting policies, financial reporting, budgeting, cash receipts and deposits, purchasing and cash disbursements, capital assets, and payroll. Internal controls are viewed as a means to reduce risk of asset loss and ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control, including control environment, risk assessment, control

activities information and communication, and monitoring. These components are used to establish the internal control policies and procedures.

STCF will approve the school's budget on an annual basis and conduct budget management throughout the year using a three-part process:

1. Review and approval of financial statements
2. Review of budget vs. actual variances
3. Forecasting of future results, including budget amendments, as required

STCF will retain ultimate control of the school's finances. Policies and procedures are in place to ensure internal controls at the school level as well as CSUSA's support center. An accountant will be in charge of performing the monthly close, which will then be reviewed by either a senior accountant, supervisor, or assistant controller. Schedules for accountants will be staggered throughout the month based on district reporting deadlines to ensure timely submissions.

CSUSA provides several layers of internal oversight between employees performing finance-related tasks at the school and at CSUSA's support center. NCA's SOA will act as a liaison to CSUSA for human resources, payroll, and financial matters relating to cash collection. The SOA will also work with the principal to ensure adherence to the governing board approved annual budget for the school. Below is a summary of the finance and accounting functions that the SOA performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper bank accounts according to governing board-adopted financial policy.
- Submit documentation for all receipts and disbursements made at the school level.
- Prepare and submit instructional related purchase orders according to governing board-adopted financial policy.
- Prepare and submit check requests for certain invoices.
- Review and approve expenditure invoices with the principal.
- Maintain reconciliation of internal funds account.
- Provide support for grant reimbursement.
- Financial management services include:
 - Processing of accounts payable.
 - Preparation of the monthly and quarterly financial statements.
 - Preparation, maintenance, and forecasting of the budget.
 - Financial reporting, including explanation of variances, to internal and external parties.
 - Audit management.

In addition to the process described above, NCA will be provided with dashboard reports at least quarterly from CSUSA. The dashboard report summarizes the monthly activity of the school, compares the results to the budget, and identifies significant budget variances. As budget variances arise and are managed, new forecasts will be developed each month to ensure NCA stays on track financially throughout the year.

42. Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.

STCF will meet monthly as posted on their website with time and location listed. The meeting location will be determined based locations with availability. Once NCA opens, the board plans to meet at the school.

STCF has employed a board attorney who is a leading subject matter expert on Open Meetings Law and Open Records Law. The CSUSA Louisiana support team also employs a governing board manager to assist the board with adherence with policies and the attorney with assignments.

43. Appendix 10: Provide the proposed charter board's governing bylaws.

Please see **Appendix 10** for STCF's Bylaws.

SECTION 3: FINANCIAL PLAN AND CAPACITY

Operations

OPERATIONAL MANAGEMENT AND LEADERSHIP

44. Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records, and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.

In addition to implementing the school's education program, CSUSA will be tasked with the day-to-day operational management of NCA. STCF will oversee CSUSA through a performance-based management agreement.

CSUSA will report regularly to STCF to ensure adherence to the management agreement as well as to provide the board with visibility to matters related to finance, facilities, enrollment, school safety, transportation plans/contracts, and food service contracts, among other areas related to the effective operation of NCA.

STCF will adopt the established financial processes and procedures of CSUSA to ensure fiscal responsibility and sound internal controls at NCA. CSUSA's financial management services include:

- Processing of accounts payable
- Preparation of the monthly and quarterly financial statements
- Processing of payroll
- Budget preparation, maintenance, and forecasting
- Financial reporting to internal and external parties
- Audit management

STCF and the school leader will receive monthly, quarterly, and annual financial reports from CSUSA, and the board and school leader will review these reports monthly, at a minimum. To ensure that CSUSA is managing NCA's finances responsibly and that the school complies with all financial requirements for charter schools in Louisiana, the board will also review NCA's Fiscal Risk Assessment and annual audit each year to verify that the school is meeting the stipulations outlined in Louisiana's CSPC.

Additional information regarding the financial management services that will be provided by CSUSA are detailed further below in response to the school's financial plan.

STUDENT ENROLLMENT AND RECRUITMENT

45. Describe the strategy to recruit and enroll the intended student population in accordance with Bulletin 126 §2705, including:

- a. Process, timeline, and requirements for parents and students to apply;
- b. Identification of potential barriers to access to the school and explain how the school mitigate the barriers;
- c. Methods by which the school will guarantee the equity of access for all students;
- d. Description of the admission policy for the school, including any preferences; and e. Explanation of lottery procedures (if applicable).

NCA will be committed to enrolling a diverse student scholar population and shall abide by the provisions in the Louisiana Statutes, RS 17:3991(B)3 that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. NCA will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section RS 17:3991(C)1a, a charter school shall enroll an eligible student who submits a timely application unless the number of applications exceed the capacity of a program, class, grade level, or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process.

NCA's open enrollment period for the school year will begin in mid-January and end mid-February. All applications submitted within this period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of open enrollment. Enrollment applications will be continuously accepted by NCA through SchoolMint, an online enrollment system. Families will be able to apply online via the SchoolMint Parent Dashboard on a computer, smartphone, or tablet. If families do not have access to the internet or need assistance completing the enrollment application, they may request support from NCA and will be assisted by a staff member. In subsequent years, applications will be accepted each year during an open enrollment period and continuously to maintain capacity in each grade level.

The number of seats available will be determined by the number of students who recommit minus the capacity. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received.

The lottery will be system generated. Parents will be notified in writing of their child's acceptance no later than 21 days past the acceptance period deadline and will have a specific timeline to respond to the school in writing of their decision to attend. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

NCA will endeavor to achieve racial/ethnic balance through a comprehensive marketing plan. NCA will focus its efforts on recruiting students in a manner consistent with the racial/ethnic balance of its community or within the racial/ethnic range of other public schools in the area. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

If the number of applications submitted within the open enrollment period exceeds the number of seats available for any grade level, a system-generated random lottery will be conducted to determine who is offered a seat at NCA Lottery results will be emailed as well as posted on the SchoolMint Dashboard assigned to selected applicants.

In accordance with RS 17:3991(B), a charter school may give enrollment preference to the populations denoted in the Lottery Rules and Procedures. NCA's lottery rules and procedures will be as follows:

Rules – General

1. All applicants (students not already attending school, including siblings of those already attending) participate in the lottery irrespective of preference status.
2. Only applications received prior to the end of the enrollment deadline are eligible to participate in the lottery.
3. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within the designated time. Those not responding (excluding declines) will be moved to a pool for the subsequent lottery.
4. A lottery shall be conducted by a school to include all grades in which the number of applicants exceeds the number of expected seats available.
 - a) If the number of applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. However, the computer system shall assign each applicant a random number. In the event the number of available seats for a grade level in which a public lottery was not conducted is less than the number anticipated at the close of the initial enrollment data, all offers shall be rescinded, and applicants shall be offered admission based upon the system assigned numbers.

- b) Siblings of applicants in another grade who are offered and have accepted admission based upon the preference established by the rescinded offer shall maintain the seat accepted and the sibling whose offer has been rescinded shall be considered to have a preference of an applicant with a sibling applying for the same academic year.
- 5. ALL offers of registration shall be made in the order of the lottery results.

Rules: Preferences

- 1. All preference categories shall be published prior to the lottery being conducted.
- 2. All applicants entitled to receive a placement preference shall be identified prior to the lottery.
- 3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.
- 4. All preferences shall be considered in the following hierarchy, with St. Tammany Parish students receiving priority for admission per STCF board policy adopted August 24, 2021:
 - a) Applicant residing in St. Tammany Parish
 - b) Applicant sibling of a currently attending student
 - c) Applicants considered to be an "at-risk pupil," as defined by RS 17:3973(1)
 - d) Students of active-duty military personnel
 - e) Applicant child of: employee of school, charter board member, charter sponsor employer (charter in the workplace), charter school in a municipality, or other preference established in school charter application
 - f) Applicant sibling of an accepted applicant applying for the same academic year
- 5. Siblings who are applying for the first time will receive preference only after one of the siblings has been accepted.

46. Provide evidence demonstrating the organizations compliance with the required enrollment of economically disadvantaged and special education student percentages over the past three years for all schools within the portfolio. Explain the plan for ensuring the proposed school will specifically remain in compliance with the required economically disadvantaged and special education percentages.

All schools within the portfolio are committed to enrolling a diverse student scholar population and abide by the provisions in the Louisiana Statutes, RS 17:3991(B)3, that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. All enrollment and Child Find activities are designed to meet the LDOE ED and SWD enrollment percentage requirements.

Schools focus their efforts on recruiting students in a manner consistent with the racial/ethnic balance of the community they serve or within the racial/ethnic range of other public schools in the same parish. This effort will include marketing to underrepresented populations with direct mail, community postings, public service announcements, and the availability of bilingual staff.

Schools include information detailing how the school will accommodate SWD in enrollment information sessions held during open enrollment. Notification of enrollment information sessions is provided through the schools' websites and flyers. The schools' Child Find efforts are supported through the enrollment process and the SBLC processes. Schools continue to utilize Child Find procedures with emphasis on the SBLC process for SWD.

The enrollment process for schools which have failed to meet ED and/or SWD enrollment percentages implement lottery procedures that support the enrollment of the ED and SWD population. The lottery process is multi-faceted in nature. In order to comply with Louisiana's laws requiring charter schools to accept a certain percentage of "at-risk pupils," all students who have identified themselves as "at-risk pupils" during the application process will be processed in an initial "at-risk" lottery. The remaining "at-risk pupils" that were not selected in this initial lottery are then entered into a second lottery, along with all other applicants that did not identify themselves as "at-risk" on the application. The

drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received. The lottery will be both random and system generated.

FACILITY NEEDS

47. Describe the efforts to date to secure a facility for the school.

- a. If the applicants have identified a facility, include:**
 - i. A description of the facility, including whether it is new construction, part of an existing public or private school building, or must be renovated for use;**
 - ii. Acquired location of the school facility;**
 - iii. How it meets the school's needs, including unique features necessary to implement the school design and programming, the number of classrooms required each year, any additional spaces needed to support academic programming, and space requirements for administrative and operational functions; and**
 - iv. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed.**
- b. If the applicants have not identified a facility, include:**
 - i. The plans for securing a suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications);**
 - ii. Any contingency planning, including the associated costs;**
 - iii. Desired or acquired location of the school facility;**
 - iv. Unique features necessary to implement the school design and programming;**
 - v. The number of classrooms required each year;**
 - vi. Any additional spaces needed to support academic programming;**
 - vii. Space requirements for administrative and operational functions; and**
 - viii. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed**
- c. If virtual, please see the addendum for additional questions.**

The exact location for NCA's facility has not yet been identified. However, at this time several sites are being evaluated. The site will be compatible with existing neighborhoods and with local municipal and parish planning efforts. The intent is for NCA to be a newly constructed facility that meets the needs of the scholar population. The facility will meet all applicable commercial and life safety codes. NCA will comply with the Louisiana Building Code. If an existing facility is available for conversion to an applicable facility that may be considered as an alternative to a newly constructed facility. Regardless, the facility layout will be based on previous plans that have been successfully deployed by CSUSA for charter schools serving similar populations.

STCF will review all options and approve a facilities solution that is competitive, encompasses the needs of the school, and fits within the budget. STCF intends for NCA to be a newly constructed facility that meets the needs of the scholar population. The facility will meet all applicable commercial and life safety codes. The facility layout will be based upon previous plans that have been successfully deployed for charter schools serving similar-sized populations.

CSUSA has assisted governing boards with opening charter schools ranging in size from +/-40,000 to 155,000 square feet. CSUSA will work with the board to design a superior learning environment to achieve thematic and specialty programs inclusive of school technology and personalized learning opportunities. A third-party developer will build and

deliver a facility that reflect the intended plan and design. CSUSA works with and has access to a variety of architectural firms experienced in building schools that provide a safe learning environment and operate efficiently and effectively. The process is accomplished by a team of experts whose disciplines include education, licensed general contracting, and project management.

Detailed project plans will be implemented for each phase of the project. All construction and renovation projects undertaken prior to the opening of the school or during the term of the charter will be carried out by experienced and appropriately licensed and insured construction professionals who will perform all work in accordance with the construction specifications, drawings, and other documents, as directed by the design professional.

CSUSA will not provide the facility; however, CSUSA will ensure that STCF has access to the third-party partners and developers who can successfully execute the facility strategy under the guidance of the board and CSUSA.

It is anticipated that the facility will be owned, constructed or renovated, and financed by a private developer who will then lease the facility to STCF to make rent payments. The budget proposed in this application includes projected lease payments for the facility to demonstrate the viability of the school. The facility lease will be developed and executed as a component of the development project plan.

FINANCIAL PLAN

48. Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue. Provide evidence of anticipated fundraising contributions, if claimed in the application, as Appendix 11.

No revenue sources outside of state and federal funds are claimed in the application.

49. Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.

STCF approach to budget management is a 3-part process, including: (1) review of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared by CSUSA and are distributed to both school leadership and STCF. Monthly financial statements are prepared using Generally Accepted Accounting Principles specific to governmental entities. Monthly financial statements include a comparison of actual results to the approved budget to facilitate the review of budget vs. actual variances. Through forecasting, the third part of the process, STCF is able to make timely decisions to ensure the financial health of the school.

Conservative assumptions have been made on the financial budget, especially during the first year, to ensure the financial health of operations. As part of the mitigation process, STCF and CSUSA will closely monitor enrollment during the first year to spend appropriately on enrollment-based expenses, particularly compensation, which is the biggest expense in the budget. Alternative outcomes will be contemplated before opening the school to safeguard against potential shortfalls. In situations where expectations are not met, NCA will engage in a mitigation process entailing reduction of controllable expenses while maintaining the necessities for the education of the students. Any budget mitigation will keep mission-critical expenses in mind and protect all spending necessary for NCA to achieve its mission and annual goals. In rare but possible cases, the school can turn to alternate sources of funding, such as the management company or construction partner if necessary.

In addition to the process described above, NCA will be provided with financial dashboard reports from CSUSA. The dashboard report summarizes the monthly activity of NCA, compares the results to the budget, and identifies significant

budget variances. As budget variances arise and are managed, new forecasts will be developed each month to ensure NCA stays on track financially throughout the year.

50. Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as Appendix 12.

STCF will contract with CSUSA to provide financial management services to NCA. STCF will adopt the established financial processes and procedures of CSUSA to ensure fiscal responsibility and sound internal controls at NCA. STCF will retain ultimate control of NCA finances. CSUSA's financial management services include:

- Processing of accounts payable
- Preparation of the monthly and quarterly financial statements
- Processing of payroll
- Budget preparation, maintenance, and forecasting
- Financial reporting to internal and external parties
- Audit management

Please note that since STCF will not contract with an individual financial manager to provide financial management services to NCA, **Appendix 12** is not applicable.

51. Specify whether any of the organization's schools are not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies. Describe the circumstances.

STCF's school meets all of the financial requirements and expectations established by the authorizer.

EDUCATIONAL SERVICES PROVIDER ADDENDUM (IF APPLICABLE)

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

- 1. Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including:**
 - a. List of all companies/organizations considered;**
 - b. Evaluation of all companies/organizations considered;**
 - c. Rationale for selected provider; and**
 - d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.**

CSUSA was the only ESP considered, based on current management of the STCF school portfolio.

- 2. Clearly specify the decisions and services the organization or provider will be responsible for.**

Please see the draft management agreement provided in **Appendix 18**. A similar management agreement as the one in place for Acadiana Renaissance Charter Academy will be developed for NCA.

- 3. Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.**

STCF will monitor and evaluate the progress of NCA's academic, organizational, and financial performance in relation to metrics outlined in the LDOE's CSPC. To ensure NCA is on track to "Meet All Expectations" annually on each metric assessed by the CSPC, NCA will receive the school's financial, academic, and organizational reports monthly at each board meeting. Although the board reviews these reports as a group, individual board members pay particular attention to certain reports and aspects of school operations that align with their professional backgrounds and skillsets.

Academic reports will detail scholar performance on formative, interim, and classroom assessments, which will allow the board to monitor scholar progress on the standards tested on state assessments. Academic data will be available for each tested subject area at the school, classroom, grade, and subgroup levels. These reports allow STCF to maintain maximum visibility into the progress that scholars are making on a month-to-month basis.

Organizational reports will include but not be limited to monthly enrollment/recommit rates, scholar discipline data, status of SWD evaluations, and IEP compliance. STCF will also monitor NCA compliance with all local, state, and federal laws by reviewing the school's enrollment/admissions policies; monitoring the delivery of services to special populations through academic subgroup reports; and overseeing the school's adherence to all legal and contractual obligations, such as reviewing background check documentation, policies and procedures related to scholar safety, policies and procedures related to scholar testing, transportation plans/contracts, and food service contracts. Organizational reports will be reviewed primarily by all members of STCF.

Financial reports submitted to the board will include but not be limited to a balance sheet, statement of revenues, and a statement of expenditures. These reports will succinctly summarize the monthly activity of NCA, compare the results

to the projected annual budget, and identify any significant budget variances. As budget variances arise and are managed, new forecasts will be developed and submitted each month to ensure NCA stays on track financially throughout the year. NCA will also receive and review NCA's Fiscal Risk Assessment and annual audit each year.

If there are any recurring shortfalls or perceived distresses in NCA's financial, academic, or organizational aspects, such as low academic achievement, noncompliance with stipulations outlined in the charter contract, or material findings in the school's annual audit, then STCF, NCA, and CSUSA will work collaboratively and proactively to correct the identified shortfalls and ensure that NCA is able to "Meet All Expectations" on the CSPC each year.

The term of the management agreement between STCF and CSUSA will align with the term of NCA's charter contract. Once STCF receives the CSPC report in NCA's last contract year and it is determined that the terms and conditions of the agreement were fulfilled through positive CSPC reports over the course of the charter contract, the management agreement will be renewed for the term of the renewed charter contract. If the terms and conditions of the management agreement are not being fulfilled and NCA did not receive favorable scores on the CSPC throughout the year, the governing board may terminate the agreement. Please see Article VIII of the proposed management agreement included as **Appendix 18** for indemnification provisions.

- 4. Describe the non-profit organization and ESP (if applicable) history, including:**
 - a. List any current or past litigation, including arbitration proceedings, that has involved the organization;**
 - b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation;**

STCF is a new board and has no current or past litigation.

CSUSA is currently involved in litigation which arose in the ordinary course of business. Described below are the only material litigations pending or, to the knowledge of management of CSUSA, threatened against it, which, if determined adversely to CSUSA, would individually or in the aggregate (after taking into account CSUSA's liability insurance program), may have an adverse effect on CSUSA

[REDACTED]

[REDACTED]

[REDACTED]

- c. Cite any instances in which the organization’s schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer;**

This question is non-applicable to STCF. The organization does not have any schools and this is the organization’s first charter application.

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

The ESP has not exited a contract or partnership with a school.

- 5. Appendix 17: Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP.**

Please see Appendix 17.

- 6. Appendix 18: Provide the draft ESP MOU or Contract.**

Please see **Appendix 18** for a draft management agreement. The sample provided, from Acadiana Renaissance Charter Academy, is similar to the one that will be developed for NCA.

Appendix 1

Esri Community Profile
Esri Detailed Age Profile



Community Profile

St. Tammany Site
70433, Covington, Louisiana
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 30.47885
Longitude: -90.17721

	5 minutes	10 minutes	15 minutes
Population Summary			
2010 Total Population	245	4,145	24,402
2020 Total Population	426	6,565	37,678
2020 Group Quarters	0	109	723
2023 Total Population	442	7,191	40,227
2023 Group Quarters	0	102	722
2028 Total Population	504	7,652	42,673
2023-2028 Annual Rate	2.66%	1.25%	1.19%
2023 Total Daytime Population	369	5,841	39,198
Workers	153	2,211	19,101
Residents	216	3,630	20,097
Household Summary			
2010 Households	68	1,451	9,056
2010 Average Household Size	3.60	2.85	2.69
2020 Total Households	126	2,356	14,006
2020 Average Household Size	3.38	2.74	2.64
2023 Total Households	138	2,617	15,052
2023 Average Household Size	3.20	2.71	2.62
2028 Total Households	160	2,808	16,122
2028 Average Household Size	3.15	2.69	2.60
2023-2028 Annual Rate	3.00%	1.42%	1.38%
2010 Families	55	1,144	6,731
2010 Average Family Size	4.02	3.21	3.13
2023 Families	109	2,021	11,022
2023 Average Family Size	3.62	3.09	3.10
2028 Families	125	2,163	11,751
2028 Average Family Size	3.60	3.07	3.08
2023-2028 Annual Rate	2.78%	1.37%	1.29%
Housing Unit Summary			
2000 Housing Units	31	738	6,008
Owner Occupied Housing Units	77.4%	75.3%	70.1%
Renter Occupied Housing Units	16.1%	14.5%	22.3%
Vacant Housing Units	6.5%	10.2%	7.7%
2010 Housing Units	71	1,579	9,692
Owner Occupied Housing Units	84.5%	81.1%	76.5%
Renter Occupied Housing Units	11.3%	10.8%	17.0%
Vacant Housing Units	4.2%	8.1%	6.6%
2020 Housing Units	137	2,643	15,190
Vacant Housing Units	8.0%	10.9%	7.8%
2023 Housing Units	147	2,916	16,393
Owner Occupied Housing Units	76.9%	75.1%	72.9%
Renter Occupied Housing Units	17.0%	14.7%	18.9%
Vacant Housing Units	6.1%	10.3%	8.2%
2028 Housing Units	169	3,124	17,504
Owner Occupied Housing Units	78.1%	75.4%	73.0%
Renter Occupied Housing Units	16.6%	14.4%	19.1%
Vacant Housing Units	5.3%	10.1%	7.9%
Median Household Income			
2023	\$96,896	\$87,056	\$83,879
2028	\$109,306	\$100,606	\$93,557
Median Home Value			
2023	\$328,788	\$327,562	\$330,439
2028	\$360,976	\$349,761	\$355,885
Per Capita Income			
2023	\$49,289	\$45,042	\$45,816
2028	\$56,615	\$51,520	\$52,054
Median Age			
2010	36.9	36.8	37.9
2023	37.8	38.6	40.1
2028	38.5	39.2	41.2

Data Note: Household population includes persons not residing in group quarters. Average Household Size is the household population divided by total households. Persons in families include the householder and persons related to the householder by birth, marriage, or adoption. Per Capita Income represents the income received by all persons aged 15 years and over divided by the total population.

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.



Community Profile

St. Tammany Site
70433, Covington, Louisiana
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 30.47885
Longitude: -90.17721

	5 minutes	10 minutes	15 minutes
2023 Households by Income			
Household Income Base	138	2,617	15,052
<\$15,000	6.5%	6.6%	9.7%
\$15,000 - \$24,999	5.1%	3.5%	3.4%
\$25,000 - \$34,999	5.8%	5.9%	5.7%
\$35,000 - \$49,999	5.1%	8.6%	9.2%
\$50,000 - \$74,999	17.4%	19.4%	16.9%
\$75,000 - \$99,999	10.9%	11.0%	11.9%
\$100,000 - \$149,999	18.8%	20.2%	18.4%
\$150,000 - \$199,999	10.1%	9.4%	9.2%
\$200,000+	19.6%	15.4%	15.6%
Average Household Income	\$134,321	\$123,202	\$122,500
2028 Households by Income			
Household Income Base	160	2,808	16,122
<\$15,000	5.6%	6.0%	8.9%
\$15,000 - \$24,999	3.8%	2.8%	2.8%
\$25,000 - \$34,999	5.0%	5.1%	4.9%
\$35,000 - \$49,999	4.4%	7.5%	8.4%
\$50,000 - \$74,999	15.6%	17.7%	16.0%
\$75,000 - \$99,999	10.6%	10.5%	11.5%
\$100,000 - \$149,999	19.4%	20.5%	18.4%
\$150,000 - \$199,999	12.5%	11.6%	11.1%
\$200,000+	23.1%	18.2%	18.0%
Average Household Income	\$152,639	\$139,737	\$137,958
2023 Owner Occupied Housing Units by Value			
Total	113	2,189	11,947
<\$50,000	2.7%	1.4%	1.7%
\$50,000 - \$99,999	0.0%	0.6%	1.2%
\$100,000 - \$149,999	0.9%	0.9%	1.3%
\$150,000 - \$199,999	6.2%	7.3%	6.6%
\$200,000 - \$249,999	8.0%	8.5%	10.9%
\$250,000 - \$299,999	23.9%	22.2%	19.2%
\$300,000 - \$399,999	29.2%	33.0%	30.1%
\$400,000 - \$499,999	17.7%	16.6%	14.5%
\$500,000 - \$749,999	10.6%	7.9%	9.7%
\$750,000 - \$999,999	0.0%	0.6%	2.4%
\$1,000,000 - \$1,499,999	0.9%	0.5%	1.5%
\$1,500,000 - \$1,999,999	0.0%	0.0%	0.1%
\$2,000,000 +	0.0%	0.5%	0.9%
Average Home Value	\$355,531	\$357,655	\$384,115
2028 Owner Occupied Housing Units by Value			
Total	132	2,357	12,774
<\$50,000	0.8%	0.5%	0.6%
\$50,000 - \$99,999	0.0%	0.2%	0.4%
\$100,000 - \$149,999	0.0%	0.3%	0.5%
\$150,000 - \$199,999	3.0%	4.2%	4.0%
\$200,000 - \$249,999	5.3%	6.4%	8.4%
\$250,000 - \$299,999	21.2%	20.9%	18.3%
\$300,000 - \$399,999	31.1%	35.5%	31.8%
\$400,000 - \$499,999	20.5%	19.8%	16.8%
\$500,000 - \$749,999	12.9%	9.7%	10.8%
\$750,000 - \$999,999	0.8%	0.9%	3.6%
\$1,000,000 - \$1,499,999	3.0%	1.4%	3.7%
\$1,500,000 - \$1,999,999	0.0%	0.0%	0.1%
\$2,000,000 +	0.0%	0.5%	0.9%
Average Home Value	\$407,692	\$388,751	\$431,841

Data Note: Income represents the preceding year, expressed in current dollars. Household income includes wage and salary earnings, interest dividends, net rents, pensions, SSI and welfare payments, child support, and alimony.

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.



Community Profile

St. Tammany Site
70433, Covington, Louisiana
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 30.47885
Longitude: -90.17721

	5 minutes	10 minutes	15 minutes
2010 Population by Age			
Total	245	4,146	24,404
0 - 4	8.6%	8.3%	7.7%
5 - 9	8.6%	8.6%	8.0%
10 - 14	7.8%	7.6%	7.7%
15 - 24	9.4%	9.6%	10.0%
25 - 34	12.2%	12.8%	12.3%
35 - 44	17.1%	16.1%	14.4%
45 - 54	13.5%	14.4%	15.0%
55 - 64	11.8%	12.2%	12.8%
65 - 74	6.5%	6.5%	6.9%
75 - 84	3.3%	2.9%	3.6%
85 +	1.2%	0.9%	1.5%
18 +	71.8%	71.4%	72.5%
2023 Population by Age			
Total	440	7,191	40,228
0 - 4	6.6%	6.5%	6.2%
5 - 9	7.5%	7.4%	7.0%
10 - 14	8.2%	8.0%	7.8%
15 - 24	12.0%	11.7%	11.4%
25 - 34	11.8%	11.5%	10.9%
35 - 44	14.3%	14.2%	13.9%
45 - 54	13.6%	13.3%	12.9%
55 - 64	11.8%	11.9%	12.7%
65 - 74	9.3%	9.7%	10.6%
75 - 84	3.9%	4.4%	4.9%
85 +	0.9%	1.4%	1.9%
18 +	73.6%	73.7%	74.8%
2028 Population by Age			
Total	503	7,652	42,675
0 - 4	6.8%	6.5%	6.1%
5 - 9	7.0%	6.9%	6.5%
10 - 14	7.8%	7.7%	7.3%
15 - 24	11.9%	11.6%	11.2%
25 - 34	11.9%	11.7%	10.9%
35 - 44	13.5%	13.4%	13.1%
45 - 54	13.5%	13.6%	13.4%
55 - 64	11.5%	11.3%	11.9%
65 - 74	9.1%	9.6%	10.9%
75 - 84	5.6%	5.9%	6.6%
85 +	1.4%	1.8%	2.2%
18 +	74.4%	74.5%	75.7%
2010 Population by Sex			
Males	121	2,045	11,769
Females	124	2,100	12,633
2023 Population by Sex			
Males	218	3,530	19,625
Females	224	3,661	20,602
2028 Population by Sex			
Males	247	3,738	20,746
Females	258	3,914	21,927

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.



Community Profile

St. Tammany Site
70433, Covington, Louisiana
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 30.47885
Longitude: -90.17721

	5 minutes	10 minutes	15 minutes
2010 Population by Race/Ethnicity			
Total	245	4,146	24,402
White Alone	92.7%	92.0%	88.4%
Black Alone	4.5%	4.7%	8.3%
American Indian Alone	0.4%	0.4%	0.4%
Asian Alone	0.8%	0.8%	0.7%
Pacific Islander Alone	0.0%	0.0%	0.0%
Some Other Race Alone	0.4%	0.7%	0.8%
Two or More Races	1.2%	1.4%	1.4%
Hispanic Origin	5.3%	4.1%	3.7%
Diversity Index	22.6	21.8	26.8
2020 Population by Race/Ethnicity			
Total	426	6,565	37,678
White Alone	84.3%	84.1%	81.6%
Black Alone	3.5%	4.3%	7.2%
American Indian Alone	0.2%	0.3%	0.3%
Asian Alone	1.4%	1.1%	1.2%
Pacific Islander Alone	0.0%	0.0%	0.0%
Some Other Race Alone	1.4%	1.5%	1.5%
Two or More Races	9.2%	8.7%	8.1%
Hispanic Origin	8.9%	7.9%	7.2%
Diversity Index	39.7	38.8	41.3
2023 Population by Race/Ethnicity			
Total	441	7,191	40,227
White Alone	83.9%	83.4%	81.1%
Black Alone	3.4%	4.3%	7.1%
American Indian Alone	0.2%	0.3%	0.3%
Asian Alone	1.4%	1.1%	1.2%
Pacific Islander Alone	0.0%	0.0%	0.0%
Some Other Race Alone	1.4%	1.5%	1.6%
Two or More Races	9.8%	9.3%	8.6%
Hispanic Origin	9.7%	8.6%	7.8%
Diversity Index	41.3	40.5	42.6
2028 Population by Race/Ethnicity			
Total	505	7,652	42,672
White Alone	82.0%	81.9%	79.8%
Black Alone	3.6%	4.4%	7.2%
American Indian Alone	0.4%	0.4%	0.4%
Asian Alone	1.6%	1.2%	1.3%
Pacific Islander Alone	0.0%	0.0%	0.0%
Some Other Race Alone	1.6%	1.7%	1.8%
Two or More Races	10.9%	10.3%	9.5%
Hispanic Origin	10.7%	9.6%	8.6%
Diversity Index	44.3	43.5	45.1
2010 Population by Relationship and Household Type			
Total	245	4,145	24,403
In Households	100.0%	99.8%	99.7%
In Family Households	91.4%	90.2%	88.1%
Householder	28.2%	28.1%	27.7%
Spouse	23.7%	23.0%	21.9%
Child	35.5%	34.7%	34.1%
Other relative	2.9%	2.7%	2.8%
Nonrelative	1.2%	1.7%	1.7%
In Nonfamily Households	8.6%	9.6%	11.6%
In Group Quarters	0.0%	0.2%	0.3%
Institutionalized Population	0.0%	0.2%	0.2%
Noninstitutionalized Population	0.0%	0.0%	0.1%

Data Note: Persons of Hispanic Origin may be of any race. The Diversity Index measures the probability that two people from the same area will be from different race/ethnic groups.

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.



Community Profile

St. Tammany Site
70433, Covington, Louisiana
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 30.47885
Longitude: -90.17721

	5 minutes	10 minutes	15 minutes
2023 Population 25+ by Educational Attainment			
Total	292	4,772	27,212
Less than 9th Grade	1.0%	1.3%	1.4%
9th - 12th Grade, No Diploma	2.1%	1.9%	2.6%
High School Graduate	21.2%	18.4%	16.6%
GED/Alternative Credential	1.0%	2.6%	3.0%
Some College, No Degree	12.7%	16.1%	19.7%
Associate Degree	14.0%	12.1%	8.5%
Bachelor's Degree	30.8%	28.7%	30.0%
Graduate/Professional Degree	17.1%	19.0%	18.2%
2023 Population 15+ by Marital Status			
Total	344	5,611	31,804
Never Married	23.8%	19.3%	24.6%
Married	61.3%	66.7%	62.6%
Widowed	7.0%	6.3%	4.9%
Divorced	7.8%	7.8%	7.9%
2023 Civilian Population 16+ in Labor Force			
Civilian Population 16+	237	3,699	20,400
Population 16+ Employed	97.0%	97.4%	97.3%
Population 16+ Unemployment rate	3.4%	2.6%	2.7%
Population 16-24 Employed	8.3%	7.1%	8.8%
Population 16-24 Unemployment rate	20.8%	17.4%	7.1%
Population 25-54 Employed	67.4%	68.1%	63.0%
Population 25-54 Unemployment rate	0.6%	0.6%	1.8%
Population 55-64 Employed	17.0%	17.8%	19.5%
Population 55-64 Unemployment rate	2.5%	3.9%	2.9%
Population 65+ Employed	7.4%	7.1%	8.7%
Population 65+ Unemployment rate	0.0%	0.4%	3.9%
2023 Employed Population 16+ by Industry			
Total	230	3,602	19,856
Agriculture/Mining	2.2%	3.3%	2.4%
Construction	5.2%	5.7%	7.7%
Manufacturing	0.9%	2.3%	3.6%
Wholesale Trade	0.9%	2.4%	3.0%
Retail Trade	9.1%	6.1%	7.6%
Transportation/Utilities	4.8%	5.3%	4.6%
Information	0.9%	1.5%	2.5%
Finance/Insurance/Real Estate	19.6%	12.7%	9.4%
Services	51.7%	54.1%	53.0%
Public Administration	5.2%	6.5%	6.3%
2023 Employed Population 16+ by Occupation			
Total	231	3,602	19,856
White Collar	74.8%	75.1%	74.6%
Management/Business/Financial	28.7%	25.0%	24.1%
Professional	23.0%	29.4%	30.8%
Sales	5.7%	6.6%	8.0%
Administrative Support	17.4%	14.1%	11.8%
Services	14.8%	14.4%	13.7%
Blue Collar	10.9%	10.5%	11.7%
Farming/Forestry/Fishing	0.0%	0.1%	0.1%
Construction/Extraction	1.3%	2.6%	3.4%
Installation/Maintenance/Repair	1.7%	2.9%	3.1%
Production	0.9%	0.9%	1.0%
Transportation/Material Moving	7.0%	4.1%	4.0%

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.



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	5 minutes	10 minutes	15 minutes
2010 Households by Type			
Total	69	1,450	9,056
Households with 1 Person	14.5%	16.7%	21.2%
Households with 2+ People	85.5%	83.3%	78.8%
Family Households	79.7%	78.9%	74.3%
Husband-wife Families	66.7%	64.5%	58.8%
With Related Children	34.8%	33.3%	29.2%
Other Family (No Spouse Present)	11.6%	14.4%	15.5%
Other Family with Male Householder	4.3%	4.3%	4.0%
With Related Children	2.9%	2.6%	2.3%
Other Family with Female Householder	7.2%	10.1%	11.5%
With Related Children	4.3%	6.5%	7.5%
Nonfamily Households	5.8%	4.4%	4.5%
All Households with Children	44.1%	42.8%	39.4%
Multigenerational Households	4.4%	4.0%	3.7%
Unmarried Partner Households	5.9%	5.3%	5.2%
Male-female	4.4%	4.5%	4.4%
Same-sex	1.5%	0.8%	0.9%
2010 Households by Size			
Total	68	1,450	9,055
1 Person Household	14.7%	16.7%	21.2%
2 Person Household	30.9%	33.1%	32.9%
3 Person Household	22.1%	20.1%	17.9%
4 Person Household	20.6%	18.9%	17.2%
5 Person Household	8.8%	8.3%	7.7%
6 Person Household	1.5%	2.0%	2.0%
7 + Person Household	1.5%	0.9%	1.0%
2010 Households by Tenure and Mortgage Status			
Total	68	1,451	9,056
Owner Occupied	88.2%	88.2%	81.9%
Owned with a Mortgage/Loan	70.6%	68.9%	60.7%
Owned Free and Clear	17.6%	19.2%	21.1%
Renter Occupied	11.8%	11.8%	18.1%
2023 Affordability, Mortgage and Wealth			
Housing Affordability Index	119	108	104
Percent of Income for Mortgage	20.4%	22.6%	23.7%
Wealth Index	156	135	137
2010 Housing Units By Urban/ Rural Status			
Total Housing Units	71	1,579	9,692
Housing Units Inside Urbanized Area	64.8%	69.9%	82.7%
Housing Units Inside Urbanized Cluster	0.0%	0.0%	0.0%
Rural Housing Units	33.8%	30.1%	17.4%
2010 Population By Urban/ Rural Status			
Total Population	245	4,145	24,402
Population Inside Urbanized Area	65.7%	71.0%	82.6%
Population Inside Urbanized Cluster	0.0%	0.0%	0.0%
Rural Population	34.3%	29.0%	17.4%

Data Note: Households with children include any households with people under age 18, related or not. Multigenerational households are families with 3 or more parent-child relationships. Unmarried partner households are usually classified as nonfamily households unless there is another member of the household related to the householder. Multigenerational and unmarried partner households are reported only to the tract level. Esri estimated block group data, which is used to estimate polygons or non-standard geography.

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.



Community Profile

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	5 minutes	10 minutes	15 minutes
Top 3 Tapestry Segments			
1.	Workday Drive (4A)	Workday Drive (4A)	Workday Drive (4A)
2.	Middleburg (4C)	Middleburg (4C)	Exurbanites (1E)
3.		The Great Outdoors (6C)	Family Foundations (12A)
2023 Consumer Spending			
Apparel & Services: Total \$	\$374,375	\$6,435,157	\$36,461,117
Average Spent	\$2,712.86	\$2,458.98	\$2,422.34
Spending Potential Index	123	112	110
Education: Total \$	\$303,019	\$5,224,187	\$30,158,985
Average Spent	\$2,195.79	\$1,996.25	\$2,003.65
Spending Potential Index	122	111	112
Entertainment/Recreation: Total \$	\$658,070	\$11,376,708	\$65,054,639
Average Spent	\$4,768.62	\$4,347.23	\$4,321.99
Spending Potential Index	126	115	114
Food at Home: Total \$	\$1,124,940	\$19,460,991	\$112,074,603
Average Spent	\$8,151.74	\$7,436.37	\$7,445.83
Spending Potential Index	120	109	109
Food Away from Home: Total \$	\$641,011	\$11,042,485	\$62,504,666
Average Spent	\$4,645.01	\$4,219.52	\$4,152.58
Spending Potential Index	125	113	112
Health Care: Total \$	\$1,262,319	\$21,847,019	\$126,471,260
Average Spent	\$9,147.24	\$8,348.12	\$8,402.29
Spending Potential Index	124	113	114
HH Furnishings & Equipment: Total \$	\$519,966	\$8,969,801	\$51,034,377
Average Spent	\$3,767.87	\$3,427.51	\$3,390.54
Spending Potential Index	127	116	115
Personal Care Products & Services: Total \$	\$165,384	\$2,849,526	\$16,262,524
Average Spent	\$1,198.43	\$1,088.85	\$1,080.42
Spending Potential Index	125	114	113
Shelter: Total \$	\$4,193,638	\$72,566,664	\$416,903,119
Average Spent	\$30,388.68	\$27,728.95	\$27,697.52
Spending Potential Index	123	112	112
Support Payments/Cash Contributions/Gifts in Kind: Total \$	\$566,133	\$9,787,583	\$56,472,943
Average Spent	\$4,102.41	\$3,740.00	\$3,751.86
Spending Potential Index	131	120	120
Travel: Total \$	\$408,426	\$7,046,553	\$40,058,446
Average Spent	\$2,959.61	\$2,692.61	\$2,661.34
Spending Potential Index	132	120	118
Vehicle Maintenance & Repairs: Total \$	\$224,620	\$3,886,009	\$22,180,835
Average Spent	\$1,627.68	\$1,484.91	\$1,473.61
Spending Potential Index	124	113	112

Data Note: Consumer spending shows the amount spent on a variety of goods and services by households that reside in the area. Expenditures are shown by broad budget categories that are not mutually exclusive. Consumer spending does not equal business revenue. Total and Average Amount Spent Per Household represent annual figures. The Spending Potential Index represents the amount spent in the area relative to a national average of 100.

Source: Consumer Spending data are derived from the 2019 and 2020 Consumer Expenditure Surveys, Bureau of Labor Statistics. Esri.

Source: Esri forecasts for 2023 and 2028. U.S. Census Bureau 2000 and 2010 decennial Census data converted by Esri into 2020 geography.

Appendix 2

Sample Weekly Schedules:

- 1st Grade
- 5th Grade
- 8th Grade

Appendix 2: Sample Weekly Schedules

Please see the following schedules in which scholars will follow 5 days a week:

First Grade Scholar Schedule: **1st grade teachers are self-contained.*

Homeroom	7:30–7:50	Scholars Arrive Bellringer
Attendance/ Pledge of Allegiance	7:50–8:00	Teachers make connections to School Mission and Beacons of Virtue.
Electives:	8:00 – 8:40	Scholars will participate in the following Elective options: PE, Music, Latin/Foreign Language, Technology, Art
ELA	8:40 – 9:30	Scholars will engage in ELA instruction using a Tier 1 approved curriculum.
Academic Enrichment/RTI:	9:30 – 10:00	Tier 2 & Tier 3 scholars will receive interventions in their identified areas for improvement. Tier 1 scholars will participate in enrichment activities that align with their grade level standards.
ELA continued	10:00 – 10:45	Scholars will engage in ELA instruction using a Tier 1 approved curriculum.
LUNCH:	10:45 – 11:15	
Guided PE:	11:15 – 11:45	*Recess
ELA	11:45 – 12:15	Scholars will engage in ELA instruction using a Tier 1 approved curriculum.
Social Living	12:15 – 1:00	Scholars will engage in Social Living instruction using a Tier 1 approved curriculum.
Math:	1:00 - 2:30	Scholars will engage in Math instruction using a Tier 1 approved curriculum.
Small Group Rotations “Consone”	2:30 – 3:00	Scholars will participate in the following small group station rotations: Writing Center, Math Fact Fluency, Reading Center, Teacher-led Instructional Focus Group

Fifth Grade Scholars Schedule: **5th grade teachers are partially departmentalized and share cohorts of scholars. One teacher teaches ELA & Social Studies and the other teaches Math and Science.

Homeroom	7:30 – 7:50	Homeroom Bell Ringer
Attendance Pledge of Allegiance	7:50 – 8:00	Teachers make connections to School Mission and Beacons of Virtue.
BLOCK 1:	8:00 – 10:40	Scholars will engage in ELA & Social Studies Instruction using a Tier 1 approved Curriculum. Technology used to engage scholars in the lesson and to allow scholars to demonstrate their learning in multiple ways. Utilization of outdoor learning spaces as applicable. ELA – 100 minutes Social Studies – 60 minutes
Electives:	10:40 – 11:20	Scholars will participate in the following Elective options: PE, Music, Latin/Foreign Language, Technology, Art, or Theatre Utilization of outdoor learning spaces as applicable.
BLOCK 2:	11:20 – 11:45	Scholars will engage in Math & Science Instruction using a Tier 1 approved Curriculum. Technology used to engage scholars in the lesson and to allow scholars to demonstrate their learning in multiple ways. Utilization of outdoor learning spaces as applicable. Math – 90 minutes Science – 55 minutes
LUNCH:	11:45 – 12:15	
Guided PE:	12:15 – 12:30	*Recess
BLOCK 2 CONT'D:	12:30 – 2:30	Scholars will engage in Math & Science Instruction using a Tier 1 approved Curriculum. Math – 90 minutes Science – 55 minutes
Academic Enrichment/RTI: "Consone"	2:30 – 3:00	Tier 2 & Tier 3 scholars will receive interventions in their identified areas for improvement. Tier 1 scholars will participate in enrichment activities that align with their grade level standards.

Eighth Grade Scholars Schedule: *8th grade teachers are departmentalized and share cohorts of scholars. Scholars rotate to 4 core classes, spending 75 minutes in each block.

Homeroom	7:30 – 7:50	Homeroom Bell Ringer
Attendance Pledge of Allegiance	7:50 – 8:00	Teachers make connections to School Mission and Beacons of Virtue.
Block 1: ELA	8:00 – 9:15	Scholars will engage in ELA instruction using a Tier 1 approved curriculum. Technology to engage scholars in the lesson and to allow scholars to demonstrate their learning in multiple ways. Utilization of outdoor learning spaces as applicable.
Block 2: Math	9:17 – 10:32	Scholars will engage in Math instruction using a Tier 1 approved curriculum. Technology to engage scholars in the lesson and to allow scholars to demonstrate their learning in multiple ways. Utilization of outdoor learning spaces as applicable.
Block 3: Science	10:34 – 11:49	Scholars will engage in Science instruction using a Tier 1 approved curriculum. Technology to engage scholars in the lesson and to allow scholars to demonstrate their learning in multiple ways. Utilization of outdoor learning spaces as applicable.
LUNCH	11:51 – 12:21	
Academic Enrichment/RTI “Consone”	12:23 – 12:53	Tier 2 & Tier 3 scholars will receive interventions in their identified areas for improvement. Tier 1 scholars will participate in enrichment activities that align with their grade level standards.
Block 4: Social Studies	12:55 – 2:10	Scholars will engage in Social Studies instruction using a Tier 1 approved curriculum. Technology to engage scholars in the lesson and to allow scholars to demonstrate their learning in multiple ways. Utilization of outdoor learning spaces as applicable.
Electives:	2:12 – 3:00	Scholars will participate in the following Elective options: PE, Music, Foreign Language, Technology, Art, or Theatre Utilization of outdoor learning spaces as applicable.

Appendix 3

Sample English Learner Weekly Schedule:

- a. **Grade level of the EL student:** First Grade
- b. **Proficiency determination as defined by English Language Proficiency Test (Emerging or Progressing only):** Level 3 – Intermediate, Emerging
- c. **Any other data or assumptions involved in creating the student schedule:** The scholar received EL programming throughout the year, utilizing a Content Based English as a Second Language approach. Supports, modifications, and accommodations included the use of visual aids, physical activities, reduced assignment tasks, extended time, and repeated directions.

Sample EL Scholar Weekly Schedule

First grade EL scholar schedule: **1st grade teachers are self-contained.*

Subject	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	7:30–7:50	Scholars Arrive EL Bell ringer using language acquisition software/programs.				
Attendance/Pledge of Allegiance	7:50–8:00	Teachers make connections to School Mission and Beacons of Virtue.				
Electives/Specials Rotations	8:00-8:40	Scholars will participate in the following Elective options: PE (M), Music (T), Latin/Spanish (W), Technology (Th), Art or Theatre (F)				
ELA	8:40-9:30	Scholars will engage in ELA instruction using a Tier 1 approved curriculum. Includes daily EL bellringer (5 min.).				
Academic Enrichment/RTI	9:30-10:00	Tier 2 & Tier 3 scholars will receive interventions in their identified areas for improvement. Tier 1 scholars will participate in enrichment activities that align with their grade level standards. Includes 2-3x weekly teacher-led group with appropriate EL supplemental resources.				
ELA (continued)	10:00-10:45	Scholars will engage in ELA instruction using a Tier 1 approved curriculum (cont.). Includes and M-F EL specialist push in support (30 min.)				
Lunch	10:45-11:15	M-F				
Guided P.E.	11:15-11:45	*Recess M-F				
ELA (continued)	11:45-12:15	Scholars will engage in ELA instruction using a Tier 1 approved curriculum.				
Social Studies	12:15-1:00	Scholars will engage in Social Studies instruction using a Tier 1 approved curriculum. EL Instruction emphasizes key vocabulary using: <ul style="list-style-type: none"> • introduce, write, repeat, and highlight strategy • using modeling, visuals, hands-on activities, and demonstrations as needed 				
Math	1:00-2:30	Scholars will engage in Math instruction using a Tier 1 approved curriculum. EL instruction with: <ul style="list-style-type: none"> • Hands-on materials and/or manipulatives for practice with new content 				
Small Group Rotations "Consone"	2:30-3:00	Scholars will participate in the following small group station rotations: Writing Center, Math Fact Fluency, Reading Center, Teacher-led Instructional Focus Group EL scholar participates in enrichment or grade level remediation based on focus (Math) and EL's benchmark assessment data (for this sample, the scholar scored in the enrichment group).				

Appendix 4

Sample Scholar with Exceptionalities Weekly Schedule:

- a. **Grade level of the student:** Third grade
- b. **Student's primary exceptionality:** The scholar is classified as SLD (Specific Learning Disability) in the areas of basic reading skills and reading comprehension.
- c. **The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided:** Based on the scholar's strengths, most recent psychoeducational evaluation, academic needs, progress in the general curriculum, present levels of academic performance in basic reading and reading comprehension the scholar requires a total of 210 minutes of specialized reading instruction to address identified reading goals.
- d. **Any other data or assumptions involved in creating the student schedule:** it is assumed that the scholar scored below proficiency on his recent reading assessment and that his psychoeducational evaluation identified delays in reading comprehension and phonics and decoding. Furthermore, it is also assumed that, when possible, the special education teacher will provide services to more than one special education scholar with the same or similar goals in small groups to maximize service minutes and minimize disruptions to schedules. This will only occur if and when a scholar's IEP does not specify accommodations for one-on-one or individual instruction. In addition, the scholar will spend the majority of the school day in the general education setting with nondisabled grade-level peers.

Sample Scholar with Exceptionalities Weekly Schedule

Third grade scholar schedule: The following is a weekly, Monday-Friday, sample schedule for a third grade scholar with a primary exceptionality classified as SLD. Actual schedules differ depending on scholar specific IEP goals, supports, and accommodations.

Subject	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	7:30–7:50	Scholars Arrive ESE Bell ringer aligned to goals (i.e., remediation or enrichment activity).				
Attendance/Pledge of Allegiance	7:50–8:00	Teachers make connections to School Mission and Beacons of Virtue.				
Electives/Specials Rotations	8:00–8:40	Scholars will participate in the following Elective options: <ul style="list-style-type: none"> • PE (M) • Music (T) • Latin/Foreign Language (W) • Technology (Th) • Art or Theatre (F) 				
ELA	8:40–9:30	Scholars will engage in ELA instruction using a Tier 1 approved curriculum. *Pull-out special education setting with a SPED teacher 3x weekly for 50 minutes (phonics and decoding-multisyllabic words).				
Academic Enrichment/RTI	9:30–10:00	Tier 2 & Tier 3 scholars will receive interventions in their identified areas for improvement. Tier 1 scholars will participate in enrichment activities that align with their grade level standards. *Inclusion setting with a SPED teacher 2x weekly for 30 minutes (comprehension-main idea and details).				
ELA (continued)	10:00–10:45	Scholars will engage in ELA instruction using a Tier 1 approved curriculum (cont.). *Teacher scaffolds comprehension lesson one-on-one or small group.				
Lunch	10:45–11:15	M-F				
Guided P.E.	11:15–11:45	*Recess M-F				
ELA (continued)	11:45–12:15	Scholars will engage in ELA instruction using a Tier 1 approved curriculum.				
Social Studies/Science	12:15–1:00	Scholars will engage in Social Studies instruction using a Tier 1 approved curriculum. *Instructional support provided by SPED aide 2x week.				
Math	1:00–2:30	Scholars will engage in Math instruction using a Tier 1 approved curriculum.				
Small Group Rotations “Consone”	2:30–3:00	Scholars will participate in the following small group station rotations: Writing Center, Math Fact Fluency, Reading Center, Teacher-led Instructional Focus Group				

Appendix 5

Draft Student Code of Conduct

*Includes proposed discipline policy and proposed School Model Master Plan.

Draft Student Code of Conduct

(Sample from Acadiana Renaissance Charter Academy)

Discipline Policy:

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with a true desire to help the student to do what is right. Though few students desire discipline, they often need it to reach their full potential.

Each teacher will establish appropriate procedures for discipline in his/her classroom based on these guidelines. **The following list is not all-inclusive:**

- Students are expected to respect the authority of school personnel which includes but is not limited to administration, teachers, staff, and substitutes.
- Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
- Students shall always help keep the school clean. There is to be no gum chewing in the school building or on the school grounds.
- Items such as water pistols, matches, skateboards, handheld game devices, toys, weapons of any sort, etc. are not permitted at school.
- No items will be permitted that carry pictures or slogans referring to the drug culture or alcohol. No profane, abusive, or slang language is to be used.
- There is zero tolerance for aggression, drugs, and alcohol at school. Students that push, hit, bite, kick, harass, bully or negatively use the internet will be assigned an appropriate consequence, up to and including suspension or dismissal from the school, and/or referral to law enforcement.

ADMINISTRATIVE INTERVENTIONS AND DEFINITIONS:

The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

Focus Area: A designated classroom that will serve as an in-school suspension setting assigned by an administrator, or time-out, assigned by a teacher, for the student to refocus and return to class.

After School and/or Saturday Detention: Held at the school site. A staff member monitors the Detention activities. The child does not miss class time.

Behavior Plan: A student-specific plan that is aimed at improving problem behavior. Parents, students, and school staff work together to develop and implement this plan.

Confiscation: Of cell phones and electronics: (Refer to Policy)
For all other items (i.e. toys, Fidgets, games): at the principal's discretion

Loss of Privileges: Revocation of the right to participate in social and/or extracurricular activities.

Suspension: A suspension from campus for a specified length of time not to exceed 10 days. Parents will be notified of disciplinary action plans within 24 hours of behavior infraction. The student is marked absent. The student must complete assignments and shall receive full credit for such work if it is completed satisfactorily and timely. No student will be readmitted to school without a parent conference.

Parent Contact/Conference: Phone calls, notes home, letters, meetings with parents, automated calls, emails.

Expulsion: Students may be recommended for expulsion for extreme first-time offenses (drugs, weapons, and other serious offenses) or, on the 4th offense that results in suspension and must be recommended for removal prior to the 11th day of out of school suspension. This may be a result of habitual violations of school rules, or for other serious one-time infractions. A parent may waive their right to a due process hearing after meeting with a representative team from the school to discuss the problem behavior and select placement at an alternate school or homebound program provided and monitored by the school. If agreement between the parent and school cannot be reached, a due process hearing will be conducted by the Regional Director who reviews the student's disciplinary record, allows testimony from the student and school staff and decides if the student is removed from school or if other disciplinary action is taken. The Principal may recommend to the Foundation's Board of Trustees and Charter Schools USA's Regional Director of Education after the due process hearing to expel a student for any of the following in accordance with the Code of Conduct:

Prior to suspension or expulsion, the student has the right to a fair hearing as outlined by the Code of Conduct. Offenses include but are not limited to the following:

- Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, pushing or biting)
- Possession or use of illegally obtained drugs and tobacco
- Being under the influence or having alcoholic beverages on school grounds.
- Defacing or vandalism of school property
- Igniting any flammable substance
- Continual disruption of class

- Emotional outburst
- Profanity
- Insubordination
- Disrespect
- Peer Conflict

Referral to Student Services or Mental Health Professional: School-based counseling or mental health services aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling, and other counseling as needed. Written parental consent is required for mental health services.

Restitution or Repair: Payment or repair for damages to personal or school property.

SBLC: The School Building Level Committee may be comprised of teachers, parents, school counselors, school personnel specializing in student services and administration. The purpose of this committee is to identify and prescribe services to students who require additional support in the area of grades, attendance, and/or social emotional well-being.

School Specific Interventions: Interventions that vary from school to school that are used for certain behavior infractions.

Seclusion and Restraint Guidelines and Procedures: Available on Acadiana Renaissance Charter Academy website www.acadianachar.org: click Resources and PDF's. Paper versions may be requested through your child's school.

Threat Assessment: Multidisciplinary assessment used to validate a verbal, nonverbal, or written threat by a student. Student and parent interviews are conducted if necessary.

Time out: A disciplinary action that allows the student time to reflect and refocus. The child is given time to sit quietly, to calm down, and to refocus on the expected behaviors before returning to group instruction. It can be given in the classroom, in the office, or another classroom.

AUTHORITY OF SCHOOL PRINCIPALS:

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any pupil(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. Depending on the severity of the offense committed by the student, the principal retains the right and the responsibility to use any appropriate form of discipline available including suspension, recommending expulsion, and/or law enforcement. However, no pupil shall be disciplined in any manner by Acadiana Renaissance Charter Academy school principal, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probable than not was committed solely for the purpose of

preventing a forcible offense against the pupil or a forcible offense provided that the force used must be reasonable and necessary to prevent such offense. A pupil who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend himself.

AUTHORITY OF SCHOOL TEACHERS:

- Teaching Behavioral Expectations and Remediation of Deficits
- Each teacher shall at the beginning of each school year and periodically throughout the school year provide his or her students with the rules of the school and how those apply in their classroom. The teacher should teach the behavioral expectation and provide a system to acknowledge appropriate behavior and remediate behavioral deficits.
- In-School Alternatives and Preservation of Instructional Time
- Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (re-teaching, remediation, brief time-out in classroom, calls to parents, notes home, behavior plans) to removal from class is encouraged. In addition, counseling alternatives (school counselors and/or other appropriate mental health professionals employed by the district or a contracted outside agency) are encouraged.
- Each teacher may take disciplinary action (no state form required) to correct a pupil who disrupts a normal classroom activity, who is disrespectful to a teacher, who willfully disobeys a teacher, who uses abusive or foul language directed at a teacher or another pupil, who violates school rules or who interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the school's Major/Minor Infraction Policy and in accordance with Acadiana Renaissance Charter Academy policy.

DRESS CODE VIOLATIONS:

Level I – Re-teach expectation and Parent Contact

- Teacher will contact parent to bring correct uniform to school.
- Teacher will complete Uniform Violation Form.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for record keeping.
- Teacher will keep Master copy for later use, if needed.

Level II – Warning and Parent Contact

- Teacher will contact parent to bring correct uniform to school.
- Teacher will complete Uniform Violation Form.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for record keeping.
- Teacher will keep Master copy for later use, if needed.

Level III – Detention and Parent Contact

- Teacher will contact parent to bring correct uniform to school.
- Teacher will complete Uniform Violation Form.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for phone call to confirm Detention (Lunch, after school, Saturday).
- Teacher will keep Master copy for records.

Failure to attend Lunch Detention will result in an After-School Detention. Failure to attend After School Detention will result in a Saturday Detention. Failure to attend Saturday Detention will result in a one day out of school suspension in which the parent must attend a re-admit meeting with administration before the child will be allowed to return to school.

***If the parent is unable to bring the correct uniform to the student, the student may be placed in the Focus Area for the remainder of the school day.

If uniform violations persist after Level III, a parent conference will be held with administration and will result in a minor infraction.

DUE PROCESS IN THE DISCIPLINARY PROCESS:

Every student must be afforded due process in the disciplinary process. Procedural due process is essentially based on the concept of "fundamental fairness". It includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has been written up and presents to the office the following must occur:

1. The student must be told what he is accused of and by whom (faculty member)
2. The student must be given the opportunity to tell his version of the facts
3. The student must be allowed to provide any witnesses to the event
4. The student must be informed of the administrator's action on the infraction (consequence)
5. Parents must be notified by personal phone call (email if phone contact cannot be made) at the numbers provided if the disposition is one of the following: Assigned Focus Area by administration, Detention, Out of School Suspension. Documentation will be sent home with the student on the day that parental contact was made.
6. Parents are not present during the principal's investigation or interviewing of the student.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other aggravating or mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

LEVELS OF DISCIPLINARY ACTION:

Acadiana Renaissance Charter Academy works diligently to provide an optimal learning environment for all students. Nonetheless, at times students may become disruptive, talkative, disrespectful, etc. To better deal with these types of behaviors, teachers and administrators will

work collaboratively to implement a **Progressive Discipline Plan** and continue to implement the following alternatives to suspensions. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other circumstances will be considered in determining which actions should be taken.

Level 1 Offenses disrupt the orderly operation of the school/learning environment. Discipline incidents that should be **managed by the teacher** and do not warrant a discipline referral or administrative assistance. Any behavior that is of low-level intensity, passive in nature and/or of a non-threatening manner is a Level 1 offense. Infractions in this category will be addressed with a disciplinary intervention/consequence that will NOT include removal from instruction (Tab out, in-school suspension/isolation or out-of-school suspension).

Infraction	Definition of Infraction	Consequences
Uses profanity or obscenities	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used to another. Including writing or drawing words or images that considered obscene or profane.	<p>Multiple interventions/consequences may be used depending on individual student needs. This is not meant to be an exhaustive list. Assign consequences appropriate for the type and number of infractions.</p> <p>1st Offense: (*Note: Intervention/Consequence may be repeated at the discretion of the administration.)</p> <ul style="list-style-type: none"> - Reteach the behavioral expectation - Provide a reflective activity (behavior reflection sheet) - Letter of warning (Minor Infraction Form) - Parent Contact - Teacher assigned consequence <p>Subsequent Offense(s):</p> <ul style="list-style-type: none"> - Student conference - Loss of privilege - Seat change - Referral to school counselor - Short term removal from classroom setting - Lunch/recess detention - After school detention - Parent Contact <p>Upon 4th Offense (Minor Infraction Referral):</p> <ul style="list-style-type: none"> - Mandatory referral to an administrator to make an assessment and determine appropriate intervention. The student's teacher will also present documented
Disturbs the school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking yelling or screaming, noise with materials, and/or sustained out of seat behavior.	
Violates traffic and safety regulations	To break any rule or law that pertains to the obstruction and flow of traffic and/or safety regulations within the school environment. This includes any/all extra-curricular activities in which the school is being represented.	
Gambling	Wagering money or property	
Improper Dress/Dress Code Violation	Out-of-dress code ***School Dress Code Violations Policy	
Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception	
Misusing the internet or other forms of technology	Violating the Internet Use Policy. Altering another's profile, work, or account. Using technology for purposes other than those assigned by school personnel.	

		<p><i>disciplinary interventions to the school administrator.</i></p> <p>Note: Repeated violations of the same Level 1 infractions will be coded as Level 2- Repeated Rule Violation</p>
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Level 2 offenses seriously disrupt the learning environment. Discipline incidents that should be **managed by the teacher with possible assistance from an administrator.** These infractions will be addressed with a consequence(s) that will NOT include removal from school (out-of-school suspension).

Infraction	Definition of Infraction	Consequences
Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority	Multiple interventions/consequences may be used depending on individual student needs. This is not meant to be an exhaustive list. Assign consequences appropriate for the type and number of infractions.
Treats an authority with disrespect.	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.	
Is guilty of conduct or habits injurious to others (no intent)	Any unintentional but not malicious act that causes injury, damage, or pain to another.	
Cuts, defaces, or injures any part of the building or equipment (Under \$100.00)	Damage, destruction or defacement of property belonging to the school valued under \$100.00	<p>Offence: (*Note: Consequence may be repeated at the discretion of the administration.)</p> <p>Level 1 consequences may be assigned as well.)</p> <ul style="list-style-type: none"> - Parent Contact - Tab Out/ Focus Area - Student conference - Loss of privilege - Seat change - Referral to school counselor - Short term removal from classroom setting - After school detention - Saturday Detention
Leaves Classroom without permission-Skipping Class	Exiting a classroom or instructional area without permission of the instructor. Student stays out of class without permission of a school staff more than 10 minutes.	<p>Subsequent Offence: Administration to determine appropriate disciplinary intervention/consequence:</p> <ul style="list-style-type: none"> - Parent Contact - Reflective activity - Removal from classroom setting - Detention (lunch, after school, Saturday - Out of School Suspension (Administration to determine
Is guilty of stealing (valued at less than \$100)	Taking or obtaining the property of another without permission or knowledge of the owner without violence.	
Forgery	To use, make, or reproduce another's signature	
Possession/sharing of obscene/pornographic material	Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)	

		using Behavior/Consequence Referral Progression Chart) Conduct parent conference upon return from suspension.
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Level 3 offenses compromise the safety of the school community. Discipline incidents that **significantly interfere** with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions.

Infraction	Definition of Infraction	Consequences
Makes and unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statement or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.	1st Step: (*Note: Step 1 may be repeated at the discretion of the administration.) Level 1 and 2 consequences may be assigned as well. - Parent Contact - 1-2 Day out of School Suspension. Conduct parent conference upon return from suspension
Using profane or obscene language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling used to another.	2nd Step: - Parent Contact - 3 Day Out of School Suspension Conduct parent conference upon return from suspension
Is guilty of immoral or vicious practices	Isolated incident that is an unlawful act or comment that is hurtful, grading, humiliating or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard of social behavior.	3rd Step: - Parent Contact - 4 Day Out of School Suspension/ Recommendation expulsion Conduct parent conference upon return from suspension
Is guilty of conduct or habit injurious to his associates	Any intentional but not malicious act that causes injury, damage or pain to another.	4th Step: - Parent Contact - 5 Day Out of School Suspension/Recommendation expulsion Conduct parent conference upon return from suspension.
Uses or possesses tobacco products or lighter	The possession, use, purchase, intent to distribution, concealment or sale of tobacco products, e-cigarette or lighters.	
Cut, defaces, or injures any part of public school building/Vandalism over \$100.00 (requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at over a \$100.00	
Instigates or participates in a fight	A hostile confrontation resulting in physical contact or an attempt at physical contact.	

Leaves Classroom without permission	Exiting a classroom or instructional area without explicit permission.
Is guilty of stealing over \$100.00(requires restitution)	Taking or gaining the property of another, valued over \$100.00.
False Alarm	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911 or discharging a fire extinguisher.
Public indecency	Exposure of body parts in public view.
Trespassing violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of property has been denied, or who remains on the property once notified or requested to leave.
Failure to serve assigned consequence.	Failure to serve Detention, Out of school Suspension or other assigned consequence. ***Note: Consequence will be doubled or moved to the next progressive step.
Bullying/Harassment/Threatening *If bullying is suspected, a bullying form must be completed and turned in to administration to investigate. See procedures for Bullying investigation below.	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. This includes any act done through the use of technology (cyber bullying) which can occur on or off school property.

Level 4 offenses involve law enforcement intervention. Discipline incidents that require immediate response from administration, crisis team, and/or community support.

Infraction	Definition of Infraction	Consequence
Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	Consequences: Referral to Law Enforcement Recommendation for Expulsion
Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	

Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code	Possessing weapon(s) designed to expel a projectile by action of an explosive.	
Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used to inflict harm or injury.	Possesses firearms, knives or blades, which may be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space.	
Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.	
Leaves school premises without permission	Exiting a school campus without explicit permission of the instructor.	
Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in need for law enforcement intervention	

****Administration may replace any consequence in the Levels of Discipline chart at their discretion. Additional actions may include, but are not limited to: Additional Out-of-School Suspension Days, Focus Area, Loss of Technology, Campus Clean-Up, Behavior Plan, Referral to Student Services, School Sponsored Home Instruction, Loss of Privileges (extra-curricular, school sponsored activities), Recommended Expulsion**

MINOR INFRACTIONS:

A record of minor referrals for violation of classroom or school rules will be kept by the classroom teacher and school disciplinary designee. Students may be issued a minor infraction in the classroom when they receive a "U", "F", or "Red Light" in conduct for the day. Students may also receive a minor infraction when they are removed from class for disrupting instruction or for an isolated behavior that does not conform to the school-wide expectations. When a student accumulates 4 minor infractions, they are referred to administration and the appropriate consequence will be administered according to the "Levels of Disciplinary Action." Consequences for Minor Infractions should adhere to the following guidelines:

Minor Infraction #1

- Teacher will complete Minor Infraction Form and contact the parent
- Teacher will assign consequence.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for record keeping.
- Teacher will keep Master copy for later use, if needed.

Minor Infraction #2

- Teacher will complete Minor Infraction Form and contact the parent
- Teacher will assign consequence.
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for record keeping.
- Teacher will keep Master copy for later use, if needed.

Minor Infraction #3

- Teacher will complete Minor Infraction Form and contact the parent
- Teacher will send white copy home with student.
- Teacher will send yellow copy to Administrator/Designee for parent contact and lunch detention assignment.
- Teacher will keep Master copy for later use, if needed.
- Parent conference may be required.

Minor Infraction #4

Upon the 4th incident of failure to comply with school expectations, the student will be issued a Major Infraction.

- Teacher will complete Minor Infraction Form 1B
- Teacher will send white and yellow copy to Administrator/Designee.
- Administrator/Designee will assign consequence according to the Progressive Discipline Plan.
- Administrator/Designee will contact parent.
- Administrator/Designee will fill out a Major Infraction Form and attach documentation from the teacher.
- Teacher will keep Master copy for records.

POSITIVE BEHAVIORAL SUPPORT :

In compliance with the Juvenile Justice Education Partnership Act of 2003 and the Board of Elementary and Secondary Education's Model Master Plan for Discipline, all schools shall establish a school-wide system of discipline which utilizes positive behavioral supports. Schools shall establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. School personnel shall provide yearly training to all school staff on positive behavioral supports and the school-wide discipline plan. Each school shall establish a school leadership team that meets regularly to review behavioral and related data and guide the positive behavior process.

Role of PBIS – A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students.

Procedures for reporting suspected incidents of bullying:

The definition of Bullying: (As provided in Act 861 of 2012) - A pattern of one or more of the following:

- gestures, including but not limited to obscene gestures and making faces.
- written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor.
- electronic communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website using a telephone, mobile phone, pager, computer, or other electronic device.
- physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
- repeatedly and purposefully shunning or excluding from activities.

The pattern of behavior is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

The principal/designee is responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning, or supervising school-sponsored functions and events are required to report alleged violations of this policy to the principal or the principal's designee. A verbal report must be reported to the principal/designee on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter. The written report must be obtained from the principal/designee. The principal/designee will initiate an investigation into the bullying incident no later than the next business day that school is in session.

The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report of bullying.

STUDENT CODE OF CONDUCT AND DISCIPLINE GUIDELINES:

Acadiana Renaissance Charter Academy has taken both the Parish School District and the Louisiana Department of Education Student Code of Conduct and Discipline Guidelines into

consideration and made the appropriate modifications to compose the Acadiana Renaissance Charter Academy Student Code of Conduct and Discipline Guidelines.

Every teacher in the public school system shall endeavor to hold each pupil to a strict accountability for any disorderly conduct in school, in school-sponsored activities, on the playgrounds of the school, on the street, while going to or returning from school and during intermission or recess. To assist the teacher, the administrators of Acadiana Renaissance Charter Academy has established regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness. Louisiana Revised Statute 17:416 provides the foundation for addressing the discipline of students within the school setting and at school-sponsored events or activities. The school's Master Discipline Plan, including the PBIS system, are all included as **Appendix A**.

STUDENT REMOVAL FROM CLASSROOM:

A pupil may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the pupil's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of pupils or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for schoolwork missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal.

Upon the pupil being removed from class and sent to the principal's office, the principal or designee shall advise the student of the particular misconduct of which he is accused as well as the basis for such accusation, and the pupil shall be given an opportunity to explain his version of the facts. The principal shall conduct a counseling session with the pupil to discuss the misconduct and establish a course of action. If the principal determines that the removal of the student from class was warranted, the pupil shall not be readmitted to the classroom until the principal has implemented one of the following disciplinary measures:

- Focus Area
- Detention After school and/or Saturday
- Suspension- Requiring the completion of all assigned school and homework which would have been assigned and completed by the pupil during the period of suspension.
- Any other disciplinary measure authorized by the principal.

When a pupil has been removed from a classroom, the teacher may require the parent, tutor, or legal guardian of the pupil to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the pupil's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures. If appropriate, a referral of the matter may be made to the SBLC Team. In addition, a conference between the teacher or other appropriate school employee and the pupil's parent, tutor or legal guardian shall be required prior to the pupil being readmitted. If the disruptive

behavior persists, the teacher may request that the principal transfer the pupil into another setting. Any student removed from class who requires special education services, or 504 accommodations will be provided with services mandated under IDEA.

Whenever a teacher is struck by a pupil, the pupil, in addition to any other discipline given, may be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the SBLC Team, finds the striking incident to be entirely inadvertent.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.) Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

If a student exits to another school or enters from another school discipline reports will be requested and reviewed.

TEACHER/STAFF INTERVENTIONS:

- A. Each school is required to have a documented Major/Minor Infraction Policy in accordance with their School Wide Positive Behavior Support Implementation Plan.
- B. The following classroom interventions may be utilized but are not limited to the following actions to correct student behavior

- Restating of desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent
- Reflective Activity/Behavioral Contract
- Individual Behavior Management plan
- Referral to Student Services
- Denial of special privileges/work assignments
- Time Out/Focus Area
- TAB/TAB-OUT
- Assignment of reasonable written or oral work
- Referral for a counseling session
- Peer mediation/conflict resolution
- Parent conference

- Lunch/Guided P.E. Detention

Dress Code Policy:

A higher standard of dress encourages greater respect for individuals, students, and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days for every student. Acadiana Renaissance Charter Academy reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. Contact administration to request a dress code hardship waiver.

BOOTS (MEDICAL)/CRUTCHES:

It is important to note that students utilizing crutches or medical scooters cannot come to school with bare feet or just a sock on the injured foot/leg. A shoe or medical boot must be worn to help the student stabilize their movement and prevent further injury. Elevator passes are given as needed to students to help them move about the campus.

BELTS:

A black, navy blue or brown belt must always be worn with any article of clothing as belt loops are essential. It should be fitted around the waist so that excess length can be tucked in loops and NOT hanging. Belts cannot have jewels, dangling items, large buckles, or logo/written items.

GENERAL:

At no time are students to wear anything offensive, immodest or deemed inappropriate by the faculty. **ALL CLOTHING SHOULD BE LABELED WITH THE STUDENT'S NAME.** Parents of students in Kindergarten are encouraged to leave a Ziploc bag labeled with the child's name with a spare change of clothes in the classroom throughout the year for emergencies.

HAIR and MAKE UP:

Hair must be neat and clean with no "unnatural" colors i.e. fluorescent, pink, bright green, etc. Extreme hairstyles (i.e. symbols and words, mohawks) and hair that is distracting to the educational setting will not be allowed. Changes will be left to the administration's discretion. No hats, hoodies, scarves, or bandanas may be worn. Headbands should be flat, solid in color and no larger than ½ inch. No make-up will be worn in grades K-5. If a student in one of these grades wears make-up to school, they will be asked to remove it in the front office. Administration reserves the right to make changes to this policy as deemed necessary.

JEWELRY:

Students may not wear body piercing other than one earring per ear may be worn. For safety purposes, only stud earrings can be worn. Limited jewelry can be worn such as a watch, small bracelet, and thin necklace/chain. Necklace/chain should be worn inside of school uniform, NOT on top for safety purposes. Bracelets need to be limited to one per wrist to eliminate unnecessary noise/distractions. Smart watches are prohibited.

OUTERWEAR:

Navy blue jackets and sweatshirts and **without hoods** are the only outerwear permitted to be worn inside the building at Acadiana Renaissance Charter Academy. Approved outerwear is required to bear the school logo. Parents may purchase the school's navy-blue sweater or sweatshirt from School Time. Parents may also purchase Spirit Shirts and Sweatshirts (when available) from the online spirit gear website.

PANTS:

All pants should be navy or khaki. Cargo pants are not approved uniform pants. When students are permitted to wear jeans, they must be traditional blue or black. Faded, torn, frayed, patterned or ripped jeans are not permitted. Pant legs should not be rolled up and capris are not allowed.

SHIRTS:

All shirts must be worn tucked in with the Acadiana Renaissance Charter Academy logo. All students are required to wear polo shirts bearing the school logo. These shirts must be worn every day to school (except for Spirit Shirt Days). **Only one solid white, short-sleeved t-shirt may be worn underneath uniform shirts.** T-shirts may not be visible below the shirt hem or cuff. The uniform shirt must be worn every day to school (excluding Spirit Shirt Days).

SHOES:

Students must always wear shoes with a closed-toe and back. It is highly recommended that students wear tennis shoes due to the amount of movement inside and outside the building (P.E., recess, etc.). The following shoe types are not permitted: Boots (cowboy boots, "Ugg" style boots, heavy military type boots or shoes with metal tips, stacked or pumped shoes, bedroom slippers, "Heelys", or light up shoes. Administration deems the right to make changes or additions to this policy at any time.

SOCKS:

Matching, solid-colored socks must be worn daily and may be white, black, navy or khaki. Fishnet stockings, or other inappropriate leg wear is not acceptable. Tights may only be worn by female students in grades K-2. Tights must be solid white or navy and must be worn under the school skirt.

ID'S:

Every student at ARCA is issued an identification badge which was paid for with school fees. ID's are considered a part of the school uniform and must be worn for reasons of accessibility, behavior, and safety. Students in grades K-5 wear ID badges, utilizing a metal clip that is connected to the collar of the school shirt. If either the ID, clip, or lanyard is lost or broken, the parent must bring/send money for a replacement. Students are not allowed to deface their identification tag. This includes placing stickers over the photo, scratching/writing, coloring, or preventing view of the information found on the ID. Students will be expected to purchase a replacement if this occurs.

Students in grades K-5

- Acadiana Renaissance Charter Academy **Red** polo, short or long-sleeved
- **Khaki** or **Navy** bottoms (slacks, shorts, skorts – approximately 1 inch above knee)
- Belt
- White, black, navy or khaki socks
- Closed toe and heel shoes
- **Grey** PE T-Shirt (optional – can be worn on PE days only)

Emergencies:

Illness: The importance of regular attendance cannot be stressed enough, but students should not be sent to school when they are ill. Students will be sent home if they have a temperature of 99 degrees or above. For a child to return to school, he/she must be fever, diarrhea, and vomit-free for a minimum of 24 hours. If a student becomes ill during the school day, and it appears that they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, which makes it impossible to keep sick students for long periods of time. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This heightens awareness in case of an emergency. **All parents are reminded that it is your responsibility to maintain current contact information and should be updated immediately as changes occur.**

Students will not be permitted to take calls from parents to see how they are feeling. If necessary, the school will contact parents when necessary.

EMERGENCY EVACUATION:

Your child's safety is one of our major concerns. We need to be prepared for the unexpected. We conduct regular drills for fire, lockdowns, and extreme weather to prepare us for these possibilities. Under extreme circumstances, should we need to evacuate the building, all faculty, staff, and students will evacuate to the Youngsville Sports Complex or other site designated by emergency response staff (police/fire). Under no circumstances will parents be allowed to pick up their child at school during an evacuation period. In the event of an evacuation, a release site will be established for the reunification of students with their parents. During emergency/extreme situations it is important for everyone to exercise patience and understanding and to follow the directions of emergency personnel. For information during such an emergency, you may contact CSUSA at 954-202-3500 or www.acadianacharter.org. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child. The media is always helpful with disseminating information regarding evacuations and procedures as well. **Please notify the office immediately when there is a change in home/cell phone numbers.**

Students will only be released to the person/s identified on the Emergency Contact Card. Please bring proper identification (a picture ID) when picking up your child.



Acadiana Renaissance

CHARTER ACADEMY 6-8 SCHOOL



2023-2024

APPENDIX B

BEHAVIOR & PBIS HANDBOOK

614 Savoy Road
Youngsville, LA 70592
(337) 735-4374
www.acadianacharter.org

Revised 8/28/2023

Acadiana Renaissance Charter Academy Middle School 6-8

Master Behavior Plan

Positive Behavioral Interventions and Supports (PBIS)

Mission Statement:

The goal of ARCA Middle School PBIS is **to have clear consistent expectations to create a proactive school culture, in which students are safe, on task, accountable, and respectful.**

To assure classroom management using positive behavioral supports and effective disciplinary tools, Acadiana Renaissance Charter Academy will establish and use a school-based leadership team, its Positive Behavioral Interventions and Supports (PBIS) team, to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

The Leadership Team/Positive Behavioral Interventions and Supports (PBIS) team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day. The implementation of PBIS will include but not be limited to:

- Establishment and posting of expectations/rules in all settings
- Development and teaching of expectations/rules as necessary
- Usage of clearly defined consequences (positive and negative) to address level of compliance in meeting the expectations and rules
- Data-driven weekly meetings of the PBIS team to monitor and recommend adjustments of the process
- Development and implementation of a school wide reward and recognition system to incentivize all stakeholders for compliance with meeting expectations
(students/faculty/staff)
- Weekly updates of the faculty and staff in the implementation of the process

The referral system will be utilized consistently and appropriately. In addition, the school will utilize the Louisiana Department of Education “Bullying Report Form” and “Bullying Investigation Form” to report, investigate, and resolve all reports of bullying in accordance with the provisions of **Louisiana Revised Statute 17:416.13**.

The PBIS team will review and revise any Zero Tolerance Policy to ensure that the policy is in compliance with **R. S. 17:416.15**; the policy does not violate **R. S. 17:416 (H)** which prohibits disciplinary action against any student acting in self-defense; and those inappropriate referrals are not made to agencies serving children.

The PBIS team will review and revise its policies and procedures for handling suspensions and expulsions to ensure that suspension/expulsion policies are consistent with **R. S. 17:416**; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The PBIS team will recommend referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The PBIS team will review the current Code of Student Conduct to assure that it follows **R.S.17:416.12, R.S. 17:416.13 and Section 4114** of the **No Child Left Behind Act of 2001 (NCLB)**. They will refine the consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The PBIS team will monitor, evaluate, and modify the school master plan, as needed, throughout the school year.

Acadiana Renaissance Charter Academy adopts the following clearly defined behavioral expectations:

1. Be Safe
2. Be On Task
3. Be Accountable
4. Be Respectful

These expectations along with setting-specific rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

Each teacher shall develop classroom expectations to go along with the school wide expectations and teach all these expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Each teacher shall design programs for students with special needs so that the students are challenged and engaged in school curriculum and are appropriately placed so they remain in school rather than being suspended/expelled or becoming dropouts.

The Acadiana Renaissance Charter Academy Principal shall submit annual reports as needed.

In accordance with the provisions of **Louisiana Revised Statute 17:252**, as amended by **Act 136 of 2010**, teachers will be provided pre-service, ongoing, and intensive support in classroom management.

We are EAGLES. . .

where Everyone Achieves Greatness in Life and Education. . .

as we SOAR - Be Safe, On Task, Accountable, and Respectful

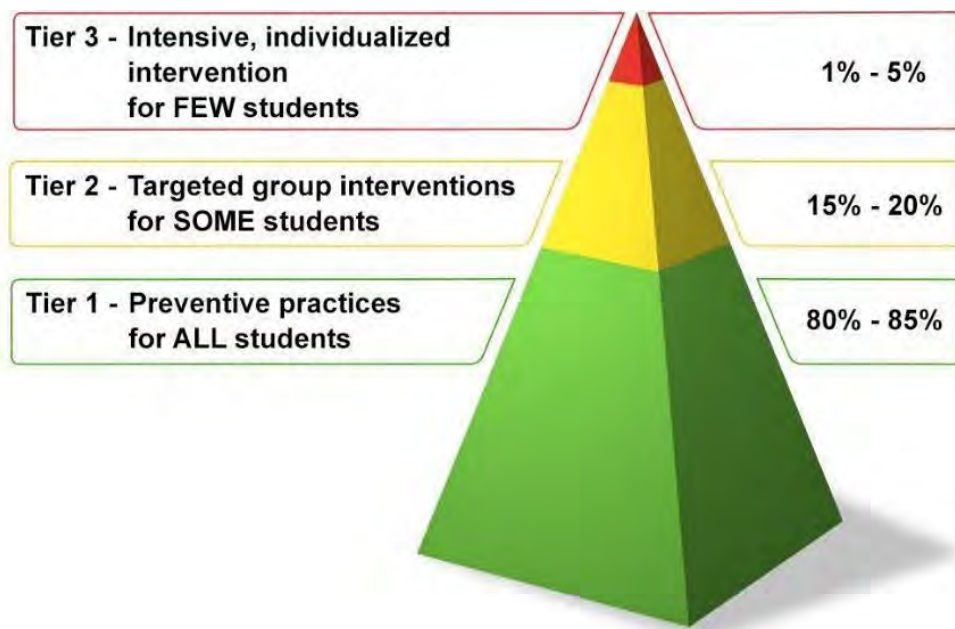
Strong Minds, Good Hearts

ACADAIAN RENAISSANCE CHARTER ACADEMY MIDDLE SCHOOL 6-8**PBIS (Positive Behavioral Interventions and Supports) Behavior Expectations****ARCA *Eagles* SOAR!**

	Safe	On Task	Accountable	Respectful
Assembly	<ul style="list-style-type: none"> Stay in one spot Sit with feet in front and hand in your personal space Social distance to the greatest extent possible 	<ul style="list-style-type: none"> Attending to the speaker Participate when asked Listen and do 	<ul style="list-style-type: none"> Listen to learn Show school pride 	<ul style="list-style-type: none"> Use appropriate applause Come in and exit quietly Be considerate towards others
Bus	<ul style="list-style-type: none"> Walk to your bus line and check in with bus attendant 	<ul style="list-style-type: none"> Stay in line and keep all belongings in your possession Board buses single file, one at a time 	<ul style="list-style-type: none"> Keep hands feet and objects to yourself Follow the bus driver's expectations 	<ul style="list-style-type: none"> Collect all your belongings Use kind words
Cafeteria	<ul style="list-style-type: none"> Walk to, in and out of cafeteria Clean up dropped food Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Eat and use quiet talk Use time wisely No technology 	<ul style="list-style-type: none"> Clean your space before being dismissed Follow adult direction 	<ul style="list-style-type: none"> Keep your area clean Eat your food quietly
Car	<ul style="list-style-type: none"> Always walk Be aware of traffic 	<ul style="list-style-type: none"> Listen to adults in charge Enter or exit vehicle at appropriate time 	<ul style="list-style-type: none"> Wait patiently Stay in line Move with efficiency 	<ul style="list-style-type: none"> Respect everyone's personal space Use kind words
Classroom	<ul style="list-style-type: none"> Use seating appropriately Keep hands, feet, and object to yourself 	<ul style="list-style-type: none"> Follow teacher's directions Work from bell to bell Use technology accurately 	<ul style="list-style-type: none"> Stay prepared with materials Give your best effort on all tasks Ask for assistance when needed 	<ul style="list-style-type: none"> Listen and learn Keep your area neat Cooperate with others Use kind words
Hallway	<ul style="list-style-type: none"> Walk using the right side, eyes looking forward Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Use time wisely Get to class on time 	<ul style="list-style-type: none"> Walk directly to your destination Store your Chromebook in your bag 	<ul style="list-style-type: none"> Listen to adults in charge Use nice words and quiet voices Be considerate towards others
Restroom	<ul style="list-style-type: none"> Report issues to adults Always walk and wait 	<ul style="list-style-type: none"> Use the restroom and exit Take care of business and return to class 	<ul style="list-style-type: none"> During a class period, restroom pass must be issued by an adult Wait patiently Dispose of trash properly Keep floors dry 	<ul style="list-style-type: none"> Respect others' privacy Use kind words Be considerate towards others

PBIS

Three-Tiered Model of Positive Behavioral Interventions and Support



Tier 3 –

- 8 or more - Lunch Interventions, OR
- 3 or more - In-School-Suspensions, OR
- 1 or more - Out-of-School-Suspensions

Student placed on a BEHAVIOR CONTRACT

Student cannot redeem *SOARing Eagle* passes until back in Tier 2

Students work their way back to Tier 2 with fulfilling behavior contract

1st time: 2 weeks / 2nd time: 3 weeks / 3rd time: 4 weeks / etc.

Tier 2 –

- 8 or more SOAR Interventions, OR
- 6 or 7 - Lunch Interventions, OR
- 1 or 2 - In-School-Suspensions

Student placed on PROBATION PLAN

Students work their way back to Tier 1 with fulfilling probation plan

1st time: 2 weeks / 2nd time: 3 weeks / 3rd time: 4 weeks / etc.

*After re-entering from Tier 3; students move back to Tier 3 with next Tier 2 or 3 Infraction

Tier 1 –

- <8 - SOAR Interventions, OR
- <6 - Lunch Interventions
- No - In-School-Suspensions, AND
- No - Out-of-School-Suspensions

*After re-entering from Tier 2; students move back to Tier 2 with next Tier 2 or 3 Infraction

ACADIANA RENAISSANCE CHARTER ACADEMY MIDDLE SCHOOL 6-8**Behavior Matrix – Level of Infractions**

Level 1 Infractions	
Academic Non-Compliant / Late Work	Hallway / Transition Behavior
Altercation (non-physical)	Littering
Assemblies and School Functions	Missed SOAR Intervention
Cafeteria	Not Prepared for Class
Code of Conduct	Off-Limit Area (out of area)
Dress Code	Student Identification Card
Food/Drinks/Gum	Tardiness
Hall Pass (misuse of eHall Pass)	
See Discipline Matrix for Level 1 Consequences	
Level 2 Infractions	
Academic Dishonesty	Missed Lunch Intervention
Cell Phone/Bluetooth/Electronics	Non-Compliant Behavior
Cutting Class (Skipping)	Obscenity
Damage to Property	Public Displays of Affection
Dishonesty	Restroom Behavior
Disrespect/Disobedience/Defiance	Stealing
Disturbs Educational Environment	Student Removal from Class
	Technology (minor)
See Discipline Matrix for Level 2 Consequences	
Level 3 Infractions	
Behavior during In-School Suspension	Leaving Campus
Fighting Level 3 (Physical)	Technology (major)
Gambling	Vandalism
Harassment/Bullying/Hazing	
See Discipline Matrix for Level 3 Consequences	
Level 4 Infractions	
Contraband Alcohol / Drug (Controlled Substances) / Tobacco / Nicotine / Vape (vape devices)	
Burglary	Technology (Zero Tolerance)
Controlled Substance	Threatening Faculty/Staff Member
Crime of Violence	Threats of Violence
Extortion	Weapons
Fighting Level 4 (Physical)	
Automatic Tier 3 status	
See Discipline Matrix for Level 4 Consequences	

ACADIANA RENAISSANCE CHARTER ACADEMY MIDDLE SCHOOL 6-8**Behavior Matrix – Level of Consequences**

Level 1 Infractions	Level 2 Infractions	Level 3 Infractions	Level 4 Infractions
Classroom Management Plans must be followed <u>1st – 3rd Offense:</u> <ul style="list-style-type: none"> Documentation Required Verbal Warning <u>4th – 6th Offense:</u> <ul style="list-style-type: none"> Documentation Required SOAR Intervention <ul style="list-style-type: none"> 4th = 1 day 5th = 2 days 6th = 3 days <u>7th – 9th Offense:</u> <ul style="list-style-type: none"> Documentation Required LUNCH Intervention(s) <ul style="list-style-type: none"> 7th = 1 to 2 days 8th = 2 to 3 days 9th = 3 to 5 days Parent contact - Required <u>10th – + Offense:</u> <ul style="list-style-type: none"> Documentation Required 1 day In-School Suspension Parent contact - Required Refer to counselor 	<u>1st – 3rd Offense:</u> <ul style="list-style-type: none"> Documentation Required LUNCH Intervention(s) <ul style="list-style-type: none"> 1st = 1 to 2 days 2nd = 2 to 3 days 3rd = 3 to 5 days Parent contact - Required <u>4th – 6th Offense:</u> <ul style="list-style-type: none"> Documentation Required In-School Suspension(s) <ul style="list-style-type: none"> 4th = 1 to 2 days 5th = 2 to 3 days 6th = 3 to 5 days Parent contact - Required Refer to counselor <u>7th – 8th Offense:</u> <ul style="list-style-type: none"> Documentation Required Out-of-School Suspension(s) <ul style="list-style-type: none"> 7th = 1 to 2 days 8th = 3 to 5 days Parent contact - Required Refer to counselor Conduct parent conference on student's return from 2nd OSS <u>9th Offense:</u> <ul style="list-style-type: none"> Documentation Required Parent contact - Required Recommended Expulsion 	<u>1st – 3rd Offense:</u> <ul style="list-style-type: none"> Documentation Required In-School Suspension(s) <ul style="list-style-type: none"> 1st = 1 to 2 days 2nd = 2 to 3 days 3rd = 3 to 5 days Parent contact - Required Lost of privileges for length of time as deemed appropriate by the administration. Refer to counselor <u>4th – 5th Offense:</u> <ul style="list-style-type: none"> Documentation Required Out-of-School Suspension(s) <ul style="list-style-type: none"> 4th = 1 to 2 days 5th = 2 to 3 days 6th = 3 to 5 days Parent contact - Required Lost of privileges for length of time as deemed appropriate by the administration. Refer to counselor <u>6th Offense:</u> <ul style="list-style-type: none"> Documentation Required Parent contact - Required Recommended Expulsion 	Infractions in Level 4 will result in automatic Out-of-School Suspension with the Recommended Expulsion Police will become immediately involved and will pursue the appropriate course of action

ACADIANA RENAISSANCE CHARTER ACADEMY MIDDLE SCHOOL 6-8

PROCEDURES FOR GENERAL BEHAVIOR

Level 1 Infractions

The following are examples of Level 1 Infractions.

Academic: Non-Compliance / Late Work (assignment/test/project)

Students are expected to respect all due dates and have all assignments, homework, tests, and projects properly completed and turned-in by the assigned due date and time.

- Students will receive a behavioral consequence for not following the teacher's directions. The teacher should place a zero (0) in the grade column until the work is completed.
- If the student still neglects to submit the work in a timely fashion, zeros may be issued

**Read more information in the Grading Section of this handbook.*

Altercation (Non-Physical)

Students are expected to always display self-control.

Examples include verbal disagreement or display of hostility without physical contact.

Assemblies / School Functions

At all times, students are expected to conduct themselves appropriately.

The following is exemplary, but not exclusive of such behavior:

- Being sensitive to the needs of others
- Being cooperative with those in authority and furthering the mission of ARCA

Cafeteria

Students are expected to conduct themselves using proper etiquette and to help make the cafeteria a pleasant place by observing the following rules:

- Students are to enter and exit the cafeteria in an orderly fashion.
- Students are to stand in a single file line while waiting for food.
- Students will not be served meals if they do not possess their student ID or temporary school ID.
- Once served, students are to sit in the designated area and stay seated unless they raise their hands and are given permission to move.
- Students are not to run or shout in the cafeteria.
- Breakfast and Lunch are 'tech' free; students are not allowed to use Chromebooks.
- When students are finished eating, each student is required to dispose of the trash from the top of his/her table and the area surrounding it before the lunch period is over.
- Trays or bag lunches may be brought outside of the cafeteria and must be disposed of properly, along with all the trash.
- Students not eating in the cafeteria must come to school with their meal. Food, especially fast food, is not allowed to be dropped off for students during lunch.

Code of Conduct (classroom)

Students are expected to adhere to common courtesy and respect for oneself and others.

**Read more information in the Code of Conduct Section of this handbook.*

Dress Code

Students are expected to dress according to the ARCA Middle School Uniform requirements and policies in this handbook. Student dress will be checked each day upon arrival.

Violations of these policies will result in:

- Not wearing the proper uniform (top, bottom, shoes, socks, outerwear, etc.)
- Any uniform violation that is deemed to be disruptive to the learning environment will be handled at the discretion of the administration.
 - Dress Code Violations will result in removal of inappropriate accessories.
 - Detained from class until student changes into proper uniform.
 - Student being issued a 'wrist band.'

*Read more information in the Dress Code Section of this handbook.

Food, Drinks, or Gum Chewing

Students are expected to adhere to the following rules:

- Food or Drink, other than those purchased on campus, are NOT allowed on campus.
- Students may bring water bottles/containers from home; however, as always, use in the classroom is at the teacher's discretion. *(Said bottles/containers may only contain water)*
- All outside food and drink are subject to search/clearance by the administration.
- Permission must first be granted by the administration for class parties, celebrations, or anything involving food in the classroom.
- Absolutely no outside restaurant cups or beverages (without prior administrative approval) will be allowed on campus during the school day.
- Gum chewing, sunflower seeds and are prohibited on campus.

Hall Pass

Students out of class are expected to use eHall pass system and protocols.

Students are given one (1) free emergency pass per day.

*Read more information in the Hall Pass Section of this handbook.

Hallway / Transitions

Students are expected to walk on the right side, keep hands, feet, and objects to themselves, walk directly to their destination, listen to adults in charge, use kind words and quiet voices.

Littering

Students should always respect the school campus. This includes spitting, leaving trash during lunch, leaving books in halls, etc.

Missed SOAR Intervention

Students are expected to promptly report to their assigned SOAR Intervention. When a student fails to report, and/or complete the SOAR intervention, he/she will automatically be assigned

- 1st offense: another SOAR Intervention
- 2nd / 3rd offenses: 1 day of Lunch Intervention
- 4th / 5th offenses: 5 days of Lunch Intervention
- 6th + offenses: automatic In-School Suspension

Not Prepared for Class/Instruction

Students are expected to come to class prepared with the following:

Chromebook, Chromebook Charged, Homework, Textbook, Band Instrument, Physical Education-Dress, and anything the teacher deems as necessary for instruction.

Off Limit Areas (out of area)

Students are expected to be always in their assigned classes or areas. During school hours, students are forbidden from the following areas:

- Before School (until 7:20)
 - Loitering in parking lots
 - Loitering in stair wells
 - Upstairs/Downstairs HS hallway
 - All classrooms, unless attended by a faculty member
 - Restrooms other than designated restroom
- During the School Day (7:20 – 2:40)
 - All parking lots
 - Loitering in stair wells
 - Classrooms/Areas unattended by a faculty member
 - Restrooms other than designated restroom
 - Anywhere other than assigned area/class. . .this includes eHall pass destinations
- After School (after 2:20)
 - Loitering in parking lots
 - Loitering in stair wells
 - Upstairs hallways and restrooms
 - All classrooms, unless attended by a faculty member
 - Restrooms other than designated restroom
 - Anywhere other than assigned area

Student Identification (ID)

Students are expected to wear the official ARCA Middle School ID card (or school issued temporary ID) visibly always while on campus. Student ID's will be checked each day upon arrival.

- The ID must be worn around the student's neck on the school issued lanyard at all times, other than when dressing out for physical education class.
 - ID must always be clearly visible; the card cannot be defaced with drawings or stickers.
 - The pouch may contain only the ID and any Eagle Passes earned; students cannot deface the pouch with drawings or stickers.
 - Lanyards may only have pins attached that are awarded to the student by the school.
- If the student comes to school without their current ID
 - If the student does not have their current school issued ID, this is a level one violation, and the student will be issued a temporary ID for that day. The student must wear this ID; this temporary ID must be clearly visible at all time while on campus.
- A student must surrender their ID on demand to any administrator, faculty, or staff member.
- ID cards are to be used to gain admittance to any school function.
- A replacement ID is \$5.00. (After 3 consecutive days, students will be required to purchase a new ID)
- Misplaced/lost lanyard or ID holder must be replaced and can be purchased for \$8.00.
 - ID Violations will result in students being issued a temporary ID,

*Read more information in the Student ID Section of this handbook.

Tardiness

Students are expected to arrive on time and prepared for the school day and each class.

Student who arrives to class unexcused within 15 minutes of the tardy bell. Arriving after 15 minutes will be considered 'skipping class'.

*Tardy for the school day falls under the Attendance Laws and the expectations, as well as the consequences, may be found under the Attendance section of this handbook.

Level 2 Infractions

The following are examples of Level 2 Infractions.

Academic Dishonesty / Cheating / Honor Code

All students at ARCA Middle School are expected to follow the guidelines of the Honor Code. Integrity is one of the four pillars of our school and our mission. Promoting the pursuit of intellectual excellence and the development of academic integrity are primary goals of Acadiana Renaissance Charter Academy Middle School. Cheating and Plagiarism is an obstacle to both goals. Dishonesty has intent not permissible by the instructor. Please be aware that the following, but not limited to, is considered academic dishonesty: cheat sheets, writing pertinent information on any medium, storing and accessing of information in calculators, cell phones (text messages), external storage devices (aka jump drives), shared documents, copying and pasting, screen shooting, and the like are forms of cheating. We also acknowledge that as technology advances, new avenues to being dishonest are created, and those are also included in this policy.

Additional penalties for infraction of this policy are as follows:

- **FIRST Offense**
 - The teacher will place a zero (0) in the grade column until the student completes a new, different reassessment in a timely fashion.
- **SECOND Offense**
 - The teacher will place a zero (0) in the grade column until the student completes a new, different reassessment in a timely fashion.
 - Students are not eligible for any positions of leadership or ambassadorship – example, but not limited to club or class office, membership in Beta Club, membership in Student Council, and for the remainder of the academic year; those holding positions will be removed.
- **THIRD Offense**
 - The teacher will place a zero (0) in the grade column until the student completes a new, different reassessment in a timely fashion.
 - Students will not be eligible for any athletic, curricular, extracurricular membership/activities for the remainder of the academic year; those holding positions will be removed.

Cell Phones / Bluetooth (ear buds/smart watches) / Smart Devices (watches)

Students are expected to adhere to all technology policies and procedures outlined in this handbook.

All cell phones and all other telecommunication devices must be **turned off** (not just silenced), stowed away out of sight, or kept in the school office while in the school building. SMART watches can NOT be connected to the phone, Wi-Fi, or Bluetooth. If a teacher suspects the smart watch is connected in any way, he/she has the authority to mandate the student stow it out of sight or confiscate it.

Unauthorized use of cell phones/electronic device/Bluetooth device by a student shall result in the confiscation of the device and the student is assigned one day of In-School Suspension for each offense.

Additional penalties for infraction of this policy are as follows:

- **FIRST Offense**
 - The device(s) are secured and returned after 24 hours.
- **SECOND Offense**
 - The device(s) are secured and returned after 3 school days.
- **THIRD Offense**
 - The device(s) are secured and returned after 5 school days.
- **FOURTH Offense**
 - The device(s) are secured and returned at the end of the academic school year.

***If a student refuses to hand over cellphone/electronic device, it will result in an automatic three day Out-of-School Suspension. The student will be allowed to return to school following a parent meeting.**

Cutting Class / Skipping (and remains on campus)

From the time students arrive until the end of the academic day, students are expected to remain on campus and report to his/her assigned classes/areas.

Cutting class (partial truancy) is missing class without the permission of the teacher or the administration and makes a student subject to corrective action. Please note that Pep Rallies, Lunch, and Assemblies are considered classes.

Damage to Property

A student is expected to use the buildings, furnishings, and equipment only for the purpose intended.

Any act of destructing/defacing school property, the property of another school or the property of any member of the administration, faculty, staff, or student body, either on or off campus, is **STRICTLY PROHIBITED**. Vandalism is defined here as intentionally or knowingly tampering with the tangible property of the owner/s and causing substantial inconvenience, emotional distress, and/or monetary loss.

Damage to School Property is vandalism Deemed by Administration to be accidental or without malice.

- If damages exceed \$250, the offense may be automatically treated as Vandalism.

Dishonesty

All students at ARCA are expected to follow the guidelines of the Honor Code. Students who are guilty of or involved in falsification of faculty, staff or parental signatures, transcripts, letters of recommendation, college/university applications, or school documents, and willful lying make students subject to corrective action.

*Read more information in the Honor Code Section of this handbook.

Disrespect/ Disobedience/ Defiance

Students are expected to always respect others, their differences, and authority.

Disobedience and/or disrespectful behavior towards any person will not be tolerated at any time. Any administrator, faculty, or staff member of ARCA has the authority to correct any behavior they deem disrespectful, be it in the form of gesture, auditory, attitude, emotional, or physical.

Deliberate insubordination or insolence towards authority calls for immediate disciplinary action.

Disturbance to the educational environment

Students are expected to respect everyone. Students are expected to not get involved in other's business.

Hindering any student from learning, performing assigned tasks, or disrupting the learning process. Hindering any teacher from teaching, performing their job/duty, or undermining their authority.

Any action, word (spoken or written), message, etc., that distracts from the safe, peaceful, learning environment of the school.

Missed Lunch Intervention

Students are expected to promptly report to their assigned Lunch Intervention. When a student fails to report, or complete, the lunch intervention, he/she will automatically be assigned

- 1st / offense: another LUNCH Intervention
- 2nd / 3rd offenses: 2 days of Lunch Intervention
- 4th / 5th offenses: 1 day of In-School Suspension
- 6th + offenses: automatic Out-of-School Suspension

Non-Compliant Behavior

Students are expected to be cooperative and compliant with adult directives.

Students are expected to be cooperative and compliant with adult directives – including homework and classwork.

Defined as any behavior deemed unacceptable, not meeting classroom expectations, and trending towards repetitive classroom behavior.

A student repeatedly does not complete homework, does not meet classwork expectations, and refuses to perform assigned tasks.

If a student is sent out of class by the teacher, he/she reports to the office and is only sent back to class by the administration. Once the student is sent out of class, the administrator issues the appropriate consequence.

Obscenity

Students are expected to speak and act in a respectful tone and manner.

The use of obscene language (either spoken or written) or gestures is prohibited. Possession of obscene printed or written material is prohibited. The administration will not tolerate obscene language in the classroom, on the campus, or at school functions.

*Note: if the obscenity is towards a faculty/staff member, it will be considered Disrespect and will automatically move to the Second Offense.

Public Display of Affection (PDA)

No students will be allowed to be in an embrace, kissing, or any other form of affection. At no time are students allowed together in a bathroom stall.

Restroom Behavior

Students are expected to use proper etiquette while in the restroom.

Restrooms are not a place to 'hang-out' or loiter.

<i>Looks Like</i>	<i>Sounds Like</i>
<ul style="list-style-type: none"> ● Students use eHall pass. ● 1-3 minute trip ● Do your business and leave. ● Wash hands. ● 2 squirts of soap. ● Honor other's personal space. ● Students clean up their area. 	<ul style="list-style-type: none"> ● Students using appropriate voice level. ● Flush the toilet. ● 8 seconds under the dryer.

1. Use the appropriate/assigned restroom.
2. Use restrooms appropriately and leave them clean and unmarked.
3. Respect personal space
 - a. Only one person in a stall at a time.
 - b. Do not look over or under the stall partition.
 - c. Do not touch others while in restroom.

4. Put only toilet paper in the toilet. Put all other paper in the garbage can.
5. Flush the toilet or urinal after each use.
6. Leave stalls unlocked after use.
7. Wash your hands after use.
8. Leave the restroom as soon as you finish and go directly to your assigned area.

Stealing

Students are expected to respect the property of others by not taking, borrowing, or damaging it without permission.

A student caught stealing property from the school or from any person on campus will be subject to disciplinary action.

If the property stolen is deemed of significant value, the consequence may automatically move to the 2nd offense.

Student Removal from the Classroom:

A student may be immediately removed from a classroom by the teacher and placed in custody of the administrator or designee if the pupil's behavior prevents the orderly instruction of other students, poses an immediate threat to the safety of students or the teacher, or when a student exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall receive credit for schoolwork missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal.

Technology (Minor)

Students are expected to understand and respect the grave power of technology; and always use it appropriately and for good.

- Students on unauthorized sites (examples, but not limited to: YouTube, Games, etc.)
- Using information networks for any purpose other than school related research or to fulfill school assignments
- Using the network for entertainment purposes such as games, chat rooms, or music unless instructed to do so by a teacher for educational purposes

Level 3 Infractions

The following are examples of Level 3 Infractions.

Behavior while attending In-School-Suspension

Students are expected to follow all school rules and regulations while in ISS.

If a student misbehaves in ISS, and/or does not comply with the expectations or instructor.

Fighting (Physical)

Students are expected to control their emotions and tempers and find other solutions other than physical violence.

Fighting at ARCA Middle School is strictly prohibited and WILL NOT be tolerated.

Fighting is defined as: Physical blows being given, Hostility being displayed, Use of a weapon

After administrative investigation, the administration will determine whether the incident is Level 3 or Level 4; Second Offense Fighting (Physical) should be considered Level 4.

Whenever a teacher is struck by a student, the student, in addition to any other discipline given, will be permanently removed from the teacher's classroom, and will be recommended for expulsion.

*Must conduct a Threat Assessment

Gambling

Students are expected to refrain from any type of gaming while on campus.

Except for school-authorized raffles, no forms of gambling or games of chance are allowed on campus (including playing cards, electronic devices, etc.).

Harassment / Bullying / Hazing

Students are expected to treat others with kindness and respect.

ARCA Middle School is committed to providing a learning environment that is free from harassment in any form. Harassment of any student by any other student, teacher, or employee, is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt and thorough manner. A charge of harassment shall not in and of itself create the presumption of wrongdoing. However, acts of harassment will result in disciplinary action up to and including dismissal or expulsion.

Students found to have made and/or filed false and frivolous charges will also be subject to ADMINISTRATIVE REFERRAL.

Harassment occurs when an individual is repeatedly subjected to treatment or to a school environment which is hostile or intimidating and may include the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school or during school-related activities. It includes, but is not limited to, any or all of the following:

- Verbal/ Written Harassment
 - Derogatory comments and jokes
 - Threatening words spoken to another person
- Physical Harassment
 - Unwanted physical touching, contact, assault
 - Deliberate impeding or blocking movements
 - Any intimidating interference with normal work or movement
- Visual Harassment
 - Derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings, or gestures
- Sexual Harassment
 - Unwelcome sexual advances
 - Requests for sexual favors
 - Other verbal or physical conduct of a sexual nature or suggestion

*Must conduct a Threat Assessment

Leaving Campus

Students are expected to remain on campus from the time of arrival until the official dismissal of the school day.

From the time students arrive until the end of the academic day, they must remain on campus. An ADMINISTRATOR is the only person who may give a student permission to leave campus. Cutting class (partial truancy) is missing class without the permission of the teacher or the administration and makes a student subject to corrective action. Please note that Pep Rallies, Lunch, and Assemblies are considered classes.

Technology (Major)

Students are expected to understand and respect the grave power of technology; and always use it appropriately and for good.

- Changing the default settings on any school equipment (e.g., computer desktop settings, screensaver, internet homepage, etc.)
- Posting on any website or blogging anything that is contrary to the Mission Statement of ARCA HS (e.g., Posting on any website or blog that verbally or pictorially references ARCA HS, its policies, administration, faculty, staff members, or its students in a derogatory or unfavorable manner--anything other than in a favorable light)
- Using information networks for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third-party copyright, license agreements and other contracts.
- Using information networks for illegal, inappropriate, or obscene purposes, or in support of such activities
- Intentionally disrupting information, network traffic (including pop-ups) or crashing the network (including viruses) and connected systems.
- Degrading or disrupting equipment or system performance.
- Using computing resources for commercial or financial gain or fraud.
- Stealing data, equipment, or intellectual property.
- Gaining unauthorized access to the files of others or vandalizing the data of files of another user.
- Gaining or seeking to gain unauthorized access to resources or entities.
- Forging electronic mail messages, or using an account owned by another user.
- Invading the privacy of individuals.
- Posting anonymous messages.
- Possessing any data which might be considered a violation of these rules on paper, magnetic (disk), or any other form.

Certain technology violations may also fall under Vandalism.

According to courts, under the *Tinker standard*, the school has the right, and obligation, to investigate and discipline any words, post, text, video, etc., that cause 'substantial disruption' in school and/or poses a 'true threat' to any student, employee, community, or the school.

Vandalism

A student is expected to use the buildings, furnishings, and equipment only for the purpose intended. Any act of vandalism against school property, the property of another school or the property of any member of the administration, faculty, staff, or student body, either on or off campus, is STRICTLY PROHIBITED. Vandalism is defined here as intentionally or knowingly tampering with the tangible property of the owner/s and causing substantial inconvenience, emotional distress, and/or economic loss. (Examples, not limited to egging, teepeeing, forking, shoe polishing windows, trespassing). Vandalism of Property is vandalism is damage to school property deemed by the administration to be intentional.

If deemed necessary or appropriate, local law enforcement authorities will be contacted. The administration has the option of addressing home vandalism or home property damage if it feels it is a direct result of some school activity, incident, etc. If deemed necessary or appropriate, local law enforcement authorities will be contacted.

*Must conduct a Threat Assessment

Level 4 Infractions

The following are examples of Level 4 Infractions.

Alcohol / Drug (Controlled Substance) / Tobacco / Nicotine / Vape (vape / electronic devices)

From this point forward the aforementioned will be referred to as Contraband

Students are expected to respect their bodies and adhere to civil laws such as the prohibited use of alcohol on (and near) school campuses.

In accordance with Federal and State laws, all property of Acadiana Renaissance Charter Academy (any elementary, middle, or secondary school buildings or grounds, portable buildings, field houses, stadiums, equipment storage areas, vacant land, or any other property owned, operated, or leased by Charter Schools USA) shall be an **Alcohol / Drug (Controlled Substance) / Tobacco / Nicotine / Vape (vape devices) / and the like**, free environment. This includes anyone on and in all ARCA property and at all school-sponsored functions.

The following policies are in effect regarding drugs and alcohol:

- No student will consume, use, sell, distribute, be under the influence of, or possess (including consumption prior to school or school function) any contraband at ARCA or any school function on or off campus.
- If any student is found to be complicit, even if they have not participated, will still be found to be in violation of this Alcohol, Drug, Tobacco, and Vape policy.
- Any person having any reasonable cause to believe that a student is guilty of contraband use, shall immediately report such fact to the Administration of ARCA.
 - The Administration shall investigate the circumstances of the report with the student and his/her parents or guardian. This investigation may include the administering of a breath, swab, urine, saliva, or hair test for the detection of the presence of contraband. The cost of said test is to be paid for by the student, parent(s), or guardian(s) of the student.
- The school is co-tenant of lockers and desks and reserves the right to search them at any time without notice. The ARCA Administration also has the right to conduct a reasonable search of the student and the student's possession, including vehicles on the ARCA premises.
- The ARCA Administration, in cooperation with local law enforcement agencies, will perform periodic random searches utilizing drug dogs in the parking lot, student lockers, classrooms, student book bags, and other locations on the ARCA School campus.

[In addition to the Level 4 Infraction Consequences stated in this handbook. . .](#)

Any student, fifteen (15) years of age or younger, who is found guilty

1. First Offense:

- 3 days of In-School Suspension;
- Citation issued by local law enforcement (gr. 6-12);
- Mandatory online course completed within 3 days

2. Second Offense:

- 5 days of Out-of-School Suspension;
- 2) Citation issued by local law enforcement (gr. 6-12);
- 3) In-school counseling

3. Third Offense:

- Automatic expulsion recommendation;
- Citation issued by local law enforcement (gr. 6-12);
- Suggested outside counseling

[In addition to the Level 4 Infraction Consequences stated in this handbook. . .](#)

In cases involving the possession or intentional distribution of the above[R.S. 17:416 (b)], the following will apply:

1. Any student, sixteen (16) years of age or older, who is found guilty of knowledge of, possession of, intent to distribute, and/or distribution of any modified vape or smokeless device that contain illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event, pursuant to a hearing provided for by R.S. 17:416, expelled from school for a minimum of four (4) complete consecutive semesters.

2. Any student who is under sixteen (16) years of age and in grades six through twelve and who is found guilty of knowledge of, possession of, intent to distribute, and/or distribution of any modified vape or smokeless device that contain illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event, pursuant to a hearing provided for by R.S. 17:416, shall be expelled from school for a minimum period of two (2) complete consecutive semesters.

Burglary

The unlawful entry into any ARCA property with the intent to commit any crime

Crime of Violence

Forced attempt or actual anal, oral, or vaginal penetration by using sexual organ or an object simulating a sexual organ, or the anal, oral, or vaginal penetration of another by any body part or object. (As defined in Title 14 of the LA Revised Statutes)

*Must conduct a Threat Assessment

Extortion

The communication of threats to another with the intention thereby to obtain anything of value or advantage.

*Must conduct a Threat Assessment

Fighting (Physical)

Students are expected to control their emotions and tempers and find other solutions other than physical violence.

Fighting at ARCA Middle School is strictly prohibited and WILL NOT be tolerated.

Fighting is defined as: Physical blows being given, Hostility being displayed, Use of a weapon

After administrative investigation, the administration will determine whether the incident is Level 3 or Level 4; Second Offense Fighting (Physical) should be considered Level 4.

Whenever a teacher is struck by a student, the student, in addition to any other discipline given, will be permanently removed from the teacher's classroom, and will be recommended for expulsion.

*Must conduct a Threat Assessment

Technology – Zero Tolerance

Students are expected to adhere to all technology expectations. The use of technology to communicate, search for, or display of but not limited to the following will result in Level 3 Consequences:

- guns
- porn
- bombs
- threats
- cyber bullying
- social media correspondence

Threatened Faculty

Intentionally engaging in conduct (without physical contact) that places an ARCA Employee in reasonable apprehension of bodily harm; includes assault and/ or written or verbal threat to cause physical harm to a staff member with or without the use of a weapon that includes all of the following elements: INTENT - an intention that the threat is written, posted, heard, or seen by anyone. FEAR – a reasonable fear or apprehension by the person who is the object of the threat that the threat could be carried out. CAPABILITY – The ability of the offender to carry out the threat directly or by a weapon or other instrument that can be easily obtained. Assault – an attempt to commit a battery, or the intentional placing of another in reasonable apprehension of receiving a battery. When a student is formally accused of committing assault or battery on any school employee, the principal shall suspend and remove the student from school premises immediately. The necessary notifications and other procedures shall be implemented as soon as practicable

*Must conduct a Threat Assessment

Threats of Violence

Students are expected to be understanding and channel their feelings in a positive, controlled manner.

Safety in our school is of utmost importance and one of our top priorities. When informed of possible violence or even threats of violence, ARCA Middle School will take this information seriously when addressing the issue. ARCA Middle School will have a no-tolerance policy for dealing with and addressing not only real threats of violence but also those which may be considered frivolous. Even frivolous threats can disrupt the operation of the school.

The use of Technology with regards to Guns, Pornographic images/implications, Bombs, Threats, etc., will be considered a Threat of Violence

The appropriate penalties for violations of these policies are as follows:

- The school administrator will contact the appropriate civil authorities immediately and follow their directives.
- If the threat or danger involves a student or students, parents/guardians will be contacted immediately.
- If the student is on campus, he or she will be detained according to the directives of the local law enforcement agency.
- If the threat or danger comes from a non-student, appropriate action will be left in the hands of the civil authorities.

*Must conduct a Threat Assessment

Weapons

Students are expected to respect their others and adhere to civil laws such as the prohibited used of weapons on (and near) school campuses.

A weapon is defined as any instrument that is used or may be used to cause grave bodily harm. No student is permitted to possess any type of weapon while on the school grounds or at any school-related function.

In accordance with Federal and State laws, all property of Acadiana Renaissance Charter Academy (any elementary, middle, or secondary school buildings or grounds, portable buildings, field houses, stadiums, equipment storage areas, vacant land, or any other property owned, operated, or leased by Charter Schools USA) shall be an Weapon free environment. This includes anyone on and in all ARCA property and at all school-sponsored functions.

Louisiana prohibits any person from carrying a firearm, openly or concealed, on school property, at a school-sponsored function, or in a "firearm-free zone" (which includes a school campus, an area within 1,000 feet of a school campus, and inside a school bus)

The appropriate penalties for violation of this policy are as follows:

- Anyone violating this regulation will surrender the weapon.
- The school administrator will contact the appropriate civil authorities immediately and follow their directives.
- If the threat or danger involves a student or students, parents/guardians will be contacted immediately.
- If the student is on campus, he or she will be detained according to the directives of the local law enforcement agency.
- If the threat or danger comes from a non-student, appropriate action will be left in the hands of the civil authorities.
- The student will receive an ADMINISTRATIVE REFERRAL, which could result in suspension, withdrawal, or expulsion.

*Must conduct a Threat Assessment

STUDENT CONDUCT FOR VIRTUAL LEARNERS

Students must maintain virtual settings and behaviors that are conducive for instruction and that minimize distractions. All Acadiana Renaissance Charter Academy Policies and Procedures will be maintained during virtual instruction.

Virtual Work Settings

1. Students are expected to have a well-lighted designated work area cleared of everything other than what they need for class. Work areas must be free of any distractions that could negatively impact instruction.
2. The recording device used for instruction must be positioned to allow teachers to observe both the working space and student, especially during testing.
3. Eating and drinking are not allowed during virtual courses. This is hazardous to electronic devices and can also be distracting during instruction. Breaks will be given between sessions.
4. Once the students are logged into the virtual classroom, they should make sure to mute the microphone. This will help to eliminate background noise that could distract other students.
5. Additional electronic devices should not be kept or used within the visible working area unless they are being utilized for instruction or are teacher approved. This includes the use of speakers, phones, earphones, and other devices that may provide distractions from teacher lead instruction.
6. Students will follow daily guidance from their teachers regarding the best methods of communicating and participating in virtual schooling. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent on the design of instruction and direction of the teacher.
7. Students are to remain positively engaged in instruction and are required to participate.
8. Behavior that is disruptive to the virtual schooling setting will be addressed by the school administration.

Student Dress

9. Students are to wear school-appropriate clothing that does not distract from the virtual learning process. The final determination regarding the appropriateness of a student's attire is at the discretion of the school administration.

Discipline for Virtual Learners

- Every student must be afforded due process in the disciplinary process.
- Behavior that could result in disciplinary actions for online students include but are not limited to cyberbullying, wearing inappropriate clothing, repeated tardiness, repeated absences, repeatedly not turning in work/assignments, inappropriate use of electronic media, threats, and intentional disturbance of an online class.
- For students who break the rules, the ARCA MS Consequences for Behavior Policy shall be followed.
- Recommended expulsion will be reserved for serious discipline infractions but none that violate a student's constitutional rights in a home setting. For example, there are no weapon or firearm free zones in a home setting as there are in an on-campus classroom.

Seclusion and Restraint Guidelines and Procedures



DEFINING SECLUSION AND RESTRAINT FOR STUDENTS WITH DISABILITIES

When developing local guidelines and procedures each LEA should define what methods of seclusion and restraints may be used in the LEA and how each is managed. The definitions below are included in Bulletin 1706. 450 and must be included in local guidelines.

Mechanical Restraint: A Mechanical Restraint is the use of any device or object used to limit a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- restraints for medical immobilization; or
- orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

It also does not include any device used by a duly licensed law enforcement officer in the execution of his official duties.

Physical Restraint: Physical Restraint is using bodily force to limit the movement of a student's torso, arms, legs or head. This term does not include:

- consensual, solicited, or unintentional contact;
- momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person;
- holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted;
- minimal physical contact for the purpose of safely escorting a student from one area to another; or
- minimal physical contact for the purpose of assisting the student in completing a task or response.

Seclusion: Seclusion is an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This procedure isolates and confines a student until he or she is no longer an immediate danger to self or others. It may be used on an individual basis for a limited time to allow the student the opportunity to regain control in a private setting.

This method must not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal. Such behaviors must be responded to with less stringent and less restrictive techniques.

Seclusion Room: a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving;

This term does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

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Seclusion is permitted only under the following conditions:

1. As a LAST resort if and when less restrictive measures such as a positive behavioral support, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm.
2. By a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room/area.
3. If one student is placed in a seclusion room/area at any given time and the school employee supervising the student can see and hear the student the entire time the student is placed in the seclusion room/area. It is acceptable to have cameras set up in the seclusion room for monitoring purposes with the contingency that the student is continuously monitored, and the person monitoring is in close proximity to the seclusion room.
4. The room is free of any object that poses a danger to the student placed in the room/area.
5. The room has an observation window and is of a size appropriate for a student's size, behavior, and chronological and developmental age. An observation window is still required when cameras are used to monitor the student.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

Physical restraint/holding is permitted only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. In a manner that causes NO PHYSICAL INJURY to the student.
4. Results in the least possible discomfort to the student.
5. Does not interfere in any way with a student's breathing or ability to communicate with others.
6. Does not involve the use of any form of mechanical restraint.
7. The student is not physically restrained/held in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
8. Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.
9. When the school administration and Non-Violent Crisis Intervention (NCI) Team determine that physical restraint/hold is not effective, the student's parents will be notified. School administration will determine the appropriate action (e.g., contact the Sheriff's Department, Emergency Medical Services).

Seclusion and physical restraint/holding require monitoring, documentation, and analysis of data collected:

1. Continuous monitoring.
 2. Student is released/removed as soon as the reasons for the action have subsided.
 3. Parent/guardian, Director of Special Education/Designee and Principal notified in writing.
 - a. Reason for seclusion/restraint/holding;
 - b. Description of procedures used;
 - c. Length of time of seclusion/restraint/holding;
 - d. Names and titles of school employees involved.
 4. Each employee who utilizes seclusion/restraint/holding techniques shall complete written documentation for each incident of restraint/seclusion/holding.
 5. Documentation of incidents of seclusion and/or restraint and / or holding shall be reviewed at least once every three (3) weeks for students whose challenging behavior continues or escalates.
 6. When a student is involved in 5 incidents in a single school year*, the IEP shall be reconvened to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.
- * Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion AND holding. (e.g., 2 restraints + 3 seclusions = 5 incidents).
7. Seclusion data must be analyzed at least annually by the Director of Special Education/Designee. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

It is recommended that data be used to track the number of incidents of seclusion by students, staff, and type of incidents; and other factors, such as precipitating events and other observable factors.

Northshore Classical Academy
CONSEQUENCES DEFINED

Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.) Students suspended and/or expelled may not attend, participate, or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities.

Students who are suspended and/or expelled from school may not be on any school campus, school bus, or school event during the term of the suspension and/or expulsion.

Faculty and Staff Interventions:

The following classroom interventions may be utilized to correct student behavior.

- Restating of desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent
- Denial of special privileges/work assignments
- Assignment of special extra duties
- Time Out (in another classroom, ISS room, or administrator's office)
- Assignment of reasonable written or oral work
- Referral for a counseling session
- Parent conference
- Teacher Intervention - After School and/or Lunch

Administrative Interventions and Definitions:

The following chart provides a written description of the disciplinary interventions (consequences) that may be assigned to a student that commits a behavior infraction.

- **Behavior Plan/Contract:** Disciplinary behavior plan is a specific plan that is aimed at improving problem behavior. This occurs when the student's behavior has reached a point where a more serious response from probation is required. Parents, students, and school staff work together to develop and implement this plan. The student's behavior plan is for a designated period, during which he/she must meet with a mentor once a week and certain conditions must be met. If the student's behavior does not improve while on probation, the disciplinary process may lead to a specific behavior plan. If the student's behavior does not improve while on probation, the disciplinary process may lead to suspension and/or expulsion or withdrawal.
*Student has a written progress monitoring sheet that he/she must have each teacher sign, each class period, each day of the week. The student turns in the completed sheet to the office at the end of each week.
- **Confiscation:** of, contraband, outerwear, cell phones, and electronics: (Refer to Policy)
For all other items (i.e., toys, games): at the principal's discretion
- **In-School Suspension:** Student stays at school isolated.
 - Students must complete assigned behavior modification intervention work.
 - Time will be spent during regular school hours. The student's teachers will be notified of the suspension and the student will receive assignments for completion and assigned work will be for full credit. There is a set procedure for students to follow during the day. The completed work is due at the end of the day's suspension period.
 - If a student is tardy or fails to report to ISS, the student will be assigned another In-School Suspension
 - If a student fails to report to the re-assigned ISS, the next Level Offense and consequence

- Students in ISS are prohibited from participating in all activities during the day of ISS. Students are not allowed to exercise any privileges (i.e.: free dress, dress up days, early dismissal, etc.) during the day serving ISS.
- If a student is checked-out of ISS, the student must serve the time missed on the following day of attendance.
- Students are allowed to attend/participate in after-school functions.

STUDENTS MUST FOLLOW ALL SCHOOL RULES AND COMPLETE ALL ASSIGNED WORK DURING THE ASSIGNED DAY OF ISS. FAILURE TO FOLLOW SCHOOL RULES WILL RESULT IN AN ADDITIONAL DISCIPLINE CONSEQUENCE. FAILURE TO COMPLETE ASSIGNED WORK CAN RESULT IN RETURNING TO ISS FOR THAT SPECIFIC CLASS PERIOD.

- **Loss of Privileges:** revocation of the right to participate in social and/or extracurricular activities.
- **Lunch Intervention:** student is isolated during lunch and completes assigned behavior modification intervention work. (Work in conjunction with the AIA Program)
 - Students will go to the front of the lunch line and receive their lunch
 - If student is tardy (5 minutes) the student will be assigned another Lunch intervention
 - If a student is tardy or fails to report for the re-assigned intervention, the next Level Offense and consequence
- **Out-of-School Suspension:** A suspension from campus for a specified length of time not to exceed 10 days.
 - Students must complete assigned behavior modification intervention work. (Work in conjunction with the AIA Program)
 - The student must complete assignments and shall receive full credit for such work. If it is completed satisfactorily and in a timely manner, the student will not receive credit.
 - The student may not return to school until a parent meeting with administration is held.

Students in OSS are prohibited from attending and participating in all school sponsored activities during the duration of their assigned OSS (including athletic practice or competitions, curricular, and extra-curricular activities during and after school).

- **Parent Contact/Conference:** phone calls, emails, notes home, letters, meetings with parents, automated calls, emails.
- **Probation:** Disciplinary probation occurs when the student's behavior has reached a point where a more serious response from the school is required. A student is put on probation for a designated period, during which he/she must meet with a mentor once every two weeks and certain conditions must be met. If the student's behavior does not improve while on probation, the disciplinary process may lead to a specific behavior plan.

*Student has a written progress monitoring sheet that he/she must have each teacher sign, each class period, each Friday (or last day of the week). The student turns in the completed sheet to the office at the end of the day on Friday (or last day of the week).

- **Expulsion:**
Students may be recommended for expulsion and must be recommended for removal prior to the 11th day of out of school suspension and only after a health and wellness team. meeting. This may be a result of habitual violations of school rules, or for other serious one-time infractions (drugs, weapons, and other serious offenses). A parent may waive their right to a due process hearing after meeting with a representative team. from the school to discuss the problem behavior and select placement at an alternate school. If agreement between the parent and school cannot be reached, a due process hearing will be conducted by the Regional Director, along with the principal and designated staff members, who reviews the students discipline record, allows testimony from the student and school staff, and decides if the student is removed from school or if other disciplinary action is taken. The principal may recommend the Lafayette Charter Foundation, Inc. of Trustees

and Charter Schools USA's Regional Director of Education after the due process hearing to expel a student for any of the following in accordance with the Code of Conduct.

- **Referral to Student Services or Mental Health Professional:** School based counseling or mental health services aimed at improving student behavior. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling and other counseling as needed. Written parental consent is required for mental health services.
- **Restitution or Repair:** Payment or repair for damages to personal or school property.
- **School Specific Interventions:** Interventions that vary from school to school that are used for certain behavior infractions.
- **Stay Away Contract:** This agreement is designed to increase safety for students who have been the victim of bullying. It is administered in a conference with the alleged perpetrator and his/her parent(s) or legal guardian(s).
- **Threat Assessment:** Multidisciplinary assessment used to validate a verbal, nonverbal or written threat by a student. Student and parent interviews are conducted if necessary.
- **SOAR Intervention:** Re-Teach / Re-Learn time. (Work in conjunction with the AIA Program) This will typically be the first TEN minutes of the student's lunch period. At the beginning of lunch, the student will report directly to the designated area, sign-in, and perform the task of 're-learning' the expectation he/she did not uphold. After the task is completed, the student may return to the cafeteria for lunch. The child does not miss class time.
 - Student reports directly to SOAR Intervention
 - If the student is tardy (5 minutes) the student will be assigned another intervention
 - If a student is tardy or fails to report for the re-assigned intervention, the next Level Offense and consequence

S.O.A.R.ing Eagle Pass:

The SOARing Eagle Passes are PBIS rewards given by teacher to student who have earned rewards by performing a noticeable concept of the Student Conduct Code or Honor Code. Passes are good for one quarter.

Students can earn their pass from faculty/staff by performing Code of Conduct or Honor Code:

- **S** being safe
- **O** being on task
- **A** being accountable
- **R** being respectful

*Passes must be redeemed before the expiration date printed on pass

*Pass must have the student's name (person who is redeeming) clearly printed

*Student must have current school issued ID to redeem pass

*Redeemed passes must be completed and turned into the office for tracking

Daily Rewards:

Students may redeem (at faculty/staff discretion) their earned pass for:

- Charging Pass - Students may charge their Chromebook during class
- Drawing - Students may use passes as entries into the quarterly prize drawing
- Homework - Students get a free homework pass
- Negotiation – Students can negotiate with faculty/staff members

Weekly Rewards:

SOARing Shop -

**must be in Tier 1 or Tier 2 to redeem SOARing passes*

2 passes: Snacks (chips, candy)

3 passes: Free Proxy eHall Pass

4 passes: Front of the Lunch Line Pass ticket

5 passes: No Dress Day of PE

6 passes: Shout Out on the PA-Student can 'shout out' to friends during announcements

7 passes: Tech Lunch, MS-Chromebook/HS-Phone Zone (designated day/area)

8 passes: Home Athletic game ticket (excluding playoffs)

ATTENDANCE:

Students with perfect attendance for each month will receive:

'free dress day pass' and

class period of 'free' time either outside, in the gym, or in the multipurpose room

Quarterly Rewards:

Quarter 1:

Harpy Eagle Day:

Tier 1: Free Time with Kona Ice

SOARing Eagle Pass Drawings

Tiers 1 and 2: Volleyball Game (Faculty vs Students)

Tier 3: Assembly with guest speaker

Quarter 2:

Harpy Eagle Day:

- Tier 1: Free Time with Snacks
SOARing Eagle Pass Drawings
- Tiers 1 and 2: Basketball Game (Faculty vs Students)
- Tier 3: Assembly with guest speaker

Quarter 3:

Harpy Eagle Day:

- Tier 1: Free Time with Dessert
SOARing Eagle Pass Drawings
- Tier 2: Kickball Game (Faculty vs Students)
- Tier 3: Assembly with guest speaker

Quarter 4:

Harpy Eagle Day:

- Tier 1: Free Time (Activities in Gym)
SOARing Eagle Pass Drawings
- Tiers 1 and 2: Field Day (outside)
- Tier 3: Assembly with guest speaker

Yearly Rewards:

Students who remained on Tier 1 the entire year are eligible for an End of the Year Drawing for cash prizes and/or one Huge Prize Package!

Appendix 6

Grievance Policy

Grievance Procedure:

If a student or his/her parents feel they have a grievance or complaint, they should do the following:

1. Carefully analyze the problem and be sure you have ALL the FACTS.
2. Ascertain that you have a rational attitude about the problem.
3. Seek to resolve the problem with the teacher/staff member, if applicable, through appointment.
4. If you believe the problem is not resolved, meet with the school administration.
5. If left unresolved, you should contact CSUSA School Support at (954) 202-3500.
6. If still unresolved, you should contact the St. Tammany Charter Foundation Board of Directors. Please call the school for contact information.
7. All inquiries should be addressed within 24 hours.

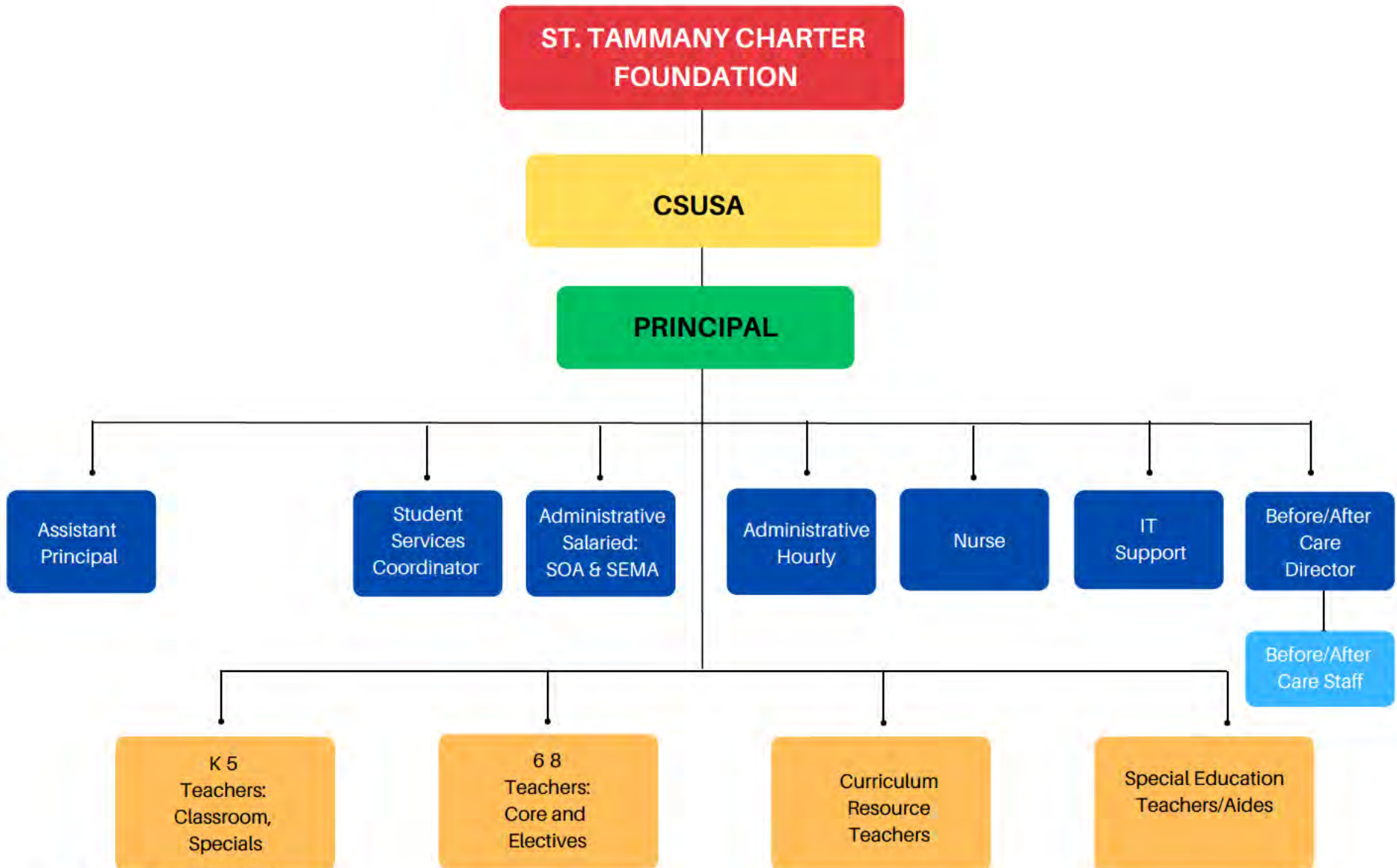
Appendix 7

Year 1 and 5 Organizational Charts

Northshore Classical Academy

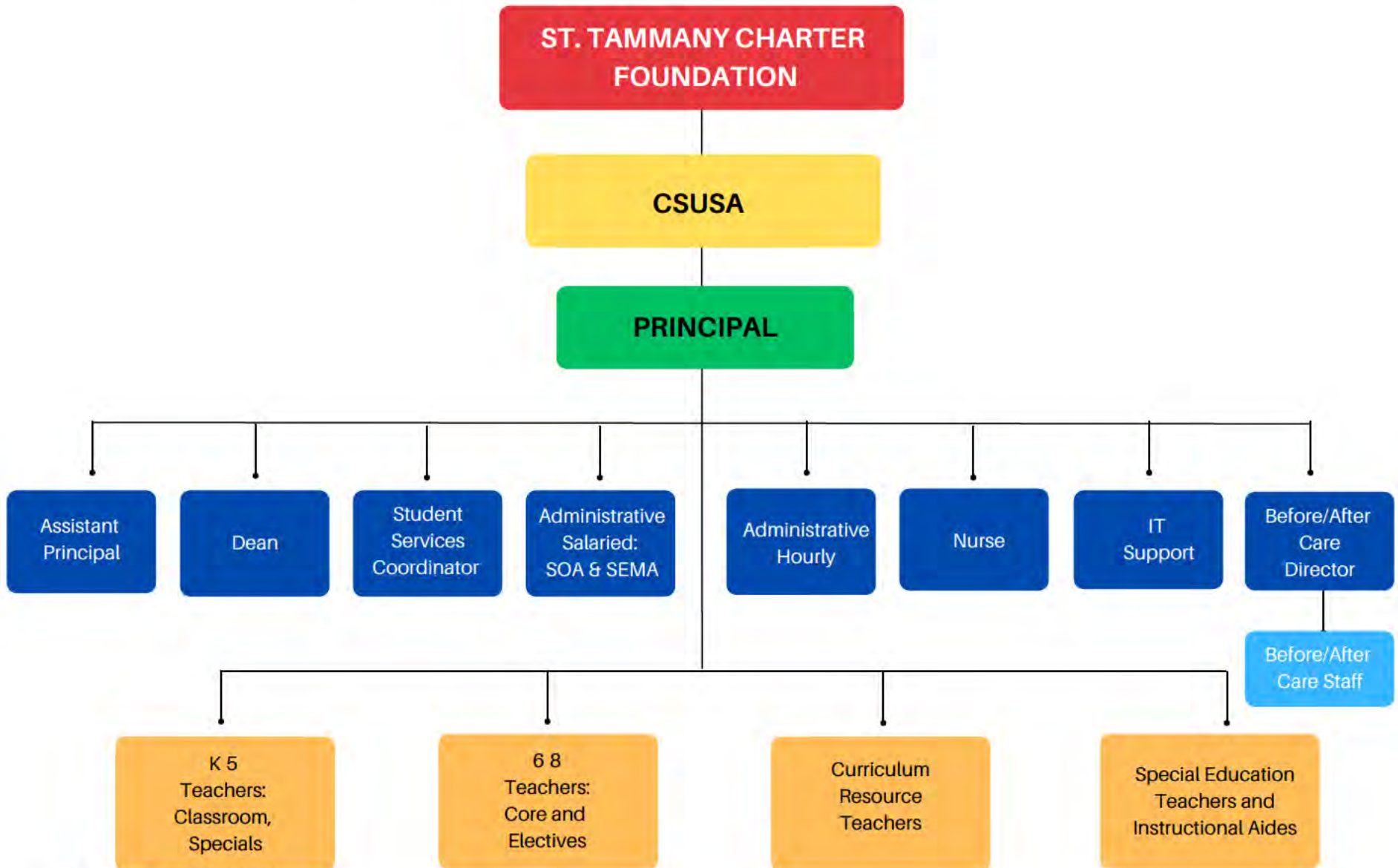
ORGANIZATIONAL CHART: YEAR 1

NORTHSHORE CLASSICAL ACADEMY

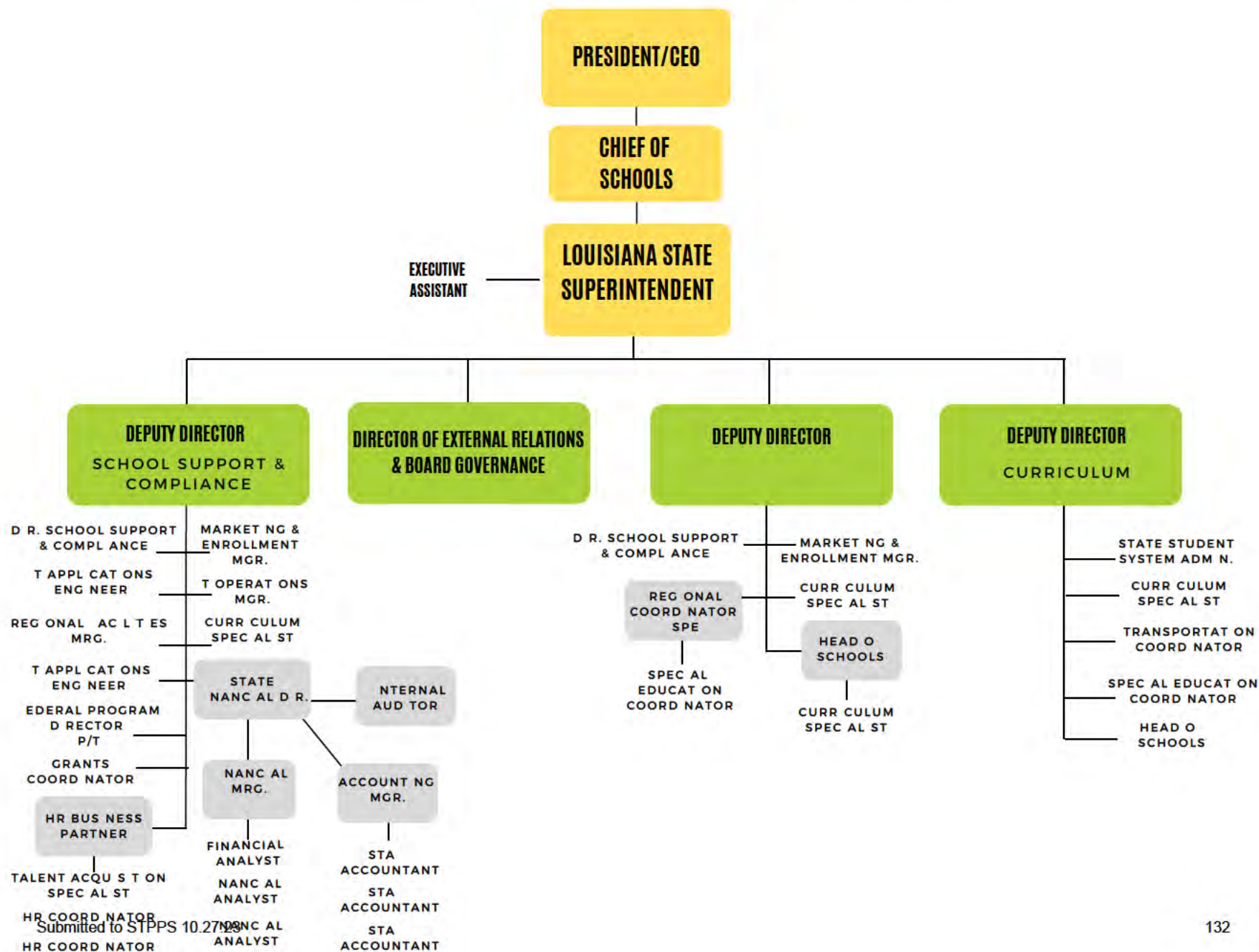


ORGANIZATIONAL CHART: YEAR 5

NORTHSHORE CLASSICAL ACADEMY



CSUSA LOUISIANA ORGANIZATIONAL CHART



Appendix 8

School Leader Resumes

- Dr. Lonnie Luce , CSUSA Louisiana Superintendent
- Gregory Theriot , CSUSA Louisiana Deputy Director
- Carlos Sam , CSUSA Louisiana Deputy Director

Alonzo “Lonnie” Ray Luce, PhD

Education

DOCTOR OF PHILOSOPHY IN EDUCATION ADMINISTRATION AND SUPERVISION | 1991-1999 | LOUISIANA STATE UNIVERSITY

Dissertation Title: Magnetism of Magnets: The Impact of High School Magnet Programs on Desegregation and School Improvement in East Baton Rouge Parish

SPECIALIST CERTIFICATE IN EDUCATIONAL ADMINISTRATION | 1991-1994 | LOUISIANA STATE UNIVERSITY

MASTERS OF PUBLIC ADMINISTRATION | 1991-1992 | LOUISIANA STATE UNIVERSITY

BACHELOR OF ARTS IN EDUCATION | 1986-1990 | SOUTHEASTERN LOUISIANA UNIVERSITY

Major: Social Studies | Minor: Math | Graduated *magna cum laude*

Experience

EXECUTIVE DIRECTOR | BLENDED & ONLINE SCHOOL SOLUTIONS | MARCH 2019 – PRESENT

- Responsible for managing business, growth opportunities and expansion of BOSS, Inc.

SUPERINTENDENT (LOUISIANA) | CHARTER SCHOOLS USA, LA | MAY 2018 – PRESENT

- Lead eight schools with 5, 500+ students, located in five Louisiana parishes.

CHIEF OPERATING OFFICER | FOUNDATION FOR LOUISIANA STUDENTS, LA | AUGUST 2018 – APRIL 2019

- Responsible for continuing growth of University View Academy.

SUPERINTENDENT | UNIVERSITY VIEW ACADEMY, LA | JULY 2016 – AUGUST 2018

- Led all aspects of a statewide, online, public charter school, and in one year led to an independent school under a non-profit board. Implemented a new ERP package for finance, human resources and payroll; implemented new instructional software (SIS & LMS) and curriculum schoolwide. Hired staff or outsourced staff to implement marketing, enrollment, finance and all other back office needs. Grew the school from 2,100 to 3,000+ and increased School Performance Score for SY 16-17 when other statewide online schools declined.

SUPERINTENDENT | ST. JAMES PARISH SCHOOLS, LA | AUGUST 2007 – JUNE 2016

- Selected Louisiana State Superintendent of the Year in 2014. Joined the Phillip Schlechty Superintendents Leadership Network in 2015. Served as the superintendent representative on the Teachers Retirement System of Louisiana's (TRSL) Board 2012-2016. Completed the Superintendent Academy at Lamar University (Class of 2011-2012). Implemented a head start program for PK3 that complements a universal PK4 program during SY2015-16. Expanded dual-enrollment programs and created a cohort of Jumpstart students. Created a cohort of jumpstart students that will complete an associate degree or diploma program in a high wage, high demand career path upon graduating from high school. Initiated a 1:1 laptop program for all 2nd-12th grade students. Created a district wide gifted center for grades 3-8. Developed and implemented a virtual school and technical education program to serve students around the state through Supplemental Course Allocation. Implemented a building program that impacts all school sites after gaining a 75% voter approval in 2015.

DEPUTY SUPERINTENDENT; EXECUTIVE DIRECTOR OF TECHNOLOGY | GREENVILLE COUNTY SCHOOLS, SC | JUNE 2003 – AUGUST 2007

- Led all aspects of instruction in a district of 67,000 students, including 12 International Baccalaureate programs and 12 magnet academies. Implemented a major initiative to improve graduation rate; our district was awarded a Small Learning Communities Grant for SY04-05 to SY06-07. From SY04-05 to SY05-06, the high schools that were part of the grant implementation decreased the number of ninth grade retentions from 728 to 387 by implementing ninth grade academies with rigor, relevance, and relationships. Increased AP exams taken from 3,778 in 2004 to 4,868 in 2005. Implemented an online instructional system that provides instant information to teachers for instructional progression. Implemented an intensive teacher training program that was delivered to over 1,200 teachers per year. Rolled out a parent portal granting access to grades, attendance, discipline, demographics, and other information. Extended instructional time for Title 1 middle schools by providing laptops for all students in three schools to access curriculum over the Internet from home. Implemented a refresh program that replaces all computers every five years (over 20,000 in the district).

CHIEF INFORMATION OFFICER | NEW ORLEANS PUBLIC SCHOOLS, LA | APRIL 2001 – MAY 2003

- Led a district of 130+ sites and 70,000+ students in all forms of technology. Built an instructional technology department funded primarily from grants. Managed several multi-million-dollar budgets and saved the district millions by replacing outsourced networking staff and Oracle analysts with in-house staff.

DIRECTOR OF TECHNOLOGY | LIVINGSTON PARISH SCHOOL BOARD, LA | AUGUST 1999 – APRIL 2001

- Led the district of 20,000+ students in all forms of technology. Oversaw Administrative and Student Information Systems, Wide Area Network, and Instructional Technology. Implemented an automated library and textbook system at all schools. Replaced all networking infrastructure in one year using a federal E-rate grant.

ASSISTANT DIRECTOR & TECHNOLOGY COORDINATOR | LOUISIANA STATE UNIVERSITY | JULY 1998 – 1999

- Coordinated and participated in the development and application of computer-based technologies for electronic delivery of independent courses for college, high school, and non-credit students. Led the technology change that helped LSU sustain their ranking in the top ten Independent Study programs in the nation.

ASSISTANT PRINCIPAL OF INSTRUCTION; TECHNOLOGY MAGNET COORDINATOR; TEACHER | ISTROUMA HIGH SCHOOL AND TECHNOLOGY MAGNET, LA | AUGUST 1992 – JULY 1998

- Led the transformation of a traditional high school into a technology magnet with state-of-the-art technology infrastructure, equipment, and instructional programs.

Military Experience

Joint Forces Headquarters, New Orleans, LA
Staff Officer – Retired as a Colonel

May 2016 – Retired August 2018

199th Leadership Regiment, Pineville, LA
Commander

April 2012 – April 2016

225th Engineer Brigade, Pineville, LA
Brigade Executive Officer

September 2011 – March 2012

528th Engineer Battalion, Monroe, LA

Battalion Commander

April 2008 - September 2011

108th Division (Institutional Training), Charlotte, NC

Division Engineer; 1st Brigade XO; Brigade S1

July 2004 - Jan 2008

769th Engineer Battalion, Baton Rouge, LA

Battalion S3, Battalion S4, Company Commander and others

December 1985 - July 2004

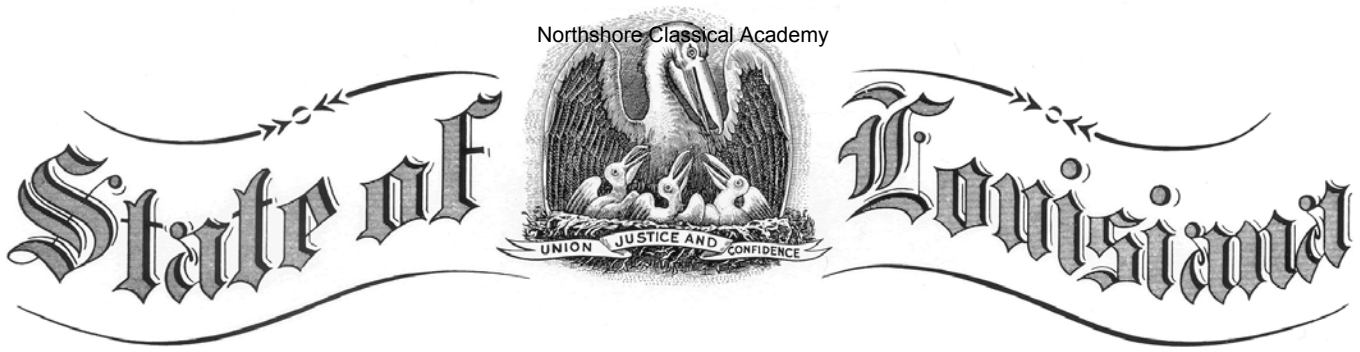
Military Honors

Bronze Star

Deployed to Afghanistan in support of Enduring Freedom; Officer in Charge (OIC) of engineer detachment in Kandahar, Afghanistan, during deployment from May, 2002 through January, 2003.

Itshner Award

Under my command, my company received the award for best engineer company in the United States Army Reserve Component.



STATE DEPARTMENT OF EDUCATION

Certificate Type
TEACHING CERTIFICATE

NUMBER
A 055043

VALID
Life

Certificate Issued To:
ALONZO RAY LUCE

By the Louisiana Department of Education, based upon the following:

ED.S., LOUISIANA STATE UNIVERSITY, 1994

MASTER OF PUBLIC ADMINISTRATION, LOUISIANA STATE UNIVERSITY, 1992

B.A., SOUTHEASTERN LOUISIANA UNIVERSITY, 1990

Ph.D., LOUISIANA STATE UNIVERSITY, 1999

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

MATHEMATICS 6-12, 1/23/1991

SOCIAL STUDIES 6-12, 1/23/1991

PROVISIONAL SECONDARY SCHOOL PRINCIPAL, 4/24/1997

PROVISIONAL PRINCIPAL, 4/24/1997

SCHOOL SUPERINTENDENT, 6/6/2007

VALID FOR LIFE FOR CONTINUOUS SERVICE, 4/24/1997

Dr. Holly Boffy

Dr. Preston Cade Brumley

GREG THERIOT

Professional Profile

An educator, school administrator, and network deputy leader whose vision is to educate all students; empowering them to succeed academically and personally through planned, supportive, student-centered instruction while cultivating a safe and diverse environment. Adept at working with diverse groups as a teacher, coach, mentor and administrator/deputy leader. Creative, energetic and experienced in building new processes, generating resources through fundraising and ensuring success of all endeavors.

- Holds Masters Degree in Educational Leadership
- Dedicated to developing processes for all involved to reach their potential and to contribute to their communities as educated and compassionate citizens
- Expertise in facilitating partnerships between business, education, and all stakeholders

Education and Certifications

- **M.S. Educational Leadership**

McNeese State University, Lake Charles, LA. 1999

- **Bachelor of Science in Health and Physical Education with a minor in English**

University of Southwestern Louisiana, Lafayette, LA. 1987

Key Qualifications

- Developed unified curriculum alignment and professional development process using data and intervention cycles and software to improve student outcomes.
- Effective network deputy for the LA Dept. of Educations.
- Effective school administrator at the elementary, middle and high school levels.
- Developed processes at all districts and schools under my supervision that increased student achievement and school performance scores and provided feedback and support to all parties involved.
- Lead North Vermilion High School to be a Top Gains ‘A’ ranked school in 2012 and 2013.
- Served on numerous committees at the Vermilion Parish School Board such as the Pupil Progression Committee, Insurance Committee and personnel policy development.
- Worked with district personnel, school board members and community professionals to plan and build a new middle school in the North Vermilion

community.

Employment

- **Director of Teaching and Learning – CSUSA-LA**
September 2019 to present
CSUSA-LA, Baton Rouge, LA
- **Deputy Leader Network B – LA Dept. of Education**
July 2013 to August 2019
Louisiana Department of Education, Baton Rouge, LA
- **High School/ Middle School Principal – North Vermilion High School**
June 2008 to June 2013
Vermilion Parish School Board, Abbeville, LA
- **Elementary Principal – Cecil Picard Elementary School**
June 2005- May 2008
Vermilion Parish School Board, Abbeville, LA
- **Assistant Principal –**
- **North Vermilion High School and Maurice Elementary**
August 2001- May 2005
Vermilion Parish School Board, Abbeville, LA
- **English Teacher, Coach – North Vermilion High School**
August 1991-May 2001
- **English Teacher, Coach – Henry High School**
January 1988 - May 1991

Affiliations

- NASSP
- National Institute for School Leadership Fellowship Member.
- Louisiana Teacher Leader Cadre
- Vermilion Association of Principals
- Louisiana Association of Principals

Honors and Awards

- Vermilion Parish Middle School Principal of the Year - 2012
- LSWA Class C Baseball Coach of the Year -1990



STATE DEPARTMENT OF EDUCATION

Certificate Type
TEACHING CERTIFICATE

NUMBER
A 057107

VALID
Life

Certificate Issued To:

GREGORY PAUL THERIOT

By the Louisiana Department of Education, based upon the following:

M.ED., MCNEESE STATE UNIVERSITY, 1999

B.S., UNIVERSITY OF LOUISIANA AT LAFAYETTE, 1987

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

HEALTH AND PHYSICAL EDUCATION (K-12), 1/21/1988

ENGLISH 6-12, 1/21/1988

PROVISIONAL PRINCIPAL, 10/4/1999

PROVISIONAL SECONDARY SCHOOL PRINCIPAL, 10/4/1999

PRINCIPAL, 7/26/2007

SECONDARY SCHOOL PRINCIPAL, 7/26/2007

EDUCATIONAL LEADER - LEVEL 2, 4/1/2008

VALID FOR LIFE FOR CONTINUOUS SERVICE, 10/4/1999

The Educational Leader – Level 1 shall have three years once employed in an administrative capacity to complete the one-year Educational Leader Induction Program.

This individual is eligible for an EDL 3 certificate. The certificate is issued upon the request of the Louisiana Employing Authority once the individual is hired to serve as an Assistant Superintendent or Superintendent.

Completed Louisiana Principal Fellowship (NISL-EDP)

Dr. Holly Boffy

Dr. Preston Cade Brumley

PROFESSIONAL EXPERIENCE

June 2019 – Present * Deputy Superintendent * Charter Schools, USA

- Oversee the following departments: Human Resources, Finance & Accounting, Marketing & Enrollment, Facilities & Maintenance, Instructional Technology
- Support the management of school operations throughout the State of Louisiana which include nine schools

Southern University

Adjunct Professor –Department of Ed. Leadership

January 2019 to Dec. 2019

Duties – Provide rigorous graduate level instruction designed to produce leaders to fill school and district educational leadership positions

Course taught EDLD 580 Fostering Community Support in Schools

July 2015 – May 2019 • Superintendent of Schools • East Feliciana Parish School Board, Clinton, Louisiana

- Management of the day to day operations of a rural, public school district with 2,000 students and approximately 300 employees, including fiscal responsibility for a total annual operating budget of \$23 million
- Significant improvements in student achievement with an overall District Performance score gain of 5.1 points during the first two years of leadership tenure; two year gains in the following areas: ACT Index (+35.3), Graduation Rate (+5.9), Strength of Diploma (+10.2), Dropout Accumulation Index (+1.8)
- Increased student enrollment within first year by 5%
- Evaluated district organizational structure and processes to institute district reform programs including a Medicaid reimbursement tracking system, an energy efficiency contract, and a new payroll and financial management system, all of which to promote district productivity and resulted in a cost savings and a budgetary surplus of \$3.6 Million during first year of tenure and continued cost savings to the general fund balance in subsequent years
- Coordinated district marketing and communication strategies to garner the support of the community for a local tax renewal, which resulted in passage by 68% of voters
- Strengthened community partnerships and instituted several internal and external stakeholder engagement initiatives including but not limited to the following: SMART (Strategic and Specific, Measurable, Attainable, Results-Oriented, and Time-bound) school quality review visits to support instructional effectiveness; new teacher induction program; school highlights as permanent agenda item at school board meetings; Very Important Participating Stakeholders (VIPS) volunteer program with monthly board meeting recognitions; Superintendent's Listening Tour; Employee of Month Board Meeting recognitions; school mystery tour visits with community members to cultivate

public trust; Superintendent's Advisory Council; and Superintendent Weekly Memos to board members and administrators

- Sought and earned multiple grant awards of over \$5 million to supplement the general fund in support of academic programs for enhancements in teaching and learning including Upward Bound Partnership with Baton Rouge Community College, Capital Area United Way Grant to support East Feliciana Parish Schools Preparing Our Parents Program to foster parent engagement opportunities and out of school tutoring programs, and a partnership with the National Institute for Excellence in Teaching (NIET) for the implementation of the Teacher Advancement Program (TAP) to promote high quality, job embedded professional learning structures and an evidence based framework for increased student outcomes

June 2012 – June 2015 • Associate Superintendent for School Leadership and Instruction
• East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Direct report to the Superintendent of Schools and was a member of Superintendent's Senior Cabinet; prepared reports for presentation to school board and community and facilitated community engagement activities for stakeholder input and participation
- Supervised and managed multiple academic and student support departments, programs with fourteen direct reports and budgets totaling over \$15 million
- Oversight of a division of 28 elementary, middle and high schools serving over 12,500 students; over 85% of schools in cohort increased School Performance Scores
- Managed tuition based and state mandated summer remediation and credit recovery programs serving targeted elementary, middle and high school students
- Served as liaison between East Baton Rouge Parish School System Foundation and the school district for fundraising, community engagement and other forms of institutional advancement
- Coordinated and led district monitoring teams to review data and promote student achievement through implementation of research based instructional strategies in identified schools
- Designed and facilitated formal and informal professional development activities for district and school administrators, teachers and staff
- Served as district committee chairperson and Louisiana Department of Education primary contact for East Baton Rouge Parish School System Pupil Progression Plan
- Served as district liaison to collaborate with and coordinate technical assistance to seven district authorized Type 1 charter schools and provider organizations; implemented charter annual school visits and developed renewal frameworks and rubrics
- Launched the formation and implementation of the district's first Virtual Learning Academy and authored the district policy manual for virtual learning programs



- Coordinated the transition teams for the reopening of Brookstown Middle Magnet School and Lee Magnet High School; coordinated the expansion of Belfair and Dufrocq Montessori Schools

February 2012 - June 2012 • Interim Superintendent of Schools • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Managed the day to day operations of the second largest public-school district in Louisiana with over 42,000 students and approximately 6,000 employees, including fiscal responsibility for a total operating budget of \$450 million
- Built consensus and facilitated a resolution with the Baton Rouge Catholic Diocese resulting in an adjustment to the district's tiered transportation routing method, thus creating a \$2 million cost savings to the general fund budget
- Reduced the 2012-2013 general fund operating budget by \$28 million to keep the district solvent with minimal impact to instructional services and staffing
- Coordinated, designed and implemented marketing strategies to facilitate dialogue and prevent legislative approval of a proposed breakaway school district
- District Performance Score increased from a "D" grade to a "C" due to improved student test scores during Spring 2012 testing cycle
- Submitted district's annual SACS/ AdvancED Accreditation Report

June 2003 – February 2012 • Director of Innovative and Specialized Programs • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Implemented Final Settlement Agreement as per court order in a forty-seven year federal desegregation case; responsible for the preparation and submission of quarterly monitoring reports
- Provided leadership and supervisory skills to coordinate the development, implementation, and operation of the district's magnet/gifted and talented programs; opened 13 new magnet and 10 new gifted programs resulting in 13 nationally recognized magnet and/or gifted school sites during this tenure
- Launched and managed the district's online magnet common application and enrollment system
- Coordinated advertising, marketing and recruiting initiatives related to innovative and specialized programs including annual city wide magnet mania interactive, events for increased stakeholder engagement and participation
- Maintained fiscal oversight for a \$6 million budget for purchasing and inventory needs of magnet, gifted/ talented and other specialized programs
- Increased student participation and enrollment in gifted and talented programs by over 66% during the course of a five-year period
- Coordinated monthly meetings and other staff development opportunities for principals and teachers in magnet/ gifted and talented programs

CARLOS J. SAM



-
- Directed the district's Council for the Development of French in Louisiana (CODOFIL) Program
 - Special Assignment: Within one week, re-purposed the previously closed Scotlandville Elementary School site for hurricane evacuees to service and educate over 500 K-8 students displaced by Hurricanes Katrina and Rita, including the securing of instructional materials and human resources required to open a functional school

May 1997 – June 2003 • Principal – Park Forest Middle School • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Led the school to Exemplary and Recognized Growth labels from the Louisiana Accountability System for increased student achievement and overall school performance in an urban, Title I school (over 1,000 students) with multiple subgroups including but not limited to students with disabilities, Limited English proficiency, and economically disadvantaged learners
- Implemented a cognitive academic language learning approach in a district designated ELL (English Language Learner) Center
- Transformed the school culture through the implementation of research based middle school concepts including teaming, block scheduling, conflict/peer mediation, and advisor/advisee
- Formed and increased overall membership and participation in an active Parent Teacher Association Organization, resulting in improved stakeholder engagement and community relations
- Responsible for school level budgets, master scheduling, teacher evaluation, securing instructional resources, guaranteeing an essential curriculum, facility maintenance and other areas required for the successful day to day operations of an urban, comprehensive middle school

August 1995 – May 1997 • Assistant Principal – Park Forest Middle School • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Provided assistance to the principal with effective management of academic programs and school wide athletic programs as well as recruiting, hiring, managing and evaluating teachers and coaches
- Supervised the preparation and verification of all athletic eligibility lists
- Coordinated the 6th-8th grade athletic program in collaboration with the principal and coaches to ascertain programmatic needs on an annual basis
- Responsible for maintaining an optimum learning environment for both students and staff by enforcing student discipline policies and tracking and monitoring referrals
- Provided differentiated instructional support and coaching to identified teachers through classroom observations and ongoing feedback
- Assisted with the school budgetary process, revision of policies, scheduling, and other related duties

November 1989 – May 1995 • Teacher – Athletic Director/Physical Education, Recreation & Dance Teacher/Social Studies Teacher– Elementary/Middle • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Taught knowledge and skills in physical fitness, health education, rhythms, and dance and individual, dual and team sports, utilizing curriculum designated by EBR School System and other appropriate learning activities
- Provided appropriate safety instruction and made safety checks on equipment and field areas to ensure the overall safety of students
- Responsible for mentoring student teachers
- Responsible for implementing an approved curriculum responsive to students' needs, while delivering effective instruction, and maintaining a classroom environment conducive to learning
- Initiated the recruitment and selection of coaches and made employment recommendations to the building principal
- Supervised and evaluated all coaches at the middle school level
- Scheduled all middle school athletic contests and maintained the proper and necessary records
- Ensured officials were scheduled and maintained an active file of officials under contract and paid officials following the contract
- Arranged transportation for all away middle school contests
- Prepared and verified all athletic eligibility lists
- Supervised athletic funds, prepared and administered a detailed operating budget for the athletic program and submitted it to the building principal
- Ordered all equipment and maintained a current inventory of all athletic equipment

EDUCATIONAL BACKGROUND

Southern University and A&M College • Baton Rouge, Louisiana

Louisiana State University • Baton Rouge, Louisiana

30 + hours above Masters (1995-2001)

Southern University and A&M College • Baton Rouge, Louisiana

Master of Administration and Supervision (1991)

Southern University and A&M College • Baton Rouge, Louisiana

Bachelor of Science in Secondary Education (Physical Education, Recreation & Dance) (1989)

RECOGNITIONS & AFFILIATIONS

- 2018 Certified Park and Recreation Professional (CPRP)
- 2018 Educational Testing Service (ETS) School Superintendent Assessment National Advisory Committee

CARLOS J. SAM



-
- 2013 Graduate of SUPES Academy
 - 2013 George Award Winner – National MicroSociety Outstanding District Administrator Award for work with The Dufrocq School
 - Appointee to Louisiana ACT Council (2013)
 - Board of Trustees Member – Teachers Retirement System of Louisiana (TRSL); Member of TRSL Legislative Committee (2011 - 2017)
 - BREC Commissioner – Recreation and Park Commission for the Parish of East Baton Rouge, Louisiana (2010 - 2015); Treasurer/ Chairman of Finance Committee
 - East Feliciana Chamber of Commerce Member (2015 – Present)
 - Gifted and Talented Pupil/Teacher Task Force – Louisiana Department of Education (2010)
 - Director at Large – Magnet Schools of America Board of Directors (2010)
 - Selected as a Mentor for the Louisiana Educational Leaders Induction Program (2008-2010)
 - President-Elect (2003-2004) and Vice-President of the Louisiana Principal's Association (2002-2003)
 - Mentor Principal – Louisiana Department of Education (2002-2003)
 - Louisiana Regional Finalist for Principal of the Year (2002)
 - Principal of the Year – East Baton Rouge Parish School System (2001-2002)
 - Baton Rouge District PTA Principal of the Year (2001-2002)
 - Diversity Design Team – East Baton Rouge Parish Schools (2000)
 - Baton Rouge Jr. Chamber of Commerce Young Educator of the Year (1998)
 - School Safety Task Force Committee – Louisiana Department of Education (1999)
 - Certified Model-Netics® Management Trainer
 - Volunteer Coach, U. S. Express Track Club, Baton Rouge, Louisiana (2009 - 2012)
 - St. Paul's Catholic Church Parish Member
 - Member of Alpha Phi Alpha Fraternity, Incorporated
 - Present and Previous Memberships: American Association of School Administrators (AASA), National Association of Secondary School Principals (NASSP); Association for Supervision and Curriculum Development (ASCD); Louisiana Association of Principals (LAP); National Middle School Association (NMSA); and Magnet Schools of America (MSA), National Recreation and Park Association (NRPA), Louisiana Recreation and Park Association (LRPA)



STATE DEPARTMENT OF EDUCATION

Certificate Type
TEACHING CERTIFICATE

NUMBER
A 052419

VALID
Life

Certificate Issued To:

CARLOS JOSEPH SAM

By the Louisiana Department of Education, based upon the following:

MASTER'S DEGREE PLUS 30 GRADUATE HOURS,

M.ED., SOUTHERN UNIVERSITY, 1991

B.S., SOUTHERN UNIVERSITY, 1989

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

PHYSICAL EDUCATION, 3/8/1990

PROVISIONAL SECONDARY SCHOOL PRINCIPAL, 5/9/1994

SUPERVISOR OF STUDENT TEACHING, 5/9/1994

PROVISIONAL PRINCIPAL, 12/5/1996

PRINCIPAL, 7/2/1999

PARISH/CITY SCHOOL SUPERVISOR OF INSTRUCTION, 1/22/2002

SCHOOL SUPERINTENDENT, 3/1/2006

Dr. Holly Boffy

Dr. Preston Cade Brumley

Appendix 9

Governing Board Resumes

Melissa Meyer
Mara Leonard Audibert
Tracy McCullough
Kevin Gardner
Teresa Bourgeois
Bridget Winters
Arthur Dubriel

DR. MISSIE MEYER



EDUCATION:

Southeastern Louisiana University, Hammond, Louisiana

Doctor of Education (Ed.D)

Graduated: May 2021

Indiana Wesleyan University, Marion, Indiana

Master of Education (M.Ed.)

Graduated: March 2010

Loyola University, New Orleans, Louisiana

Bachelor of Arts (B.A.)

Graduated: December 1995

Major: English/ Writing

Minor: Secondary Education

RELEVANT EXPERIENCES:

Cultivation Church, Covington, Louisiana

Cultivate U Executive Site Director, October 2022-present

Developing a Distance Education Extension Site in partnership with Southwestern Assembly of God University (SAGU)

Maintain all administrative responsibilities that are necessary to keep all programs properly functioning:

- Serve as a liaison between SAGU, Cultivation Church, & interns
- Foster individualized planning, instruction & accountability
- Oversee a rotational, intentional, and purposeful schedule of service in the church, particularly on Sundays
- Provide academic support and tutoring as needed
- Solicit scholarships/endowments for students
- Cultivate community among interns
- Create strategic marketing for the program
- Maintain and increase recruitment/enrollment
- Develop necessary documents such as handbook and practicums

Lil' BREWnette Educational Services, Covington, Louisiana

Coach. Consultant. Educator. Mentor. Teacher. Tutor, January 2019-present

Founder and operator of Lil' BREWnette Educational Services, fb.me/lilbrewnette, offering services for students in grades kindergarten-college, parents, and educators. Offering the following menu of educational options for students:

- Consultant for Private School Principals and Teachers
- Professional Development for faculties
- Poetry Writing Workshops
- Former Online Homeschool Teacher and College Counselor for high school students
- Research & Writing (MLA & APA); College Entrance Essays
- ACT Test Prep
- Individual Tutoring; Homework HELP!; Specific School-Assigned Projects; Study Strategies; Note-Taking Strategies
- Study Groups; Book Clubs
- Public Speaking
- Organizational Coaching
- Resumes & Cover Letters
- Keyboarding
- Microsoft, Google Fundamentals

Northlake Christian School, Covington, Louisiana*Lower School Principal, May 2011-May 2018*

Maintained all administrative responsibilities that are necessary to keep all programs properly functioning. In the years under my administration, we achieved the following:

- Initiated and implemented a new interdisciplinary initiative – “Full STEAM Ahead” – focusing on Science, Technology, Engineering, Art, and Math
- Became a 1:1 iPad school in grades K-12th
- Nominated as an Apple Distinguished School
- Applied and awaiting results for Blue Ribbon
- Retained 100% of our teachers for the past two years, which is ¼ of my doctoral conceptual framework
- Earned AdvancED accreditation
- Increased and maintained enrollment with high retention rate
- Established after school academic clubs as well as athletic teams within the Lower School grade levels
- Selected, implemented, and maintained curricula that is aligned to state and national standards which has had a direct effect on students’ test scores
- Implemented a progress monitoring system for students and teachers
- Hosted other ACSI schools for professional development, particularly with Biblical integration and technology
- Hosted ACSI Art Festival to promote fine arts in education
- Developed a strong community among all stakeholders and built a strong rapport with parents
- Worked to establish and implement policies with Board of Directors and Head of School
- Provided current, applicable, and purposeful professional development for all K-12 teachers including bi weekly Teach and Tech Tuesdays to increase technology skills among the faculty
- Recruited and enrolled new students through monthly Open Houses and private tours
- Balanced an annual budget
- Served on other ACSI accreditation teams for other schools as needed
- Served on other AdvancED accreditation teams for other schools as needed
- Served on our School Leadership Council
- Served on the Curriculum Development Committee with other stakeholders and Board members
- Served on the Spiritual Development Committee with other stakeholders and Board members
- Served on the Development Committee to enhance facilities on campus
- Served on the School Improvement Committee with other administrators and teachers
- Became a member and attended conferences for ISTE, ACSD, LACUE, and NSTA to globally collaborate with other school leaders
- Attended the *Kingdom Education* conference in 2016 in Dallas and lead a book study with our own faculty and parents of the Lower School upon my return

Fifth and Sixth Grade Language Arts and Bible Teacher, May 2006- May 2011

- AdvancEd/SACs Accreditation Committee Chair, March 2011
- *Write... From the Beginning* Trainer Certification, January 2009
- ACSI Convention, Birmingham, AL, January 2008 and February 2009
- *Thinking Maps* Trainer Certification, June 2008
- ACSI Standard Teacher Certification, May 2008
- *Foundations and Frameworks*, June 2007
- ACSI School Certification, February 2007
- Elementary Student Senate Sponsor, August 2007-2012
- School Leadership Committee, November 2007- May 2008
- Cheerleading Coach, 2006- 2007

John Curtis Christian School, River Ridge, Louisiana*Fourth/Fifth/Sixth Grade English/Spelling Teacher, August 2003- May 2006**Freshman - Senior Literature Summer School Teacher, Summer 2004**Freshman - Senior Language/ Writing Summer School Teacher, Summer 2005, 2006, 2009**Kindergarten Teacher, August 2002- May 2003*

Memorial Baptist Christian School, Metairie, Louisiana

Fifth/Sixth Grade Teacher, August 1999- June 2003

Cheerleading Coach, 2000- 2002

Literature Club Sponsor, 2000- 2002

Yearbook Coordinator, 2000- 2002

Riverside Christian Academy, River Ridge, Louisiana

Summer Camp Teacher, Summer 1993

Transition Teacher, March 1996- May 1996

RCA Kid Kamp/Nursery Director, Summer 1996

Kindergarten Teacher, August 1996- May 1997

Third/Fourth Grade Teacher, August 1997- May 1998

Principal, March 1997- May 1998

REFERENCES:

Available upon request.

PROFESSIONAL SUMMARY

25+ years professional paralegal with extensive trial/dispute resolution experience (including litigation/trials, corporate governance for privately-held and public entities, government matters, estate planning/successions)

RELATED EDUCATION

Watterson College, Sherman Oaks, CA. Certificate of Paralegal Studies
University of New Orleans, New Orleans, LA. B.A. Sociology
iNotaryNow, Louisiana Civil Notary Course

SKILLS/EXPERIENCE

- Small firm to large firm case work, both plaintiff and defense, covering most areas of law.
- Corporate secretary responsibilities for privately-held real estate company.
- In-house legal department - international corporate governance, mergers, acquisitions, dissolutions and dormancy matters.
- Proficient in Microsoft Office Suite, Corel-WordPerfect, AdobeAcrobatPro, TABS, Lexis/Nexis, WestLaw; familiar with e-discovery platforms, i.e. Summation, Relativity, database management, electronic case management, most recently in Sharepoint and GEMS.
- Establish excellent client, counsel, vendor and expert witness relationships.
- Lifelong learner, reader, educator, trainer.
- *Louisiana Notary Public, ID No. 184702.*

PARALEGAL EXPERIENCE

Ribbon Communications, Inc., Plano, TX. Full-Time Remote, Paralegal - Sr. Specialist . 1/2023-Present

- International Corporate Governance - coordinate Board/Shareholder Meetings, minutes and resolutions; coordinate with global counsel and Finance department for KYC and UBO documents and financial statements to be approved; coordinate with Real Estate department for lease management and renewals; document management for global subsidiaries of publicly-traded company; mergers & acquisitions, dissolutions and dormancy matters.
- Assistant Project Manager - partnered with Computershare to implement GEMS program for management of corporate governance documents and data, including establishing of naming conventions utilized for GEMS and Sharepoint.
- In-House Litigation: interact with outside counsel, in-house attorneys and IT department to manage case pleadings, discovery and gathering of documents for outside counsel review; coordinate legal holds, pre-litigation witness interviews.

Louisiana Notary Public, commissioned in St. Tammany Parish and qualified in all 64 parishes. 12/2022-Present

- Mobile notary services for all types of documents, including acts of donations, vehicle transfers, property transfers, specializing in estate-planning services, including wills/testaments, small successions (under \$125K), powers of attorney, end-of-life declarations.

Staines, Eppling & Kenney, LLC, Metairie, LA. Legal Assistant Paralegal 2022-2023

- Supporting two partners in litigation department;
- Preparation of pleadings/discovery/correspondence;
- Client interaction with insurance company claims examiners and estate/succession clients;
- Preparation of succession pleadings;
- Electronic filing in state and federal courts; established firm e-filing accounts with multiple online vendors across multiple parishes (counties);
- Training staff and attorneys to utilize new e-filing vendors and advancing skills of current firm software; and,
- Utilizing SalesForce/Litify software for case management.

Molaison Law Firm, LLC, Metairie, LA. Paralegal.

2017-2022

* Corporate Governance (4 years): Corporate Secretary to client's privately-held real estate corporation.

- * Prepared agendas, minutes, notices, director/shareholder documents for meetings;
- * Maintained corporate records and coordinated distribution and signing of land/mineral-oil lease records, board/shareholder minutes, resolutions and acts;
- * Prepared and filed entity formation documents, annual reports, change of officers/directors/agents, and dissolution documents.

* Estate planning/succession/litigation (5 years):

- * Conducted client interviews;
- * Drafted pleadings, motions and discovery;
- * Preparation for and attendance at more than 10 trials, including electronic presentation of trial exhibits in court and extensive work with expert witnesses;
- * Reviewed medical records in interdiction or succession matters where competency was questioned;
- * Prepared transfer and assisted with sale of estate-owned business to 3rd party buyer, handled company collections and business closure.
- * Marshaled assets and negotiated debts;
- * Prepared annual accountings and distributions to heirs;

* Supervision/Executive Administration:

- * Handled firm collection litigation matters for non-paying clients;
- * Trained new legal assistants in estate-planning/succession/litigation areas of law;
- * Streamlined processes and transitioned firm to electronic case management.
- * Testified at trial 4/2021 on behalf of court-appointed estate administrator regarding analysis of document production by heirs opposing the estate confirming to Judge missing data, transfer of estate property depleted by said heirs from multi-million dollar estate to separate LLCs resulted in judgment against heirs to produce plus reimbursement of all legal fees incurred by court-appointed estate administrator (\$100K).

St. Tammany Parish Government, Legal Department, Mandeville, LA. Paralegal.

2012-2013

- * Property research to identify owners of abandoned or neglected properties set for public auction;
- * Assisted with tax sale redemptions to place property back into viable use and for tax collection ;
- * Responded to Public Records Requests and litigation discovery requests utilizing e-discovery for production of government records and legal hold processes;
- * Reviewed all Code Enforcement citations and supporting documentation;
- * Prepared for and attended Code Enforcement hearings;
- * Managed all trial documents and Code Enforcement hearing dockets.

Stone Pigman Walther Wittmann LLC, New Orleans, LA. Paralegal.

2008-2012

- * Primarily defense work for litigation clients in the areas of insurance defense, oil & gas, employment and contract disputes, and succession litigation;
- * E-discovery - coordinated with vendor with in-house IT department for software acquisition and use within firm; consistently worked with vendors on price quotes and contracts for litigation support services;
- * Case management, factual information analysis and conducted witness investigations; prepared chronology of events, identified key players, prepared attorneys for depositions, and, significantly, gathered data to "pierce the corporate veil" on a collection matter;
- * Prepared for and attended trials in both federal and state courts, including preparation for 3 trials in the first 6 months of employment resulting in 2 client verdicts and 1 settlement on eve of trial;
- * Summarized medical records; drafted pleadings, discovery requests and responses;
- * Assisted Sr. Partner with data and marketing report to existing insurance client.

LeBlanc Butler, LLC, Metairie, LA. Paralegal. (now Butler Law Firm, LLC, Kenner LA)

1999-2001

(includes prior LeBlanc entities)

& 2007-2008

- * Primarily defense work for insurance and public entity clients;
- * Prepared Case Assessment Reports to insurance company for public entity client;
- * Managed and processed multiple personal injury cases to resolution, including review of medical records, assessment of injuries, analysis of injury claims;

- * Prepared pleadings and processed succession cases to completion;
- * Negotiated medical collections for claims and litigation for local hospital;
- * Prepared applications and obtained all necessary business licenses for small retail entity including Alcohol and Beverage Licenses at Parish, State and Federal levels;
- * Prepared DBE re-certification and Requests for Proposal to the City of New Orleans;
- * Streamlined and managed case management and firm processes.

OTHER WORK EXPERIENCE

- * *Note This! LLC dba The Notetaking Workshop*, Mandeville, LA. *Founder/Instructor*. 2017-2023
 - * Development of notetaking skills and study habits curriculum that has been taught to hundreds of students in the Greater New Orleans area to equip the next generation for high school, college and life
 - * Currently being written into an electronic book
- * *Homeschool Tutor/Program Director -and- Private Tutoring/Teaching*. 2013-2021
 - * Pre-Algebra, Introductory and Intermediate Logic, classical literature and composition courses (4 years)
 - * Home-educator for more than four (4) years along with tutoring at community campus (3 years) for 8th through 12th grade students using the classical education method for math, Latin, Logic, Literature, Writing/Composition, Speech/Debate, Current Events, and Art/Music History

Mara L. Audibert



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OBJECTIVE: I am seeking a position on the Northshore Classical Academy Board.

EDUCATION: Bachelor of Science, Elementary Education, *Southeastern Louisiana University*

EXPERIENCE:

Cultivation Church, Children's Director, 2022 to present, ages 0-11, Covington LA

- Designing and implementing Christian curriculum for all classrooms
- Managing over 60 volunteers in multiple departments
- Planning and organizing churchwide events throughout the year
- Administrative tasks including but not limited to Planning Center upkeep, administering background checks, computer and graphic design

Imagine Learning LLC, 2021-2022, grades 3-12, Online Instructor, remote

Provided online teaching services and supplementation tutoring for all content area

St. Tammany Parish School Board, 2012 to 2021, grades 1-5, Slidell LA

- Designed and implemented aligned writing curriculum for grade level team
- Created and implemented individualized learning plans for students during small group
- ELA and math instruction
- Grade level chair 2 consecutive years for grade level team
- Planned and implemented backwards design with grade level as Team Leader
- Virtually planned and taught ELA, Math, Social Studies and Science standards/curriculum

Archdiocese of New Orleans, 1st grade, Slidell LA

- Daily implementation of guided reading groups and independent reading goals
- Designed and implemented aligned writing curriculum for grade level team
- Created and implemented individualized learning plans for students during small group
- instruction

Kidz Klub House, Preschool Teacher, Slidell LA

- Responsible for the daily planning, implementation, and monitoring of activities in compliance with the philosophy of the childcare center and licensing requirements for the State of Louisiana.

Crossgates Athletic Club, Childcare, Slidell LA

**CERTIFICATIONS/
ACCOMPLISHMENTS:**

- Planned and participated in the Instructional Coaching program at Bonne Ecole
- Elementary School 2018-2021
- Independently prepared and presented Professional Development to grade levels first through sixth covering topics including the writing process, math/ELA interventions, and teacher morale 2018-2021
- Mentor Teacher for Slidell High School Teaching Academy 2018-2021
- Worked with English Language Learners, their families and paraprofessionals 2016-2021
- Teacher of the Year Nominee 2020
- Attended the Get Your Teach On National Conference 2018
- Created lesson plan and academic supplementation workbook for children's book, Three

Northshore Classical Academy

- Little Shrimp, written by Steven Spires 2014-2015
- Candidate for Student Teacher of the Year SELU 2012
- Certified in Louisiana Ethics Training
- Certified in CLASS Observation Training
- Proficient in virtual meeting and educational software
- Proficient in Microsoft Office Suite, Publisher, and electronic communication

Kevin M. Gardner

Senior Vice President, HUB International Gulf South



Kevin Gardner is Senior Vice President for HUB International, Gulf South. He was the founder and President of Strategic Employee Benefit Services (SEBS), one of the region's leading employers prior to our merger with HUB Gulf South in 2011. Under his leadership, SEBS grew from its founding in 1991 to become one of the South's largest and most well-respected benefit consulting companies. SEBS was consistently rated "Best Places to work" by City Business Magazine and other local publications. Kevin specializes in consulting and servicing the needs of both fully insured and self-funded employers in a variety of industries. His book of business includes a specialty focus in healthcare, legal and manufacturing clients.

A graduate of the University of New Orleans, Gardner began his career in hospital Human Resources managing employee benefits. Kevin serves on many local and national boards including the Louisiana Department of Insurance Advisory Council, along with Advisory Councils for most of the region's major insurers. He has presented to local, regional and national associations and advocates on behalf of our clients with insurance carriers, industry organizations, and legislators.

TERESA M. BOURGEOIS

PROFILE

An enthusiastic worker, effective problem solver with sound work ethics, comprehensive computer knowledge, and excellent interpersonal skills. Currently, tutoring several 4th grade through college aged students in Math.

CAREER EXPERIENCE

February, 2003 – June, 2019 **Northlake Christian School** **Covington, Louisiana**

Elementary Computer Lab Teacher and Technology Facilitator/ Math Teacher and Tutor

- Taught students using computer project-based curriculum and equipped and trained teachers to utilize technology within the curriculum and classroom.
- 6th grade Math, Science, History and Bible; 5th and 6th grade Math; and 6th grade Advanced Math
- Tutored 1st through 12th grade students in Math

November, 1998 - November, 2002 **Technical Management Systems** **Mandeville, Louisiana**
Systems Analyst/Programmer

- Worked as part of a team to develop software packages to meet customer specific needs.
- Setup software, trained customers to use software and maintained software onsite and by phone.

June, 1997 – November, 1998 **Self-Employed** **Covington, Louisiana**

Programmer/ Consultant/ Trainer

- Installed software, implemented procedures and trained personnel in a three state area on Head Start software.
- Trained clients on computer software and installed new computers and hardware.
- Spreadsheet, accounting and cost analysis for cabinet company.

October, 1996 – May, 1997 and February, 1991 – February, 1992 **Regina Coeli Child Development Center** **Covington, Louisiana**

Computer Specialist/ CACFP /In-kind Clerk

- Designed and developed most and maintained all software, computers and networks for Head Start grantee office and twelve schools, including child tracking, food services, payroll, general ledger, and in-kind.
- Maintained documentation, database and accounting system for \$1.5 million in-kind.
- Implemented new software, authored user manuals, helped train associates, and provided helpdesk.
- Responsible for reconciling food services with daily attendance records for 12 schools.

August, 1989 - May, 1991 **University of New Orleans** **New Orleans**

Teaching Assistant

- Graded computer programs and assisted students in second level ADA computer programming class.
- Taught lab for Computer Literacy including dBase, WordStar, Lotus, and BASIC.

EDUCATION

June, 2018 **Southeastern Louisiana University** **Hammond, Louisiana**

- Doctorate in Educational Leadership from Southeastern's College of Educational Leadership and Technology
- Dissertation: *Policy-to-Practice Study of the Implementation of Digital Citizenship and Internet and Cell phone Safety Education in Louisiana Public Middle Schools and High School*. Outstanding Dissertation award.
- *Vice President, Phi Kappa Phi*

December, 2007 **Northwestern State University** **Natchitoches, Louisiana**

- Master of Education Leadership with concentration in Educational Technology.
- Developed online teacher training based on ISTE National Educational Technology Standards.

May, 1991 **University of New Orleans** **New Orleans**

- Bachelor of Science in Computer Science with extensive coursework in math.
- Dean's List and Vice President of ACM.

BOARD EXPERIENCE

March, 2014 to June, 2023 **Stoncroft Ministries** **Kansas City, Missouri**

- Served on nonprofit board as Director, Secretary, and Vice Chair.
- Used Carver's Policy Governance model. In 2021, transitioned to Andringa's Board Policy Manual governance model.

Bridget Campbell Winters

SUMMARY

Dedicated professional passionately committed to improving the educational experiences of children in Vermilion Parish. An unwavering commitment to helping make this community a positive place dedicated to all students succeeding in school and in life.

SKILLS

- Demonstrates passion, professionalism and persistence
- Demonstrates leadership qualities
- Displays a harmonious and cooperative spirit
- Demonstrates organizational skills
- Adjusts well to changes and seeks to solve problems
- Effective active listening and communication skills

EXPERIENCE

Head Start Center Director, Mentor Coach, St. Mary Community Agency Inc. Head Start,
April 2014-August 2018
Abbeville, LA

- Prepared and provided guidance and training to Head Start staff on federal and state licensing requirements.
- Prepared and provided professional development to teachers on mandated tier 1 curriculum.
- Conducted CLASS observations and provided feedback and follow-up to enhance future job performance.

Curriculum Facilitator, Vermilion Parish School Board,
July 2011-January 2014
Abbeville, LA

- Supervised all program components of the district's early childhood department.
- Organized and conducted district early childhood round-up; acceptance and placement of students in classrooms; maintained documentation for reporting of state level and district level requirements.
- Prepared and conducted mandatory orientation and professional development for early childhood teachers in the district.

School Resource Facilitator/Parent Liaison, Vermilion Parish School Board,
August 2003-July 2011
Abbeville, LA

- Facilitator of the district's Parent Resource Center where parents were provided curriculum resources and support.
- Provided parents information on support services and community resources, including, counseling, childcare, prenatal care, substance abuse treatment, job training, continuing education and mental health services.
- Maintained open, positive and proactive communication between educators and families.
- Coordinated and delivered public presentations to parents, staff and community agencies.
- Developed and presented family-focused events, programs and workshops.

School Guidance Counselor, Vermilion Parish School Board,
August 1996-May 2003
Abbeville, LA

Classroom Teacher, Vermilion Parish School Board,
August 1982-May 1996
Abbeville, LA

EDUCATION AND TRAINING

Parish or City School Supervision of Instruction
University of Louisiana @ Lafayette, Lafayette, LA March 2006

Masters of Education
University of Louisiana @ Lafayette, Lafayette, LA December 1993

Bachelor of Arts
University of Louisiana @ Lafayette, Lafayette, LA December 1980

High School Diploma
Abbeville High School, 1977

COMMUNITY AFFILIATIONS

- National Association of University Women-Vermilion Region Member
- Vermilion Parish Library Board of Control Member
- United Way Early Head Start Policy Council Member
- Zemma Roy Campbell and Charles Campbell Memorial Scholarship Member
- Vermilion Parish Retired Teachers Association Member



*“We make a
living by what we
get, but we make
a life by what we
give.”*

*Winston
Churchill*

ABOUT

ARTHUR DUBRIEL

B. S. in Mechanical Engineering Technology, Southern University A&M, 1988

Retired from TotalEnergies with 33 years of service as Lab Technician, Environmental Specialist, and Process Technician.

Served on several boards and advisory committees:

- BREC Golf Advisory Committee 2012-2016
- BREC Zoo Advisory Committee 2017-present
- President of Alpha Phi Alpha Fraternity, Inc. Beta Iota Lambda chapter 2009-2013
- President of Alpha Enrichment Foundation 2018-present
- Baton Rouge area Market board March of Dimes 2013-2020 (board chair 2015-2019)
- Louisiana State Board for March of Dimes 2020-present
- St. Francis Xavier Catholic Church Parish Council and School Board 2020-present

Appendix 10

Governing Board Bylaws

ST. TAMMANY CHARTER FOUNDATION.

BYLAWS

ARTICLE I: Designation and Articles of Incorporation

The Name, Purposes, Limitations and Duration of the St. Tammany Charter Foundation, sometimes hereinafter referred to as "Foundation," are stated in its Articles of Incorporation.

ARTICLE II: Board of Trustees

2.1 General Powers. The Board of the Foundation shall be referred to as the Board of Trustees. Subject to the limitations contained within the provisions of the Louisiana Non-profit Corporation law (La. R.S. 12:201, *et seq.*), other applicable Federal and State law and policy, the Articles of Incorporation, these By Laws, and all policies established by the Foundation's Board of Trustees, the Board of Trustees shall set the policies of the Foundation, shall supervise, manage, and control the affairs and activities of the Foundation and the charter school(s) it operates. All powers of this Foundation shall be exercised by, or under the authority of, the Board of Trustees. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Trustees shall have the following powers, to wit:

- (1) To select and remove the officers and Trustees of this Foundation, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these By-Laws, and to employ, discharge, and fix the compensation of the Foundation's personnel.
- (2) To conduct, manage, control and establish policies concerning the affairs and business of the Foundation; to determine on an annual or other basis the substantive areas in which the Foundation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Foundation; and to oversee generally the implementation of the Foundation's program.
- (3) To borrow money and incur indebtedness for the purpose of the Foundation, and to cause to be executed and delivered therefore, in the name of the Foundation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

- (4) To contract for the provision of educational management services for the Foundation schools either directly or by third party providers.
- (5) To policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Foundation.

2.2 Number of Trustees. The authorized number of Trustees, to be set by the Board of Trustees, shall be no less than seven (7) and shall not exceed eleven (11). At least one member of the Board of Trustees shall possess significant experience in financial affairs in order to assist the Board in better managing the fiscal affairs of the Foundation.

2.3 Appointment and Initial Term of Office. The initial Board of Trustees shall be named in the Articles of Incorporation. The term of office of each Trustees shall be one year.

2.3.2. General Provisions applying to all Terms. The term of each Trustee shall expire in one year or upon the election of their successor.

2.3.3. Qualifications of Trustees. A Trustee shall be at least twenty-one (21) years of age and meet the qualifications in the Board of Elementary and Secondary Education (“BESE”) Bulletin 126. All Trustee nominations shall originate with the Nominating Committee which shall assure that all criteria adopted by the Board or the Nominating Committee are fulfilled.

2.4 Election.

2.4.1. Trustees shall be elected by the Board at every annual meeting from the nominees recommended by the Nominating Committee. Despite the expiration of a Trustee's term, the Trustee continues to serve until a successor is elected.

2.5 Board Vacancies.

2.5.1. A Board vacancy shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

2.5.2. A Trustee who has been convicted of a felony or a misdemeanor involving moral turpitude or is determined to be of unsound mind by any court of competent jurisdiction shall be automatically removed from the Board.

2.5.3. Any or all of the Trustees may be removed with or without cause by a vote of at least two-thirds of the entire Board at any regular meeting or special meeting of the Board called for that purpose.

2.5.4. An interim vacancy on the Board may be filled by a majority vote of the remaining Trustees at a regular or special meeting of the Board. Each Trustee so elected shall hold office until a successor has been elected. Such vacancy shall be filled for the remainder of the term of the Trustee whose seat is vacant.

2.5.5. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

2.5.6. Following the third unexcused absence by a Trustee during any single school year (July 1-June 30), the Board shall vote at its next regular meeting to determine if the absentee Trustee shall be allowed to continue service on the Board. The vote to allow continued service on the Board shall require a majority of the actual members of the Board of Trustees excluding the absentee Trustee.

2.7 Compensation. Trustees shall not receive any salaries or fees for their services as Trustees, and shall be further prohibited from serving the Foundation in any other capacity or providing goods and services and receiving compensation therefore. To the extent permitted by law, Trustees may be reimbursed for ordinary and necessary expenses they may incur in transacting business on behalf of the Foundation but only after securing written approval from the President of the Board prior to incurring such expenses.

2.8 Indemnification of Trustees. The Trustees shall be indemnified to the fullest extent permitted by law and as provided by the Articles of Incorporation.

ARTICLE III: Officers of the Foundation

3.1 Officers. The Officers of the Foundation shall include a President, Vice President, Secretary and Treasurer, and other officers so created by a vote of at least two-thirds (2/3) of the Trustees then serving.

3.2 Election. The Board of Trustees shall elect the Officers at the annual meeting. Each officer shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. In electing officers, the Board shall obtain recommendations from the Nominating Committee. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Trustees, by majority vote of the Board of Trustees.

3.3 Resignation and Removal. Any Officer may resign his or her office at any time by notifying the President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. An Officer may be removed with or without cause by a vote of at least two-thirds (2/3) of the Trustees then serving at any special meeting of the Board called for that purpose.

3.4 President. It shall be the duty of the President of the Foundation to prepare the agenda, preside at all meetings of the Board, to name the members of all standing and special committees of the Board, and to fill all vacancies in the membership of such committees, in accordance with the provisions of these By-laws, and to be available for consultation with the school administration.

3.5 Vice President. It shall be the duty of the Vice President of the Foundation to preside at all meetings of the Board in the absence of the President and shall perform such other duties as may be prescribed by the President or the Board.

3.6 Secretary. The Secretary of the Foundation shall serve as custodian of the Board's records. Copies of all minutes, papers, and documents of the Board may be certified to be true and correct copies thereof by the Secretary of the Board. The Secretary shall perform such other duties as may be prescribed by the President or the Board.

3.7 Treasurer. The Treasurer shall assure that a true and accurate accounting of the financial transactions of the Board is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the President or the Board.

ARTICLE IV: Board Committees

4.1 Committees. The Board of Trustees may from time to time create and appoint standing, special or other committees to undertake studies, make recommendations and carry on functions for the purpose of efficiently accomplishing the purposes of the Foundation. Any such committee shall not be authorized to act on behalf of the Foundation, except as specifically authorized by a majority vote of the Board of Trustees but shall serve solely in an advisory capacity in making such recommendations to the Board of Trustees that it concludes are desirable or expedient.

4.2 Nominating Committee. The Nominating Committee shall be a standing committee of the Board comprised of no less than three (3) Trustees. Non-Trustees may serve on the Nominating Committee as well if appointed by the Board President. The Nominating Committee shall be responsible for recruiting and reviewing Trustee applicants and shall present recommendations for Trustees and Officers to be voted on by the Board of Trustees.

4.3 Appointment and Term of Committees. The President of the Board shall appoint members of all committees. The term of committee appointments shall run concurrently with that of the President of the Board.

4.4 The principal qualifications for any Nominee to the Board of Trustees is a commitment to support charter schools, to comply with these Bylaws and the provisions of BESE Bulletin 126.

4.5 A criminal background check shall be obtained for all Nominees prior to their election to the Board of Trustees. The background checks shall be paid by the Foundation.

4.6 A Trustee shall immediately advise the President or Vice President upon being charged with any misdemeanor or felony excluding speeding or traffic offenses.

4.7 Nominations shall be presented at the Annual Meeting of the Foundation unless the resignation or termination of a Trustee shall result in less than seven (7) Trustees. In that event, a replacement seventh Trustee shall be appointed within ninety (90) days of the vacancy causing the Board of Trustees to number less than seven (7).

4.8 Mid-term nominations may be considered by the Board of Trustees in the event of extraordinary circumstances if consideration of such nominations is approved by a 2/3 majority of the actual members of the Board of Trustees prior to commencement of the nomination process.

4.9 The composition of the Board of Trustees shall be diverse in terms of age, gender, race, educational background, professional qualifications, relevant life experience and geography.

ARTICLE V: Meetings of the Board

5.1 Annual, Regular, Special Meetings and Committee Meetings. All annual, regular, special and committee meetings of the Board of Trustees shall be held in accordance with the Louisiana Open Meetings law, R.S. 42: 11, *et. seq.* Public comment shall be invited at each meeting and no vote shall be taken before public comment. The Board may establish reasonable methods

and time limits for the public comments consistent with LRS 42:15. The meeting agenda shall be posted at least 24 hours in advance of the meeting. The agenda may only be amended by the unanimous vote of the Trustees in attendance at the meeting.

5.2 Regular Meetings. The Board shall meet once annually in the month of June with the meeting location to be determined by the President of the Board.

5.3 Special Meetings. A special meeting of the Board may be called at the discretion of the President of the Board or shall be called by the President of the Board upon receipt of a written request signed by two (2) or more Trustees of the Board specifying the purpose of the desired meeting. If possible, notification shall be sent by email, text, fax, or hand delivery to each Trustee at least five (5) calendar days before the date of the meeting.

5.4 Quorum. A majority of the authorized Trustees then in office or a majority of the committee members shall constitute a quorum for the transaction of business at any meeting. Trustees may participate in any meeting of the Board of Trustees or any committee of the Board.

5.5 Rules of Order. The Modern Rules of Order shall be utilized.

5.6 Order of Business. The order of business for regular meetings of the Board should include the following as appropriate. The President shall present the agenda to the Board for approval at the commencement of the meeting and may vary the order as necessary to best accommodate the meeting and its participants:

- (1) Roll call
- (2) Approval of minutes
- (3) Old business
- (4) Reports and recommendations of committees
- (5) Reports and recommendations of Management
- (6) New business and Action Items
- (7) Remarks from Trustees
- (8) Adjournment

5.7 Executive Session. All regular meetings of the Board shall be open except when otherwise ordered by the Board for the consideration of executive matters as prescribed by law in La. R.S. 42:16, *et seq.* No vote nor any final or binding action shall be taken in an executive session.

5.9 Minutes. The minutes of the meetings of the Board shall record official action taken upon motions or resolutions that are voted upon by the Board and may contain a summary or report and pertinent discussion. In all cases when the action is not by a unanimous vote, the "ayes", "nays", and abstentions of the individual members shall be recorded upon the request of any member of the Board. The minutes of the Board become official only when completed by the Secretary of the Meeting and approved by the Board. The minutes shall be posted to the Foundation web site.

ARTICLE VI: Miscellaneous

6.1 Tax Returns and Financial Statements. The Foundation shall file timely its annual federal income tax as required by the tax regulations and instructions.

6.2 Execution of Documents. The Board of Trustees may authorize any Officer or Officers, agent or agents, Trustee or Trustees, to enter into any contract or execute any instrument in the name of, and on behalf of, the Foundation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Trustees, no Officer, agent, Trustee, or other person shall have any power or authority to bind the Foundation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount. In addition, the Foundation shall not enter into any contract for comprehensive school management or operation services ("Service Agreement") without first submitting such Service Agreement to BESE for review and approval.

6.3 Compliance Public Records Law. The Foundation shall comply with all aspects of the Louisiana Public Records Law, La. R.S. 44:1, *et seq.*

6.4 Inspection of By-Laws. The Foundation shall keep in its principal office and official website the original or a copy of these By-Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Trustees and the public at all reasonable times during office hours.

6.5 Fiscal Year. The Fiscal Year of the Foundation shall begin on July 1 and end on June 30, unless otherwise determined by the Board.

6.6 Accountant and Legal Counsel. The Foundation shall have the right to employ any necessary consultants including but not limited to accounting and legal professionals.

6.7 Policies and Procedures. Any action by the Board establishing policy or methods of procedure-administrative, business, academic or otherwise not contained in these By-laws-shall be known as "Policies and Procedures of the Board".

6.8 Policies and Procedures of the Board may be adopted by the Board, or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with law.

6.9 Conflicts of Interest Policy. In compliance with the Louisiana Code of Governmental Ethics, La. RS. 42:1101, *et seq.*, the Board shall operate in compliance with its adopted "Ethics and Conflict of Interest Policy."

6.10 Nondiscrimination. The Foundation and any school operated by the Foundation shall extend to students of any race, color, sexual orientation, national or ethnic origin, all rights, privileges, programs and activities generally accorded or made available to students at the school. It shall not discriminate on the basis of race, color, sexual orientation, and national or ethnic origin (including natural, protective, or cultural hairstyle) in administration of its educational policies,

admissions policies, scholarship or loan programs, athletics or other school-administered programs.

I certify that the foregoing By-Laws of St. Tammany Charter Foundation, Inc. were approved and adopted by and on behalf of the Foundation by its Board of Trustees on the ____ day of October, 2023.

President

Secretary

Appendix 11

N/A

Appendix 12

N/A

The board will not contract with an individual financial manager to provide financial management services to the school.

Appendix 17

Audit Letter

October 1, 2023

Charter Schools USA, Inc. ("the Company") is a private for-profit Company incorporated in the State of Delaware. It has been in operation since 1998 and is an operator of public charter schools serving students from kindergarten through twelfth grade. For its fiscal year ended June 30, 2022, the Company operated eighty-six (86) schools located in five (5) states with a total network enrollment of approximately 77,000 students.

As the independent auditors for Charter Schools USA, Inc., we believe that the Company has demonstrated continued financial strength. In fiscal year 2022, the audited revenues reported in conformity with generally accepted accounting principles exceeded \$ 474 million. The Company reported corporate net income of approximately \$ 9.2 million.

The Company has a strong balance sheet with sufficient liquidity to run its operations, which consisted of approximately \$ 36 million of cash and investments as of June 30, 2022. In addition, the Company has only \$ 3 million outstanding long-term debt.

Very truly yours,

KEEFE McCULLOUGH

Appendix 18

Draft Management Agreement

(Sample from Acadiana

Renaissance Charter Academy)

DRAFT**MANAGEMENT AGREEMENT**

THIS MANAGEMENT AGREEMENT is made and entered into as of the 27th day of February, 2014, by and between Charter Schools USA at Lafayette South, LLC, a Florida Limited Liability Company ("CSUSA"), and Lafayette Charter Foundation, Inc. a Louisiana non-profit corporation (the "Foundation").

RECITALS

WHEREAS, the Foundation has submitted a charter application (the "Charter Application") for the operation of a charter school called Acadiana Renaissance Charter Academy (the "Charter School") to the Louisiana State Board of Elementary and Secondary Education (the "Sponsor") to operate a public charter school; and

WHEREAS, the Foundation has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Foundation wishes to hire CSUSA, and CSUSA wishes to be hired by Foundation to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

**ARTICLE I
CONTRACTING RELATIONSHIP**

A. Authority. The Foundation represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Foundation further represents that the Charter Application has been approved and the Foundation will enter into a charter contract with the Sponsor (the "Charter Contract"). Upon execution of the Charter Contract, the Foundation will be authorized by the Charter Application, Charter Contract and the Sponsor to supervise and control the Charter School, and will be invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Foundation hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method

to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Foundation's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the Sponsor. CSUSA's obligations to the Foundation shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being CSUSA's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of CSUSA as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes CSUSA to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Foundation. The Foundation is a Louisiana non-profit corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of CSUSA shall be deemed to be the agent or employee of the Foundation. CSUSA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between CSUSA and the Foundation is based solely on the terms of this Agreement, and the terms of any other written agreements between CSUSA and the Foundation.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Foundation. After the initial term, then the term of the Agreement shall be extended (i) to the extent CSUSA performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by CSUSA and the Foundation. Nothing contained in this Agreement shall be construed to restrict or prevent the Foundation from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither CSUSA nor the Foundation shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Foundation.

B. Educational Program. CSUSA agrees to implement the Educational Program as defined in the approved Charter Application. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the Sponsor. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Foundation and CSUSA are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, CSUSA will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Foundation, the Charter Contract and subject to the direction given by the Foundation, and any applicable federal, state or local law;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Foundation. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Foundation upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the school;
4. Manage personnel functions, including professional development for the Charter School personnel and the personnel functions

outlined in Article VI of this Agreement including drafting operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Foundation;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed annual budget for presentation to the Foundation for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Foundation and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Foundation. CSUSA shall own all proprietary rights to, and the Foundation's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds, nor to programs initiated by the Foundation with Foundation funds.

E. Subcontracts. CSUSA reserves the right to subcontract any and all services specified in this agreement as permitted by law. However, CSUSA shall not subcontract the management, oversight, or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

F. Place of performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Foundation to solicit and recruit enrolment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Foundation's own obligations, and if necessary retain counsel on behalf of the Foundation d/b/a the Charter School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Board for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Board and CSUSA will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. CSUSA shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to

disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and CSUSA mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA will not act in a manner that will cause the Foundation to be in breach of its Charter Contract with the Sponsor or any applicable federal, state or local laws.

O. Unusual Events. CSUSA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Foundation in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Foundation property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application;

S. Educational and Other Services. Upon Board approval, CSUSA shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by CSUSA, its affiliates or third party entity.

ARTICLE IV OBLIGATIONS OF THE BOARD

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt CSUSA's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits CSUSA's ability in implementing the school design as set forth in the Charter Application, CSUSA shall have the option of terminating this Agreement.

B. Assistance to CSUSA. The Foundation shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Foundation shall timely furnish CSUSA all documents and records possessed by the Foundation or under its control necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Foundation agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder. CSUSA shall have a reciprocal obligation.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School. The Board retains the ultimate responsibility for the approval and oversight of the Charter School's budget and oversight of CSUSA in deliverance of its curriculum.

E. Food Service. The Foundation shall manage, operate and administer or shall provide authority to CSUSA to manage, operate and administer the food service for the Charter School, including but not limited to meeting all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq and other relevant state and local laws, regulations or requirements.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and CSUSA. The signatories on the account shall only

be the Board members or designated CSUSA employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term “Revenues” shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School start-up funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Foundation (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the “Revenues”).

The Board may advance funds to CSUSA for the fees or expenses associated with the Charter School’s operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by CSUSA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA’s option, deposit funds into the Charter School Operating Accounting (“Operating Advances”). Operating

Advances can only be made in accordance with the approved Annual Budget. The Foundation shall reimburse CSUSA all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget.

CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Board.

CSUSA shall prepare and submit to the Foundation for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Foundation to withdraw funds from the Reserve Expense Account.

(i) CSUSA shall submit to the Foundation for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Foundation a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Foundation must notify the CSUSA in writing that it approves the Annual Budget within thirty days of submission by CSUSA, which approval shall not be unreasonably withheld or delayed. If the Foundation does not approve the Annual Budget, the Foundation shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Foundation does not provide a written response to the Annual Budget within thirty days of submission by CSUSA, Foundation shall be deemed to approve the Annual Budget. CSUSA and the Foundation acknowledge that a Final Budget shall be completed in accordance with the procedures and time lines established by the Sponsor. .

(iii) CSUSA may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such

amendment shall only be valid if approved by the express vote of the Board. CSUSA shall report any changes upon which the Annual Budget was based within fifteen days after CSUSA becomes aware of any such change.

(iv) CSUSA shall operate and manage the Charter School according to its Annual Budget.

(v) CSUSA shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Fee. CSUSA shall be entitled to compensation for its services in the amount of 15% of “Revenues” which shall be set forth within the approved Annual Budget or a lesser percentage if, as otherwise agreed to by CSUSA.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

- E. Financial Reporting.** CSUSA shall provide the Board with:
1. The projected Annual Budget as required by the terms of this Agreement.
 2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
 3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures. However, if the Board meets after the 20th day of the following month, CSUSA will make a good faith effort to provide the monthly financial statements in advance of the Board meeting.
 4. Other information on a periodic basis to enable the Board to (i) monitor CSUSA’s performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Foundation is required to provide pursuant to its Charter Contract and/or applicable laws.
 5. All financial reports provided or prepared by CSUSA shall be presented in the format prescribed by BESE, or, if BESE has not prescribed a format, in GAAP/FASB approved nonprofit format.

G. Access to Records. CSUSA shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School

financial records prepared by or in possession of CSUSA, and shall retain all of the said records for a period of time as may be required by the Charter Contract. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by CSUSA.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Foundation in accordance with the Foundation's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Foundation's independent auditor.

J. Start-up Operating Losses. With Foundation approval, CSUSA may, in its sole discretion, provide funds for operating losses for the Charter School during the start up period. CSUSA advances shall be budgeted and shall be in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School and shall ensure that all employees or contractors hired by CSUSA who have direct, daily contact with students of the Charter School shall be subject to criminal background check requirements pursuant to L.A.-R.S. 17:3991(E)(5), to the same extent as employees of the Charter School. Personnel shall be employees of CSUSA, unless otherwise agreed by CSUSA and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Foundation is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall

consult with the Board with respect to the hiring of the School Administrator, and CSUSA shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

G. No Contractual Prohibition. In the event there has been a determination that a rightful termination of CSUSA has occurred then no CSUSA employee working at the Charter School shall be contractually prohibited from continuing to work for the Charter School.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain un-dismissed for more than sixty (60) days.
4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. A material breach by CSUSA, as follows: (i) failure to account for its expenditures or pay the Charter School's operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) a threat to the health, safety, or welfare of the students, (v) a violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations solely as direct result of an act or failure to act by CSUSA, and (vii) the revocation by the Sponsor of the Charter Contract, or a default thereunder, solely as the direct result of an act or failure to act by CSUSA. In the event of a material breach involving a threat to the health, safety, or welfare of the students, the period to remedy such breach shall not exceed 10 days; and in the event of a material breach of any other of the above material breaches, CSUSA shall have sixty (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law

or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA may, for a fee reasonably acceptable to CSUSA and Foundation, provide the Foundation reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Foundation all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Foundation Warranties and Representations. The Foundation represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Louisiana and that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Foundation agrees to assist CSUSA in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Foundation and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Foundation and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Louisiana, and subject to venue in Lafayette Parish. CSUSA and the Foundation hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Foundation against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Foundation shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President and Board attorney, are as follows:

The Foundation:

Mary Louella Riggs-Cook
617 E. Alexander Street
Lafayette, LA 70501

with a copy to:

Gary McGoffin
Durio, McGoffin, Stagg & Ackerman
220 Heymann Boulevard
Lafayette, LA 70503
Phone: (337) 233-0300
Fax: (337) 233-0694

CSUSA:

Jon Hage
Chairman, Chief Executive Officer
Charter Schools USA
6245 North Federal Highway, 5th Floor
Ft. Lauderdale, FL 33308
Phone: 954-202-3500
Fax: 954-202-2047

with a copy to:

Tripp Scott, P.A.
Attn: Edward J. Pozzuoli
110 S.E. Sixth Street
15th Floor
Fort Lauderdale, FL 33301
Phone: 954-525-7500
Fax: 954-761-8475

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President of the Board and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract and the terms and conditions of the Charter Contract are incorporated herein by reference.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

CSUSA

By: 

Name: Jonathan Hage

Title: President

Date: _____

Lafayette Charter Foundation, Inc.

By: 

Name: Mary Louella Riggs-Cook

Title: President

Date: 2/27/2014