



Proposed Type 2 Charter School:

# Broussard Charter Academy

Submitted by:

**Lafayette Charter Foundation, Inc.**



**Submitted Electronically to:**

Louisiana State Board of Elementary and Secondary Education  
[charters@la.gov](mailto:charters@la.gov)

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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 Lafayette Charter Foundation, Inc. (LCF), is a Louisiana nonprofit corporation organized exclusively for educational purposes and is comprised of respected leaders from Southwest Louisiana that are committed to providing high quality educational options for the citizens of Lafayette Parish. In the pursuit of creating a network of high-quality charter schools that help every student realize his or her academic and personal potential, LCF proposes a new K–8 charter school, Broussard Charter Academy (BCA), in the vicinity of Saint Julien Park and the unincorporated community of Billeaud. The school is planned to serve 900 students once fully enrolled, starting with 700 students across grades K–6 in Year 1, and is intended to increase learning opportunities and access to quality educational programming in Lafayette Parish. The anticipated opening is in the 2025-2026 school year.

BCA's mission is to teach with purpose and passion, learn through integrity and grit, and succeed together in a school community centered on science, arts, and innovation. Its vision is to create a safe environment where every student can plan, learn, and grow to reach their potential.

LCF currently governs Acadiana Renaissance Charter Academy (ARCA) located in Youngsville and Lafayette Renaissance Charter Academy (LRCA) located in Lafayette. As of October 2023, the combined waitlists for ARCA and LRCA campuses exceeds 1100 students.

LCF plans to contract with Charter Schools USA (CSUSA) to provide education management services to BCA. CSUSA currently manages the day-to-day operations at ARCA and LRCA via a performance-based management agreement. As the charter holder, LCF will have ultimate authority over and responsibility for school operations and oversee CSUSA via a performance-based 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.**

The proposed school site is within Lafayette Parish near Broussard by Highway 90 and Highway 96. BCA's projected student population, calculated using the average demographic data of local schools within a 15-minute drive time of the target area, reflects a minority student population of 49%, Free and Reduced Lunch (FRL) recipients at 57%, an English Learner (EL) population of 3%, Students with Disabilities (SWD) at 7%, Gifted population of 1%, and homeless students at <5%.

There is a demand for new homes to sustain the growth in the area. The population within the 5-, 10-, and 15-minute drive times grew by approximately 20,163 people from 2010 to 2023 and is expected to continue growing at a rate of approximately 42% annually.

**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.**

BCA will implement the CSUSA Education Model (Education Model), 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 student'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.

BCA will benefit greatly from a close network of LCF school leaders with experience implementing the Education Model and developing teacher capacity to flexibly employ key instructional strategies, detailed in Question 9-a. These strategies include blended learning, differentiated instruction, and Marzano's High Probability Instructional Strategies, all of which support a rigorous education with students at the center. Utilizing these methods across subject areas through implementation of the Education Model will help maximize the effectiveness of BCA's curricular resources. Louisiana Department of Education (LDOE) identified Tier 1 curricula for all core subject areas will be selected to ensure teachers receive adequate training and instructional coaching to fully implement each instructional tool as intended.

As stated above, Acadiana Renaissance Charter Academy (ARCA) and Lafayette Renaissance Charter Academy (LRCA) currently have a waitlist exceeding 1,100 students. The Charter Schools USA (CSUSA) Education Model will be implemented at BCA, similarly to ARCA and LRCA, which will allow the network of LCF schools to build on effective instructional practices to meet all students' needs.

**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 BCA is to meet and then exceed the performance of local, demographically similar Lafayette Parish School System (LPSS) schools after its baseline year. BCA will benefit from LCF's existing schools' implementation of the Education Model and the network of leaders from ARCA who can mentor and support BCA's instructional leadership team. This will be in addition to consistent support from CSUSA Louisiana support team members. ARCA is a leader in building Education Model capacity among staff and instilling fidelity to key components which foster student success. This will help BCA fulfill its mission of teaching with purpose and passion, learning through integrity and grit, and succeeding together in a school community centered on science, arts, and innovation.

**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.**

LCF submitted a Type 1 charter application in 2012 to LPSS. LRCA was denied at the local level and approved as a Type 2 charter by the Louisiana State Board of Elementary and Secondary Education (BESE). In 2012, LCF submitted a Type 1 charter application to LPSS for ARCA which was also denied locally. It was approved as a Type 2 charter by BESE in 2013. In both cases, feedback from the third-party evaluator was reviewed and applied to Type 2 revisions. In 2020, LCF submitted a Type 1 charter application to LPSS for Scott Renaissance Charter Academy. The application was denied locally, and the board did not pursue a Type 2 charter.

## 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 description of the community the school will locate, proposed physical address (if known), and parish;
  - The applicant's rationale for selecting the community;
  - Performance of local schools in the community that serve a similar student population;
  - How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community;
  - Explanations of any partnerships or contractual relationships central to the school's operations or mission; and
  - 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?

The proposed site for this school is around the area of Saint Julien Park and the unincorporated community of Billeaud within Lafayette Parish, which is quickly growing. In the 2010 Census, the area around Saint Julien Park and Billeaud had a population of 117,475 which grew by over 20,000 new residents by 2023. This is reflected in the Environmental Systems Research Institute (ESRI) Community Profile 2023 report included in Appendix 1. The target area currently has new home developments, including the Broussard Hills, Ambassador Commons, and Metairie Place communities among other new housing developments advertised for sale on Zillow and Realtor.com.

The Saint Julien Park, and the unincorporated community of Billeaud within Lafayette Parish, was identified as a target area to expand school choice and to help relieve overcrowding in schools, especially Katherine Drexel Elementary, Green T. Lindon Elementary and Middlebrook Elementary. Due to the number of new home development projects in Broussard, Youngsville, and Billeaud, near-capacity schools in these communities will also likely suffer from overcrowding. LPSS is currently dealing with issues of school capacity as evidenced by the April 5, 2023, LPSS school board meeting, when the board approved the use of portable classroom and portable restroom facilities at K. Drexel Elementary, Middlebrook Elementary, S.J. Montgomery Elementary, Ossun Elementary, Ridge Elementary, L.J. Alleman Middle, Scott Middle, and Comeaux High Schools.

The anticipated student population for BCA 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 charter schools, a similar student population averages a total of 66 SPS, a letter grade of a C. The district schools' average is 81 points with a letter grade of B.

All CSUSA schools in Louisiana are "A" or "B" rated on the Progress Index, as measured by growth on the Louisiana Educational Assessment Program (LEAP)/End of Course (EOC) assessments by the State of Louisiana. CSUSA Louisiana schools increased by an average of 2 points on the progress index in the most recent two years of SPS scores. BCA will serve the community by providing high quality instruction.

Broussard Charter Academy

Table 6.1

School	2023 Letter Grade	2023 SPS
<b>Charter Schools</b>		
Willow Charter Academy	C	69.4
<b>Parish Schools</b>		
Paul Breaux Middle School	C	73
Broussard Middle School	B	86.1
Katharine Drexel Elementary School	C	72.5
J.W. Faulk Elementary School	D	55.8
Lafayette Middle School	C	67.1
Green T. Lindon Elementary School	A	96.7
Myrtle Place Elementary School	A	108.4
Corporal Michael Middlebrook Elementary School	B	83.3
Youngsville Middle School	B	84.5
Ernest Gallet Elementary School	A	99.4
Martial Billeaud Elementary School	B	86.9
Dr. Raphael A. Baranco Elementary School	D	59.4
<b>Local School Average</b>	<b>B</b>	<b>81.5</b>

The proposed school will benefit LPSS, as evidenced by LCF’s existing portfolio of schools. Historically, at ARCA and LRCA, students regularly meet and exceed their normative and stretch growth targets. For example, during the 22-23 school year 69% of ARCA students met or exceeded typical growth in i-Ready reading with 41% meeting or exceeding Stretch Growth. In math, 67% of students met typical growth and 43% met stretch growth.

LCF plans for BCA to increase learning opportunities and access to quality educational programming in Lafayette Parish. As evidenced by ACRA and LRCA’s thriving school communities, LCF anticipates leveraging best practices and strong leadership at each of its existing campuses to ensure BCA is supported in launching its proposed education plan. BCA will allow for new, dynamic programming aligned with student needs and Louisiana Student Standards, centered on science, arts and innovation. Based on local research, there is a need for additional access to this type of programming. In particular, increased opportunities for students related to the tech and manufacturing industries in the area.

BCA will be a partner with LPSS to offer families school choice and help to alleviate the overcrowding at current schools for the families who choose to keep their children at the traditional district school.

As evidenced by CoStar, an industry leader in commercial real estate information, the area is growing. “Demand during the first half of this year reached a three-year high” (CoStar Multi-Family Market Report, Lafayette-LA, 2023). Further, according to ESRI mapping software, the population in this area has had consistent growth over time. The population within the 5-, 10-, and 15-minute, 10-minute drive times grew by approximately 20,163 people from 2010 to 2023 and is expected to continue growing at a rate of approximately 42% annually.

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

Based on local research, there is a need for additional access to science, arts, and innovation programming. In particular, increased opportunities for students related to the tech and manufacturing industries in the area. This will allow BCA to utilize a place-based approach to identifying extra- and co-curricular opportunities, as well as school

events and engagement activities, reflective of the area’s strengths. BCA school will provide a new school facility in the area of Saint Julien Park to help address some of the district’s challenges and augment a focus on science, art, and innovation.

**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;**

LCF is committed to serving a diverse student population that reflects the local community and offers opportunities for all children to learn regardless of a student’s background or incoming achievement levels. BCA’s projected demographics are detailed in Table 7.1 and were calculated using the average demographic data of current schools in LPSS serving grades K–8 within a 15-minute drive time of the target area.

The demographics of the student population BCA anticipates serving is comprised of approximately 57% of students receiving FRL and approximately 49% identifying as minority. Additionally, the anticipated student population will be approximately 7% SWD, 3% ELs and less than 5% of students facing homelessness.

**Table 7.1**

<b>School Name</b>	<b>FRL</b>	<b>Minority</b>	<b>EL</b>	<b>SWD</b>	<b>Gifted</b>	<b>Homeless</b>
<b>Charter Schools</b>						
Willow Charter Academy	98%	97%	1%	9%	0%	<5%
<b>District Schools</b>						
Katharine Drexel Elementary School	77%	67%	11%	7%	0%	<5%
Broussard Middle School	62%	51%	3%	8%	0%	<5%
Martial Billeaud Elementary School	49%	34%	3%	7%	1%	<5%
Ernest Gallet Elementary School	42%	29%	3%	8%	1%	<5%
Youngsville Middle School	51%	33%	2%	7%	1%	<5%
Green T Lindon Elementary School	56%	39%	1%	7%	0%	<5%
Corporal Michael Middlebrook Elementary	63%	57%	2%	7%	3%	<5%
Myrtle Place Elementary School	43%	26%	1%	5%	6%	<5%
Lafayette Middle School	87%	87%	6%	17%	0%	<5%
Paul Breaux Middle School	68%	70%	2%	7%	3%	<5%
Dr. Raphael A Baranco Elementary School	95%	97%	3%	10%	0%	<5%
J.W. Faulk Elementary School	96%	98%	1%	5%	0%	<5%
<b>Local School Average</b>	<b>57%</b>	<b>49%</b>	<b>3%</b>	<b>7%</b>	<b>1%</b>	<b>&lt;5%</b>

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.

LCF trustees bring diverse and relevant personal and professional experiences that both enrich the board and benefit its schools. All carry a deep enthusiasm for increasing local educational choice options for families. Through its regular monitoring of enrollment, performance, and achievements of ARCA and LRCA, the board identified the need for increased learning opportunities and access to quality educational programming in Lafayette 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 CoStar and ESRI reports referenced earlier, in addition to waitlists for LCF schools.

## Academic Plan

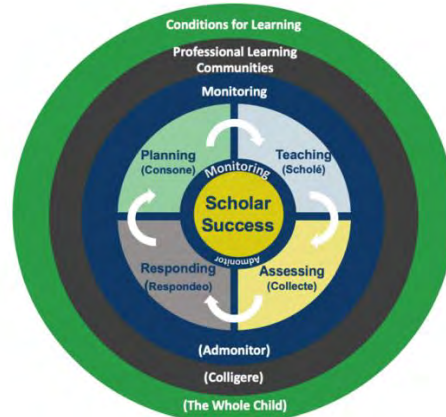
9. Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:

- 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 CSUSA Education Model (Education Model) will serve as the foundation of BCA's proposed academic plan. The Education Model has been implemented with fidelity at both existing LCF schools, ARCA and LRCA. Implementation lessons learned at both schools will help guide the delivery of the Education Model at BCA. The Education Model will drive instructional delivery of Louisiana Student Standards, and support BCA's mission to teach with purpose and passion, learn through integrity and grit, and succeed together in a school community centered on science, arts, and innovation.

The CSUSA Louisiana support team will help guide implementation of the educational program design. The team will be led by the Louisiana Superintendent and is comprised of several staff members who provide direct support to each of CSUSA's managed schools across the state.

### CSUSA Education Model



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 student'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 students, 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.

This backward design approach emphasizes intentionality in planning, student understanding over teaching, and thoughtful selection of instructional tools and strategies (Bowen, 2017).

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 support team members, BCA's leadership team will be responsible for updating the GVC and accompanying planning resources and PD to ensure consistent 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 students, 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 students 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:

1. **Conditions for Learning:** Conditions for learning encompass rules, guidelines, and expectations for developing and maintaining a safe and supportive school environment that allows students to focus on academics and feel comfortable taking risks. BCA's instructional leadership team, which will be made up of at minimum the school principal, assistant principal, and Curriculum Resource teachers (CRTs), will support all staff in developing and maintaining a safe, supportive, challenging, and socially and emotionally nurturing school community. This includes:
  - Establishing clear rules that are delineated and consistently enforced.
  - Keeping students safe from physical and emotional harm while on school property.
  - Supporting students as they cope with social and emotional challenges.
  - Ensuring students feel connected to adults in the school community.
  - Ensuring students feel teachers care about their wellbeing and treat them considerately.
  - Providing students with opportunities to set goals and demonstrate growth.
  - Cultivating an environment where differences are respected among all stakeholders.
2. **Professional Learning Communities (PLCs):** PLCs will meet on a regular schedule to allow groups of educators to share expertise, analyze student work, bolster the quality of instruction, and improve students' academic performance. Teachers will use data to measure the efficacy of their teaching against performance, develop small group instructional plans that target specific student needs, and track Louisiana Student Standards. PLCs centered on these critical elements will foster professional collaboration, enhance decision-making, and ultimately develop higher levels of learning of both teacher and student.

To help establish a strong foundation for PLCs, the instructional leadership team members will facilitate these meetings weekly and document next steps and evidence of student and teacher learning. Based on capacity,

teachers will then take on the role of lead facilitators and PLCs will run more autonomously. Additionally, the PLC structure will ensure a consistent focus on the following four questions (DuFour, 2016):

- *What do we want each student to learn?*
  - *How will we know if a student has learned it?*
  - *How will we respond if a student hasn't learned it?*
  - *How will we respond if a student has learned it?*
3. **Monitoring:** Consistent monitoring reflects 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, PLCs, data chats, lesson plan reviews, and classroom observations, among other means, to gauge efficacy of each component. Assessments, detailed in **Question 14**, will also support instructional monitoring and the prompt identification of necessary remediations through proficiency tracking and analysis of student growth and student subgroup performance. To further support consistent monitoring, CRTs will work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below. CRTs will provide frequent feedback on lesson plans to ensure standards alignment and differentiated instruction. Teachers will monitor attainment of Louisiana Student Standards at the classroom-level through frequent formative assessments. This regular monitoring will allow for intra-unit instructional adjustments.

### 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 focus on rigorous academics and character development.

4. **Planning:** Planning guides will equip teachers with the resources needed to ensure all curriculum, assessment, and instruction are aligned to the intent and rigor of Louisiana Student Standards. These resources include Instructional Focus Calendars (IFCs), curriculum maps, and lesson plan templates. Planning guides will be utilized to define the teaching and learning roadmap and will provide the foundation for responsive teaching (plan, teach, assess, respond). Teachers will utilize planning guides to develop engaging and rigorous lessons and provide multiple opportunities for small-group instruction. BCA will use the Chalk lesson planning platform, or a comparable electronic format, to store and provide feedback on instructional plans.
5. **Teaching:** Rigorous standards-based instruction will reflect a variety of research and evidence based instructional strategies. 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 student needs and build active engagement. One immediate step in meeting this goal will be supporting teachers to understand text complexity and how to build complex talk among students.

Social and Emotional Learning (SEL) competencies will be embedded within instruction. The competencies, as defined by Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015), include: Self-awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

The competencies are intended to support BCA in addressing student needs that impact behavior and academics. Research findings indicate that students engaged in SEL demonstrate significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflects an 11-percentage-point gain in achievement (Durlak, 2011).

6. **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 students, cohorts

of students, and grade levels are “entering the learning.” This will drive the identification of prior learning gaps and areas of strength. BCA 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.

7. **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 PLC time 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 students 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 specific 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 student achievement. Data chats provide teachers with the opportunity to intentionally plan for student 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 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. Success Block is a daily, 30-minute schoolwide effort that employs a highly customized approach to developing mastery of core subject area standards based on student needs. Using assessment data and student goals specific to BCA, students will be placed in flexible groups to extend learning or develop mastery of core subject area standards.

Initially, students in grades K–5 will receive targeted remediation in their grade level. Students who are above proficient in both reading and math will be able to participate in enrichment activities. Students in grades 6–8 in need of intensive intervention will receive additional support outside of the core ELA and math blocks. Students who are above proficient in both reading and math will be able to participate in electives.

Each quarter, middle school intervention groups will be adjusted accordingly based on interim benchmark assessment and classroom data to ensure students continuously receive the support they need. Eventually, after staff have a firm understanding of student needs and build automaticity with transitions and scheduling, students 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 students demonstrating lowest proficiency in standards assessed. For students who have mastered unit learning, enrichment activities will be provided to stimulate continued learning and engagement.

As part of the teaching and learning cycle, teachers will be supported in flexibly employing key instructional strategies:

- Marzano’s High Probability Instructional Strategies
- Blended Learning
- 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 **Table 3.1** below. The strategies have been proven by research to yield positive results in student learning (Haystead & Marzano).

Table 3.1

<b>Instructional Strategies</b>	
<b>Category (Percentile Gain Yielded)</b>	<b>Applications</b>
<b>Tracking Student Progress and Using Scoring Scales (34)</b>	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
<b>Setting Goals/Objectives (25)</b>	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
<b>Building Vocabulary (20)</b>	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
<b>Identifying Similarities and Differences (20)</b>	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.
<b>Interactive Games (20)</b>	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
<b>Summarizing (19)</b>	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
<b>Note Taking (17)</b>	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
<b>Nonlinguistic Representations (17)</b>	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
<b>Student Discussion/Chunking (17)</b>	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>Homework (15)</b>	Establish and communicate a homework policy; Provide specific feedback on all assigned homework and vary the way the feedback is delivered
<b>Practice (14)</b>	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
<b>Effort and Recognition (14)</b>	Personalize recognition and give praise for individual accomplishments; Provide suggestions to help students improve if they are struggling, then praise the improvements
<b>Graphic Organizers (13)</b>	Use various types to expose students to information before they learn it; Examples include maps, diagrams, timelines, clusters, flowcharts, and structures

### **Blended Learning**

BCA may utilize blended learning to leverage the school's technology-rich, student-centered learning environment and enhance each student'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:** Students receive instruction from teachers, participate in centers or independent work, and then complete similar activities on an online software program.
- **Individualized Learning:** Students 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 student academic performance.
- **Flipped Learning:** Teachers can use this within a course for all students or for those who need enrichment. Students watch a video or tutorial online prior to being exposed to a concept to develop an understanding on their own. Students 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 students to fulfill the school's mission to teach with purpose and passion, learn through integrity and grit, and succeed together in a school community centered on science, arts, and innovation. All teachers will be provided with ongoing PD to ensure differentiated instruction is: 1) a teacher's response to student needs, 2) the recognition of students' varying background knowledge and preferences, 3) student-centered, 4) instruction that addresses students' 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 Student 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., students may read higher-level text yet still master the same standard as students reading on-level text).
- **For Student Interest:** Allows students to choose from a list of options for demonstrating mastery (e.g., some students may complete a project, whereas others might write an essay).
- **For Student Learning Profile:** Addresses various individual student differences in learning styles (e.g., students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using the Education Model, ARCA, located in Youngsville, LA, has consistently demonstrated academic excellence as evidenced by having an A SPS in every year open with the exception of one year when it was rated a B. The board expects that full implementation of the educational model will yield similar results.

The research on effective schooling by Dr. Robert J. Marzano provides the basis for the Education Model. BCA 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
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. BCA 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 professional development (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.' Bangert-Downs' (1991) research on effective feedback outlined two very specific characteristics: (1) It must be timely, and (2) must be specific to the content being learned, which when combined with supporting students in how they perceive feedback can be more impactful (Brookhart, 2008). 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 student (Marzano, 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 – Teacher 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

BCA will make all attempts possible to keep lines of communication open between the 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 student 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, BCA 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 to motivate students in various ways will be made. 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 BCA’s mission to teach with purpose and passion, learn through integrity and grit, and succeed together in a school community centered

on science, arts, and innovation. BCA will expect its teachers and administrators to invest in the achievement of students and personally motivate each child to reach his or her potential. There are no significant differences from LCF schools planned for BCA.

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

All instructional materials will support implementation of the Education Model, which is designed to ensure each individual student's needs are attended to with continuous improvement in mind. To ensure clear alignment with the GVC, BCA will utilize LDOE approved Tier 1 curriculum for core content areas. As the state's approved list is updated, BCA will ensure curricular resources are continually aligned to Louisiana Student Standards and reflect Tier 1 criteria.

At this time, BCA planned instructional resources include English language arts (ELA) Guidebooks, Tier 1 curricula, scope and sequence documents, and standards companion documents, among others available at Louisiana Department of Education Teaching + Learning. The list in **Table 10.1** represents potential selections which have all been rated as Tier 1 curricula and have the necessary support mechanisms and tools to support BCA's anticipated diverse student population and teachers. As state standards and aligned instructional resources are updated, the CSUSA Louisiana support team will help BCA's instructional leadership team update curricular and instructional planning resources accordingly.

**Table 10.1**

<b>Core Subject Area</b>	<b>Grade Levels</b>	<b>Tier 1 Instructional Resources</b>
<b>ELA</b>	K-2	LearnZillion EL Curriculum 2019, Core Knowledge Language Arts 2nd edition, or Louisiana ELA Guidebooks 1.0
	3-5	LearnZillion Guidebooks 2018
	6-8	LearnZillion Guidebooks 2018 or Houghton Mifflin Harcourt Collections
<b>Math</b>	K-2	Ready Louisiana Mathematics or Great Minds Eureka Math <sup>2</sup> @
	3-8	Curriculum Associates Louisiana Ready Math, Great Minds Eureka Math <sup>2</sup> @ , or Pearson Education enVision Math2.0
<b>Science</b>	K-5	Amplify Science K-5, LA Science Scope and Sequence, or pilot of PhD Science
	6-8	IQWST
<b>Social Studies</b>	K-2	Studies Weekly and LA Social Studies Scope and Sequence
	3-8	Louisiana Social Studies Scope and Sequence and The DBQ Project

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

- Art
- Music
- Spanish
- Science Lab
- Speech Communications
- Band

BCA will also use ancillary tools provided by the LDOE to meet the needs of all learners. At this time, the following resources have been identified.

**Math**

- Supporting Diverse Learners in Mathematics, LEAP360 Diagnostic Mapping based on curricular choice,



Grade Level Acceleration Guidance, Louisiana Guide to Rigor 2.0, and Teachers Companion Documents 2.0

**ELA**

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

As other tools are developed to support learners in social studies and science, BCA will use them strategically and intentionally to support learners. As new evidence-based instructional materials are vetted and made available, adjustments may be made to the school's list of curricular resources to best support student learning needs.

BCA will help students reach their full potential by providing multiple opportunities to engage in hands-on experiential learning activities aimed to develop problem-solving skills, nurture curiosity, and inspire creativity. Additionally, SEL programming will include implementation of Attitude is Altitude (AIA) which is a CASEL program that supports character development. BCA's SEL approach and AIA curriculum will help to meet each student's academic and social-emotional needs.

Finally, BCA will also create processes and committees of stakeholders that will intentionally supplement the curriculum to provide the intended student population with representations of their racial, ethnic, and cultural backgrounds without the perpetuation of stereotypes or deficit perspectives.

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

To develop and nurture the social needs of students, BCA will provide a K–8 club structure that provides a full bevy of extracurricular and co-curricular opportunities for all students. 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 student contributions.

At this time, the following extracurricular/co-curricular clubs and activities are planned to unearth student interests, encourage talent, practice socialization, and provide a springboard for creativity and innovation:

- Jr. Beta
- 4-H
- Robotics
- Coding
- Drama
- Volleyball
- Cross Country
- Basketball
- Track

BCA will also employ a student council that participates in Louisiana Association of Student Councils (LASC) for guidance and development and functions as a delineated student voice in decision-making for stakeholders. Student council will be a part of the principal's advisory committee on student affairs.

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

BCA will have a student-centered and student engaged classroom structure. Class sizes for grades K–2 will be 21 and 25 for grades 3–8. Both will use guided teaching and learning protocols so that students will have some whole-group (direct instruction) and small-group guided and facilitated instruction. Classrooms will be using 1:1 technology at all grade levels with age-appropriated devices. Classrooms will also include SMART Board and 360-degree view camera technologies to facilitate both in-person and virtual learning.

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

- a. **Circumstances under which this plan would be implemented;**
- b. **A plan to acquire and disseminate technology to students;**
- c. **A plan to track and monitor attendance in a virtual setting;**
- d. **Identification of the Learning Management System (LMS) to be employed;**
- e. **A plan to provide training and technical support on the LMS to staff, families, and students;**  
**and**
- f. **A plan to communicate with staff, families, and students virtually.**

LCF's partnership with CSUSA will allow BCA to have an ongoing hybrid plan to serve all students as needed. All facets of this plan aim to continuously serve students in the least disruptive way possible. Should a disaster strike, whether pandemic or weather related, BCA 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, including ARCA and LRCA.

BCA will leverage all funding mechanisms such as eRate or other federal dollars, and a portion of operating funds to move students 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 support team in coordination with the designated School Operations Administrator (SOA) and Information Technology (IT) staff.

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

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

BCA 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 ARCA and LRCA.

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 students who are hybrid of fully mobile opportunities to collaborate with peers that are in-person. If the Mobile Classroom is utilized at BCA, 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 students, families, and staff.

Lessons learned during the 2020-2021 pandemic will inform BCA'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 students. 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 students will take place during the aforementioned training orientations in the event of a shift to BCA's hybrid learning plan. Students 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.

School Messenger is the planned primary tool that will be used to communicate with staff, families, and students. This will allow for safe and monitored modes of communication, either via email or text. BCA 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**
- b. **Explain how the school will communicate with parents/guardians and students about academic achievement and progress.**

BCA will utilize a balanced assessment plan to evaluate student knowledge and skills which will include LEAP 360 interim assessments and i-Ready Diagnostic assessments, or a comparable assessment such as Northwest Evaluation Association (NWEA) MAP Growth assessments. Additionally, NWEA Map Science will 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 BCA from incorporating other assessments, as needed, in support of its mission to teach with purpose and passion, learn through integrity and grit, and succeed together in a school community centered on science, arts, and innovation. Nationally, 50% of students meet i-Ready's typical growth targets, while only about one-third meet stretch growth targets. Historically, at CSUSA Louisiana's existing Lafayette schools, students regularly meet and exceed their normative and stretch growth targets. For example, during the 22-23 school year 69% of ARCA students met or exceeded typical growth in i-Ready reading with 41% meeting or exceeding Stretch Growth. In math, 67% of students met typical growth and 43% met stretch growth.

### 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

### **i-Ready Diagnostic**

BCA plans to administer the i-Ready Diagnostic in the fall, winter, and spring in both Math and ELA 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 the 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 to support 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 BCA MAP Growth will be used to assess Science in Grades 3-8, three times per year. When needed, NGSS-aligned Biology and State standards aligned Algebra and Geometry EOCs are also available. 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**

BCA 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 including EOCs where appropriate
- English Language Proficiency Test (ELPT)
- LEAP Alternate Assessment, Level 1 (LAA1)
- LEAP Connect

BCA's instructional leadership team will use the data from the balanced assessment plan to develop an annual PD calendar to provide ongoing training and coaching in areas deemed most critical. Additionally, through a consistent cycle of PLCs and data chats, as described in response to **Question 9-a.**, 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.

#### **Communicating academic achievement and progress**

As referenced in response to **Question 9**, 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 BCA and families, school leadership will set the tone for consistent communication related to mission, vision, schoolwide discipline policies, and school events through multiple modes, including:

- Email
- Phone calls
- Teacher newsletters
- Website
- Social media

Each teacher will provide information related to the standards focus, character development, and classroom behavior expectations. Additionally, progress reports, interim benchmark assessment results, and report cards will be issued as indicated on the proposed school calendar.

A Personalized Learning Plan (PLP) will be developed for each student as a tool for gathering and analyzing student-level data (e.g., i-Ready), setting personal learning goals, driving academic conversations, and guiding individualized instruction for both remediation and enrichment. The PLP will empower students to track progress and develop intrinsic motivation, and will be a collaborative effort between the teacher(s) and student.

The utilization of PLPs will also support BCA's vision of creating a safe environment where every student can plan, learn, and grow to reach their potential.

Requests for parent conferences will be accommodated and parents will be encouraged to attend scheduled conference days, as indicated on the proposed school calendar as outlined in the LCF's LDOE Overview Template.

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

There is currently one school in CSUSA’s Louisiana network of managed schools that aligns demographically with the projected population of BCA. **Table 15.1** below lists all of CSUSA’s managed K–8 schools in Louisiana, as well as their 2021-22 FRL and minority percentages. The school with similar demographics to the projections for BCA is shaded in grey, ARCA.

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	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%
Type 2 Charters	Southwest Louisiana Charter Academy	5%	85%	96%

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 an 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
2023	90.6	A

There are six additional schools within range of ARCA’s demographics and those anticipated at BCA, in CSUSA’s national network of managed schools. These demographically similar schools are concentrated in Florida (**Table 15.3**).

Broussard Charter Academy

Table 15.3

District	School	Grade 2023	% Min.	% ED
Broward	Hollywood Academy of Arts & Science	A	37	51
Broward	Hollywood Academy of Arts and Science Middle School	A	58	56
Broward	Renaissance Charter School at Coral Springs	A	81	57
Collier	Collier Charter Academy	A	72	65
Lee	Six Mile Charter Academy	C	71	62
St. Lucie	Renaissance Charter School of St. Lucie	B	74	65
CSUSA Similar Schools Avg. Demographics		A	66	59
BCA Local Schools Avg.			49	57

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 almost equally (44% growth) with half of all growth points based on the performance of the schools lowest achieving quartile of students. As of 2023, five of these six schools have earned either an ‘A’ or ‘B’ grade and prior to the pandemic all were making year over year gains. Because it was a baseline year, learning gains were not included and the final grading scale was adjusted statewide by school type. Six Mile Charter Academy earned a B on the traditional scale and a C on the adjusted scale in the hold harmless year.

Table 15.4

School	2016	2017	2018	2019	16 to 19	2021	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 to three years behind their peers, to grade-level. Hollywood Academy of Arts & Science (HAAS) is an example of this improvement and was recently recognized by the U.S.

Department of Education as a National Blue Ribbon School. 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 an '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 that the lasting and sustainable impact of the CSUSA Education Model is evident 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.

Since the initial application, the 2022-23 Florida school grades have been released. All demographically similar CSUSA schools improved their total percentage of points earned with Collier Charter Academy improving to an A. Because Florida transitioned to the FAST assessment in 2023, these grades are based on achievement and acceleration metrics only and do not include the components measuring student progress or growth.

**Table 15.5**

	2022		2023		Increase
Hollywood Academy of Arts & Science	71	A	75	A	+ 4
Hollywood Academy of Arts and Science Middle School	76	A	77	A	+ 1
Renaissance Charter School at Coral Springs	67	A	73	A	+ 6
Collier Charter Academy	57	B	71	A	+ 14
Six Mile Charter Academy	47	C	54	C	+ 7
Renaissance Charter School of St. Lucie	54	B	60	B	+ 6

Some specific strategies used to remedy performance deficiencies and subsequent progress included the following:

- **Response to Intervention (RTI):** Implementation of a RTI framework was essential in providing a systematic and structured 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 RTI process is detailed which will guide BCA's RTI implementation.
- **Personalized Learning Plans (PLPs):** PLPs were essential in developing individual student intrinsic motivation and making progress toward personalized goals transparent for students and families. BCA's implementation of PLPs is outlined above in response to **Question 14**.
- **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. BCA's tutoring program is provided in response to **Question 19**.
- **Personalized Learning Communities (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. BCA's planned PLC format is listed in response to **Question 9**.

## SCHOOL CALENDAR AND STUDENT SCHEDULE

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

Please see **Appendix 2** for a sample BCA student schedule over the course of one week.

**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 student in the following sample is in first grade and was administered the Home Language Survey (HLS) as part of the registration process at BCA. Based on the HLS results, the student was administered the English Language Proficiency Screener (ELPS) within 30 days of enrollment. The student 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 student's parents were notified of the student's identification as an EL student and placement in the EL program.

The student 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 students. Most importantly, the EL student is immersed in the English language through direct instruction in English in core content areas. To further support English language acquisition, the EL student also receives either one-on-one or small group instruction during Success Block and at other times throughout the instructional day. The student also engages with language acquisition software, programs, and/or supplemental materials to further support language acquisition.

The student 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 student 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.**

The sample student 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 student's present levels of academic achievement and functional performance (PLAAFP), the student 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 student'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 student requires a total of 210 minutes of specialized reading instruction to address identified reading goals.

The student 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 student 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 student will receive a total of 210 weekly special education service minutes to address his needs and meet his two IEP reading goals.

For the student in this example, it is assumed that the student 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 student 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 student's IEP does not specify accommodations for one-on-one or individual instruction. In addition, the student 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 student 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.**

### **Identifying and Serving Students with Disabilities**

BCA will conduct child identification activities in accordance with Louisiana's Bulletin 1706: Regulations for Implementation of the Children with Exceptionalities Act. BCA 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 BCA 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.

BCA 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 Response to Intervention (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. BCA 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.

BCA 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. BCA 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.

BCA 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, BCA will collaborate with the LPSS to determine the appropriate placement for students with disabilities within the full continuum of services that the Lafayette Parish School System offers.

BCA's approach to serving students with disabilities will be in compliance with all federal state and guidelines. BCA 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.

BCA 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.

BCA 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, BCA will collaborate with LPSS to determine the available assessment procedures for EL students. BCA 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 BCA 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 BCA and to coordinate how this program coordinates and supports students in the general educational classroom.

BCA 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**

BCA 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 Positive Behavior Interventions and Supports (PBIS) framework, and a tutoring program.

### **Response to Intervention**

The BCA 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.

BCA 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 BCA leadership team, led by the principal. The RTI leadership team will provide support to teachers and other school personnel as BCA 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. BCA 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.

BCA 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 BCA'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;**
- b. **Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and**
- c. **Specific programs, services, and supports for academically advanced students.**

BCA will offer gifted/talented instruction and will establish a School Building Level Committee (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.

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.

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;**
- b. **Explain interventions and consequences the school will use as alternatives to exclusionary discipline;**
- c. **Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings; and**
- d. **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**
- e. **The supervision plan for the alternate setting of suspended/expelled students.**

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):

- 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.

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

- BCA 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).

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

### **Administrative Interventions**

The following provides a description of the disciplinary interventions (consequences) that may be assigned to a student 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 student 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 student-specific plan is aimed at improving problem behavior. Parents, students, 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 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: These include phone calls, notes home, letters, meetings with parents, automated calls, and emails.
- Expulsion: Students 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 student 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 student's 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 to SCF and CSUSA Louisiana's Superintendent and Deputy Director 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

### **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:

- The student must be told what he or she is accused of and by whom (faculty member).
- The student must be given the opportunity to tell his or her version of the facts.
- The student must be allowed to provide any witnesses to the event.
- The student 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 student on the day that parental contact is made.
- 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, 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.

BCA will follow, and ensure parents have access to, the LDOE's SPED Parent Procedural Safeguards handbook. At the start of each school year, BCA's leadership and special education staff will review the handbook and train appropriate staff in adherence to protecting the rights of students 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 BCA 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, BCA 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.

BCA 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.

BCA will be proactive in ensuring no student subgroup is disciplined disproportionately or over-identified by implementing the proposed PBIS plan and student code of conduct, including discipline matrix, with fidelity. BCA'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, BCA will ensure identified special education students are accurately coded in PowerSchool to reflect disability indicators as listed in each student's IEP.

BCA students will continue to receive all general and special education services in an alternate setting, as coordinated between the alternate setting provider and BCA administration. This may include coordination of virtual or on-campus services as needed. Jointly, BCA administration and the alternate setting provider will monitor services and handle scheduling. BCA 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.**

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

Teachers will be provided with 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 discipline policy and compliance with the School Model Master Plan.

The following draft School Model Master Plan, in accordance with RS 17:252, aims at improving behavior and discipline in school.

## **Broussard Charter Academy Draft School Model Master Plan**

### **Positive Behavior Support**

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Broussard Charter Academy will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Broussard Charter Academy will establish and use a school-based leadership 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, and other representatives as applicable.

The leadership 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 team will uniformly use the two BESE-approved forms – School Behavior Report Form and School Bus Behavior Report Form – to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of Broussard Charter Academy 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 pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Broussard Charter Academy 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 leadership team will make 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 leadership team will review Broussard Charter Academy 's Code of Student Conduct to assure that it is in compliance with 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 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.

Broussard Charter Academy adopts the following clearly defined behavioral expectations in the following basic rules:

1. Be safe
2. Be on task
3. Be accountable
4. Be respectful

These rules will be posted in prominent places around the school site (hallways, cafeteria, gymnasium, and classrooms), provided to parents, and be known by all students and school staff.

Each teacher at Broussard Charter Academy shall develop lesson plans and teach 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.

Broussard Charter Academy 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 drop-outs.

Broussard Charter Academy 's principal shall submit annual reports to the district's Discipline Policy Review Committee.

### **Safe School Planning**

Broussard Charter Academy has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

Broussard Charter Academy has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

### **Parental and Community Involvement**

Broussard Charter Academy is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. Broussard Charter Academy shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community.

Broussard Charter Academy shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Broussard Charter Academy shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Broussard Charter Academy .

### **Inter-Agency Cooperation**

Broussard Charter Academy shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse

school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

### **Student Records**

Broussard Charter Academy shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Broussard Charter Academy who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer

It is the duty of all staff at Broussard Charter Academy to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Broussard Charter Academy shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

### **Statements of compliance**

Each homeroom teacher of students in grades 4-12 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by the CSUSA Louisiana network of schools.

Each parent/guardian of each student in grades 4-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

Signed acknowledgement of the draft School Model Master Plan will be secured from the school principal and leadership team members. Additionally, scholars and parents will be provided with clear guidelines related to the school code of conduct.

## 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
  - 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.

BCA will create a strong family/school partnership by creating solid engagement expectations in the student handbook, including participation in BCA's Parent Teacher Cooperative (PTC), volunteering, and attendance at LCF meetings.

### **Parent Teacher Cooperative**

BCA will encourage parents to create a PTC to support BCA's endeavors, especially those mission- and vision-related. The PTC will sponsor fundraisers throughout the school year. Monies generated by fundraising events will be used to purchase items to support the school's programming.

### **Volunteering**

Parents will have ample opportunities to volunteer at BCA 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 students 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 BCA. 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.

### **LCF Governing Board Meetings**

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

Additionally, to ensure parents are aware of school events, activities, opportunities to volunteer, and governing board meetings, BCA 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. BCA will also communicate via mass emails, text/SMS messages for parents who opt-in, BCA's website, printed flyers sent home with students, and the school's social media channels once established (Facebook).

Families will be informed of school and board protocol via handbooks and BCA's website which will be updated frequently to publicize school events, important dates, and messages from school leadership and the PTC. BCA will also host meet and greets with the principal throughout the school year, called Power Hours. These will be structured as open forums for parents to ask questions and address concerns and suggestions. Similar to ARCA, BCA will endeavor to share space with local organizations to enrich afterschool opportunities for students and the community. Community organizations, such as Cajun Wheels and Boy Scouts, currently partner with ARCA.

Grievance policies will be clearly defined and easily accessible via the handbook and BCA's websites. Additionally, CSUSA conducts twice annual (fall and spring) staff, parent, and student 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. BCA'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 LCF during board meetings to discuss next steps for improvement and track accountability.

**Appendix 6: Provide a draft Grievance Policy.**

Please see **Appendix 6** for the 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 grade 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. BCA 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, BCA 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, BCA 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 2022-23 SPS components was used to establish the Baseline of performance for BCA. As such this baseline includes all FAY students tested in 2022-23 at the local Parish schools as reported by the LDOE.

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, 40.9% scored Mastery or Advanced in math, 49.5% in ELA, 34.2% in Science and 32.1% in social studies. A supplementary table of 5-yr Mastery+ goals (**Table 24.2**), based on an annual 10% reduction in the percent of students NOT achieving Mastery or Advanced, is provided below the example goal setting targets (**Table 24.1**) for visibility.

**GOALS:**

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

- **Assessment Index:** Annual 4-point increase to exceed average historical performance of Local Schools– 3.2-point increase observed between 2018-19 and 2021-22 (last 2 official 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 2 index points.
- **Interests & Opportunities:** BCA anticipates earning a full 150 points for the newly revised Interests and Opportunities component.

The first 5 years of the term of the charter 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, BCA will open as a B and achieve an SPS letter grade of ‘A’ on both the 2022-23 and 2023-24 scales by its third year of operation. Using the scale currently outlined to be in place at the opening of the charter term an ‘A’ will be achieved in Year 4 of the term. Using the goal setting procedure detailed above, BCA will improve the SPS by over 25 points over the 5-year charter term and will be an A on the final SPS scale. BCA’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 an example of BCA’s 5-year goal setting targets beginning with a baseline SPS performance similar to BCA’s demographically similar local schools in 2023.

**Table24.1**

Sample Application of the Goal Setting Procedure:  
Local Schools 2022-23 SPS Baseline

%	5-Year SPS Goals				
	Baseline	Year 2	Year 3	Year 4	Year 5
Assessment Index	67.4	71.4	75.4	79.4	83.4
Progress Index	98.0	113.0	128.0	143.0	150.0
DCAI	125.2	127.2	129.2	131.2	133.2
Interests & Opportunities	146.1	150.0	150.0	150.0	150.0
Total Points	81.9	88.5	95.0	101.4	105.9
SCALE: 2022-23	B	B	A	A	A
SCALE: 2023-24	B	B	A	A	A
SCALE: 2024-25	C	B	B	A	A



Table 24.2

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

		Baseline Year 1	Year 2	Year 3	Year 4	Year 5
ELA	LEAP	49.5	54.5	59.1	63.2	66.8
	w/ EOCs	49.8	54.8	59.3	63.4	67.0
Math	LEAP	40.9	46.8	52.1	56.9	61.2
	w/ EOCs	42.4	48.1	53.3	58.0	62.2
Science	LEAP	34.2	40.8	46.7	52.1	56.8
Social Studies	LEAP	32.1	38.9	45.0	50.5	55.4

## 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.

No changes to items a-f are planned at BCA.

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, LCF only intends to open one school, but 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?

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

LCF's network of schools will work together to share best practices in Education Model implementation and collaborate on PD and data analysis. 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, as well as ensure BCA is provided with ongoing mentorship opportunities with ARCA staff.

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 including LCF 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:**

- 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. 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**

Non-Profit Organization: Saddle Wheeler, on behalf of herself and as guardian of a minor, v. Charter Schools USA at Lafayette North, Lafayette Charter Foundation, Inc., et al. was filed by Plaintiffs on or about March 17, 2020 in the Fifteenth Judicial Court of the Parrish of Lafayette, Case No. 2020-1169, for alleged negligent hiring, supervision, and retention of a basketball coach, as well as sexual molestation based upon respondent superior and loss of consortium. The insurance carrier accepted coverage and assigned defense counsel for all named Defendants. This case settled with the entire settlement proceed paid through insurance coverage.

- c. 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.**

None.

**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.

Tables 29.1 and 29.2 illustrate the budgeted administrative and instructional positions for BCA.

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 A	2	2	2	2	2
Administrative Assistant: 10 and 12 month	2	3	3	3	3
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
<b>Total Administrative Staff</b>	<b>14</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>17</b>

Table 29.2

Instructional Staff					
Position	Year 1	Year 2	Year 3	Year 4	Year 5
Teachers	33	38	43	43	43
Special Education Teachers	3	3	3	3	3
Special Education Aides	2	2	2	2	2
Curriculum Resource Teachers	2	2	2	2	2
<b>Total Instructional Staff</b>	<b>40</b>	<b>45</b>	<b>50</b>	<b>50</b>	<b>50</b>

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 teachers for their first years of teaching. CSUSA and LCF 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 LCF-governed schools. CSUSA and LCF 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 LCF family of schools.

CSUSA and LCF 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 student achievement. LCF 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. LCF 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 students. 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 such as Lafayette Parish and Louisiana as a whole. BCA 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.**

LCF 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 LCF will conduct an annual evaluation of CSUSA as the ESP.

BCA’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, student, and staff satisfaction surveys, CSUSA will provide LCF with BCA’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 BCA’s organizational charts for years one and five 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 BCA’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 LCF and CSUSA. To ensure that teachers and administrators are using the most current research-based practices, BCA is supported through ongoing PD (which is overseen by the principal) to improve student 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. BCA's instructional leadership team, led by the principal, will map long range instructional plans that include PLCs 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. BCA'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 BCA'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.

BCA'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, BCA 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. BCA will also plan to leverage the school's content leaders to redeliver modules studies they participate in as part of the PLC process that will further deepen teachers' understanding of how the curricula unfurls the content and how that can best be scaffolded for student 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, BCA will provide teachers with PD aimed at understanding the curriculum, analyzing data, and planning effectively for differentiated instruction. Additionally, PLCs 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 BCA'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:

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- Foundational training on each curriculum to all new staff
- PD days to unpack curriculum by unit throughout the school year
- A PLC structure that employs pedagogy, curriculum, and evidence of student work aimed at improving teacher efficacy
- Integrate data sources to track students 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 an annual NTI/RTO process. BCA'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 BCA 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 PLC/PD process
- Understand backwards design unit study process for content areas
- Understand how school processes lead to support for students, teachers, and families
- Understand the value of i-Ready/NWEA data and how to use that data to improve student 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.

BCA 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. BCA leadership will ensure classroom-level goals and individual student 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 students. 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 students make learning gains. A PLP will be developed for

each student as a tool for gathering and analyzing student-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 students to track progress toward individual learning goals and empower students to adjust the steps they need to take to achieve their goals.

The LDOE contracted with the National Institute for Excellence in Teaching (NIET) to assist with adjusting the evaluation system based on research and best practice along with developing resources to support professional learning. The new Louisiana Educator Advancement and Development System (LEADS) evaluation system is transitioning from COMPASS to the NIET model. All CSUSA-LA schools opted to participate during the Learning Year in 2024-2025 since the LDOE strongly encouraged school systems to transition to the improved evaluation system, LEADS, to support school-level educators and school-level leaders through the evaluation process. All LA schools will use the new evaluation system beginning in 2025-2026.

Our goal for the school is to implement a structure of professional learning opportunities connected to evaluation and foster growth to support the recruitment and retention of our effective educators. This will require training on the new evaluation system which will be offered this summer. Specific training will be provided for both teachers and leaders during the Louisiana Educator Evaluation Training and the Louisiana Leader Evaluation Training.

During the 2024-2025 Learning Year, NIET will offer support through webinars to system leaders, school leaders, and teachers to provide an overview of the improved evaluation system. Face-to-face trainings will also be held for evaluators, observers, and school leaders this summer in order to ensure coaching and mentoring to support high quality professional instruction and learning.

## 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).**

### **Chairman/President: Dr. Mary Riggs Cook**

The chairman/president of LCF shall preside at all meetings of LCF 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 LCF and, subject to the control of LCF, shall in general supervise and control all the business and affairs of LCF. The president shall act as a duly authorized representative of LCF in all matters in which LCF has not formally designated some other person to act, and shall report as directed to LCF at each meeting. The president may sign, with the Secretary or any other proper officer authorized by LCF: deeds, mortgages, bonds, contracts, or other instruments which LCF has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by LCF or by the Bylaws to some other officer or agent of LCF, 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 LCF from time to time.

Dr. Mary Riggs-Cook received her B.A. in Social Studies Education from the University of Southwestern Louisiana in 1974, her M.Ed. in Social Studies from Southern University in 1990, her M.S.W. from the Southern University School of Social Work in 1998, and her Ed. D. from Nova Southeastern University in 2005. Dr. Cook has over 30 years of experience as an educator, starting in 1973 as a student teacher of social studies at Northside High School. She then worked as a social studies teacher at multiple schools in Lafayette Parish until 1994, before becoming the assistant principal at Northside High School. In 2001, Dr. Cook served as the assistant principal at Acadiana High School and in 2005, she became the principal of Carencro Middle School.

Dr. Cook then became the Transitional Coordinator for Lafayette Parish Sheriff's Office in 2009, where she was responsible for developing the education program, teaching employment skills, and networking with community



businesses in order to connect clients with community resources. Outside of her career in education, Dr. Cook also worked as a Social Work Case Manager with P.C. Home Health Agency from 1993 to 1997.

In addition to her professional career, Dr. Cook has also been involved in various state service boards, including the Louisiana Federation of Democratic Women, the Louisiana Association of Educators, and the Lafayette Natural History Museum and Planetarium Association. She has also been involved in the Lafayette community via multiple local affiliations such as the National Association of University Women Lafayette Branch, the Lafayette Youth Conference Committee, and the P.R.I.D.E. Chapter of both Acadiana High School and Lafayette High School. Dr. Cook's illustrious career in educational leadership enables her to effectively oversee all aspects of school operations, and her involvement in various state boards and the local community allows her to successfully engage local stakeholders on behalf of LCF's schools.

**Vice Chairman/Vice President: Erica Williams**

The vice chairman/vice president shall act in the place and stead of the president in the event of the president's absence, inability, or refusal to act, and shall exercise and discharge such other duties as may be required by the board.

Ms. Erica Williams earned her B.S. in Criminal Justice from Mercer University in 2008, her M.P.A. from Strayer University in 2010, and is on track to earn her Ph.D. in Public Policy Leadership and Management from Walden University. She began her professional career as a Juvenile Probation Officer and Juvenile Correctional Officer for the Georgia Department of Juvenile Justice in 2000, and then became a Probation Officer for adult offenders in 2006. In 2011, Ms. Williams began her career as a college instructor with Remington College, and also began instructing in the same capacity at the University of Phoenix in 2012. Currently, Ms. Williams serves as the Chief Executive Officer/Founder of A New Vision Leadership Foundation of Acadiana, an endeavor she began in 2015 aimed at providing youth leadership to children in at-risk communities to address educational deficiencies, lack of opportunity, and high dropout rates among minority children. Ms. Williams also currently serves as a First Year Experience Instructor at the University of Louisiana Lafayette.

In addition to her professional career, Ms. Williams has also served on multiple boards, including the Lafayette Education Foundation, the Lafayette Public Education Stakeholders Council Board, and the Lafayette Board of Zoning Adjustment. Ms. Williams' professional career as a college instructor, passion for being a mentor for youth, and previous board experience bring a unique skill set to LCF.

**Treasurer: Karen Miller Lewis**

The treasurer shall ensure or cause to be ensured that a true and accurate accounting of the financial transactions of LCF is made and that such accounting is presented to and made available to LCF. The treasurer shall perform such other duties as may be prescribed by LCF.

Ms. Lewis earned her B.S. in Business Administration from the University of Louisiana-Lafayette in 2000. She is a Certified Public Accountant with over 20 years of experience in accounting, working in the area of both public accounting and industry accounting. In her professional career, Ms. Lewis worked as a Youth Development Professional for the Iberia Boys and Girls Club in 1997. She started her accounting career in 2001 as an FT Staff Accountant for Eugene E. Chiarulli, then moved on to become a PT Staff Accountant with Associated Design Group in 2006, and then to Senior Accountant for Dupree Logistics in 2014 where she currently works.

**Secretary: Jared Labue**

The secretary shall keep or cause to be kept all of the records of LCF; record or cause to be recorded the minutes of the meetings of LCF; send out or cause to be sent out all notices of meetings of LCF 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 LCF.

Mr. Labue received his B.S. in Political Science from Spring Hill College in 1999. He currently serves as Vice President and Senior Portfolio Manager for Iberia Bank Wealth Advisors. In his previous roles, he has served as Vice President, Trust And Asset Management and Senior Investment Consultant with Hancock Whitney Bank, Private Client Advisor for J.P. Morgan Securities, Financial Advisor for Edward Jones Investments, and Deputy Chief of Staff/Investigative Liaison for the Louisiana Department of Elections and Registration. Mr. Labue has also served on various boards, including the Lafayette Public Library Foundation, the Denham Springs Chamber of Commerce, the Baton Rouge Recreation and Park Commission, the Governor's Advisory Board on Disability Affairs, and the Republican State Central Committee. Mr. Labue's financial expertise and previous board experience make him a valuable member of LCF.

**Trustee: Dr. Nancy Gomez**

Dr. Gomez received an Ed. D. from Louisiana State University in 2003, an M.A. in Library and Information Science from Louisiana State University in 1993, an M.A. in Linguistics from Universidad de Chile in 1991, and a B.A. in Teaching and English as a Second Language from Universidad de Chile in 1972. Dr. Gomez has a long career as an educator and translator, currently serving as a tutor for English, English as a Second Language, Spanish, Portuguese, Reading and Writing, College Study Skills, and Social Sciences, as well as a translator/interpreter for Spanish and Portuguese for multiple organizations. Previously, Dr. Gomez served as substitute teacher for the Lafayette Parish School System, high school Spanish teacher at Notre Dame High School, power reading teacher for Scott Middle School, instructor of multiple subjects for the University of Louisiana at Lafayette, multiple instructor positions at Louisiana State University, and professor of English as a Second Language at Teachers' Training College in Santiago, Chile. Dr. Gomez's experience as an educator gives her invaluable knowledge as a member of LCF, and her specialization in teaching English as a second language will allow her to effectively oversee BCA's procedures for instructing EL/LEP students.

**Trustee: Nick Pugh**

Mr. Pugh earned his B.S. in Electrical Engineering from the university now known as the University of Louisiana at Lafayette in 1968. He is the founder of Rig Telephone and BlackHawk Datacom, as well as the Pugh Family Foundation, a philanthropic venture focused on helping to create a world-class public education system in the Acadiana region. Mr. Pugh is credited with establishing the first microwave loop in the Gulf of Mexico in 1970. Mr. Pugh is also a longtime community volunteer. He directed University of Louisiana at Lafayette's successful effort to become the first college team in Louisiana to build and launch satellites. He also advised the David Thibodaux STEM Magnet Academy's high school student team, which placed a biological experiment on the International Space Station. Mr. Pugh is also a member of the Acadiana Area Radio Association and the Lafayette Computer Club, and a founding member of Acadiana Open Channel. Mr. Pugh has also served as chair of Habitat for Humanity Lafayette and he is also a 1998 graduate of Harvard's Owner/President Management program. Mr. Pugh's technological expertise and many philanthropic efforts help support LCF's engagement with the Acadiana community.

**Trustee: Mr. Murugan Ambalakannu**

Mr. Murugan Ambalakannu earned his B.S. in Engineering from Anna University in Chennai, India in 2008. He later earned an M.S. in Data Analytics from Western Governors University in Salt Lake City, UT in 2020. Mr. Ambalakannu is driven to explore and learn new technologies and methodologies, and has over 12 years' experience as an Information Technology professional, working primarily in software application development and maintenance. In addition, he has worked in banking, financial, and healthcare domains and has amassed hands-on-experience in leading all stages of Systems Development Life Cycle, including Analysis, Design, Construction, Testing and Support.

Aside from his professional experience and commitment to corporate responsibility, Mr. Ambalakannu is actively involved in several community clubs and organizations, including the Acadiana Indian Association and Cajun Toastmasters Club, where he served in recruitment and treasurer roles respectively.

**Trustee: Kim Vavasseur**

Ms. Vavasseur is a certified elementary education professional with 31 years of teaching experience. She is a proven instructional leader who is eager to use her classroom experience to support all Louisiana students achieve excellence.

Ms. Vavasseur is experienced with i-Ready, the Success for All Reading Program, OnCourse, as well as other Louisiana learning initiatives.

Ms. Vavasseur earned a Bachelors of General Studies in Applied Arts in 1985 and a B.A. in Elementary Education in 1990 at the University of Southwestern LA. Her professional teaching experience includes special education and reading interventions.

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

Please see **Appendix 9** for LCF 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 LCF's selected ESP, CSUSA. LCF is a not-for-profit 501(c)(3) tax-exempt 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.

LCF has an approved Ethics and Conflict of Interest Policy in place, consistent with Louisiana Board of Ethics' Ethics Code. The purpose of LCF's Ethics and Conflict of Interest Policy is to protect LCF'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. LCF'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 LCF. 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, LCF 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, LCF will determine by a majority vote of the disinterested members whether the transaction or arrangement is in the best interest of the board.

If LCF 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, LCF 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.**

LCF 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 Lafayette Parish, and understands the tremendous responsibility that comes with governing a charter school.

LCF 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 LCF's purpose.

LCF 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.

LCF 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 LCF has a Community Relations committee, which is in charge of grassroots efforts.

LCF 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 BCA’s measurable organizational goals.

Organizational Goals						
Measurable Goals	Year 1	Year 2	Year 3	Year 4	Year 5	
Enrollment	<b>Economically Disadvantaged and Students with Disabilities percentage</b> 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%
	<b>Re-enrollment of students</b> 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
	<b>Suspensions</b> Suspensions are at or below the national average.	≤5%	≤5%	≤5%	≤5%	≤5%
Special Populations	<b>Students with Disabilities evaluations</b> 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
	<b>IEP Timeline Compliance</b> 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
	<b>Least Restrictive Environment</b> School has not been identified as “Urgent Intervention Required”	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population
	<b>Subgroup Performance</b> School has not been identified as “Urgent Intervention Required” for any subgroup as measured by the subgroup SPS.	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.**

LCF will monitor and evaluate the progress of achieving the school's agreed upon goals using BCA'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 BCA 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. LCF can also create a finance committee to further delve into financial reports and give feedback prior to board meetings.

BCA's annual strategic planning process will be facilitated by CSUSA and will incorporate areas highlighted for improvement based on student assessment data, teacher evaluation data, and the results of staff, parent, and student surveys conducted by CSUSA twice annually, in the fall and spring. LCF will monitor the strategic and school improvement plan to initiate immediate improvement processes and activities as needed. These activities will be monitored through student 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 student 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 BCA 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

LCF 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 long term financial viability.

CSUSA maintains internal control policies which will be adopted by LCF via the management agreement. BCA 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.

LCF 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

LCF 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. BCA'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, BCA 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 BCA 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.**

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

LCF 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 LCF'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 BCA. LCF will oversee CSUSA through a performance-based management agreement.

CSUSA will report regularly to LCF 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 BCA.

LCF will adopt the established financial processes and procedures of CSUSA to ensure fiscal responsibility and sound internal controls at BCA. 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

LCF 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 BCA's finances responsibly and that the school complies with all financial requirements for charter schools in Louisiana, the board will also review BCA'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 is 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).**

BCA will be committed to enrolling a diverse student 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. BCA 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.

BCA'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 BCA 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 BCA 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.

BCA will endeavor to achieve racial/ethnic balance through a comprehensive marketing plan. BCA 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 BCA. 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. BCA'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.
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 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 Lafayette Parish students receiving priority for admission per LCF board policy adopted August 24, 2021:
  - a) Applicant residing in Lafayette 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 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 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 BCA'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 BCA to be a newly constructed facility that meets the needs of the student population. The facility will meet all applicable commercial and life safety codes. BCA 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.

LCF will review all options and approve a facilities solution that is competitive, encompasses the needs of the school, and fits within the budget. LCF intends for BCA to be a newly constructed facility that meets the needs of the student 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 LCF 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 LCF 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.**

LCF's approach to budget management is a three-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 LCF. 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, LCF 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, LCF 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, BCA 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 BCA 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, BCA will be provided with financial dashboard reports from CSUSA. The dashboard report summarizes the monthly activity of BCA, 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 BCA stays on track financially throughout the year.

In the event that revenue shortfalls occur due to lower-than-expected enrollment, a revised budget will be created and submitted to the LDOE. Variable expenses will be adjusted to compensate for the revenue shortfall. For example, staff and associated expenses will be reduced as required comparable to the reduced enrollment. Budgets will be revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment. CSUSA will stand behind the school to ensure its viability, up to and including reducing its fees for services to zero.

**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.**

LCF will contract with CSUSA to provide financial management services to BCA. LCF will adopt the established financial processes and procedures of CSUSA to ensure fiscal responsibility and sound internal controls at BCA. LCF will retain ultimate control of BCA's 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 LCF will not contract with an individual financial manager to provide financial management services to BCA, **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.**

LCF schools meet all of the financial requirements and expectations established by the authorizer.

## EDUCATIONAL SERVICES PROVIDER ADDENDUM

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 LCF schools.

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

Please see the draft management agreement in **Appendix 18** in place for ARCA.

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.

LCF will monitor and evaluate the progress of BCA's academic, organizational, and financial performance in relation to metrics outlined in the LDOE's CSPC. To ensure BCA is on track to "Meet All Expectations" annually on each metric assessed by the CSPC, BCA 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 student performance on formative, interim, and classroom assessments, which will allow the board to monitor student 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 LCF to maintain maximum visibility into the progress that students are making on a month-to-month basis.

Organizational reports will include but not be limited to monthly enrollment/recommit rates, student discipline data, status of SWD evaluations, and IEP compliance. LCF will also monitor BCA 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 student safety, policies and procedures related to student testing, transportation plans/contracts, and food service contracts. Organizational reports will be reviewed primarily by all members of LCF.

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 BCA, 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 BCA stays on track financially throughout the year. BCA will also receive and review BCA's Fiscal Risk Assessment and annual audit each year.

If there are any recurring shortfalls or perceived distresses in BCA'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 LCF, BCA, and CSUSA will work collaboratively and proactively to correct the identified shortfalls and ensure that BCA is able to "Meet All Expectations" on the CSPC each year.

The term of the management agreement between LCF and CSUSA will align with the term of BCA's charter contract. Once LCF receives the CSPC report in BCA'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 BCA 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;**
  - c. **Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer;**
  - d. **Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP;**
  - e. **Please explain the circumstance surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and**
  - f. **Describe the circumstances surrounding these incidents.**

Non-Profit Organization: Sadies Wheeler, on behalf of herself and as guardian of a minor, v. Charter Schools USA at Lafayette North, Lafayette Charter Foundation, Inc., et al. was filed by Plaintiffs on or about March 17, 2020 in the Fifteenth Judicial Court of the Parish of Lafayette, Case No. 2020-1169, for alleged negligent hiring, supervision, and retention of a basketball coach, as well as sexual molestation based upon respondent superior and loss of consortium. The insurance carrier accepted coverage and assigned defense counsel for all named Defendants. This case settled with the entire settlement proceed paid through insurance coverage.

ESP: 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.

On June 25, 2020, SouthShore Charter Academy received correspondence from a law firm maintaining that it represents Tavia Janessa Yakima Brice, as parent and natural guardian of minor T.R., in a claim for damages arising out of alleged inappropriate sexual advances and sexual assault incidents by a male teacher allegedly occurring in Spring 2019, including but not limited to March 7, 2019, and by a female teacher allegedly occurring in the Fall of 2019. This claim was timely reported to the appropriate insurance carriers, who subsequently assigned insurance defense counsel to represent the defendants. There had been no activity by the claimant's counsel for numerous months until June 2021, when claimant filed its lawsuit styled Jane Doe, As Parent And Natural Guardian of T.R., a Minor, v. Marcus Eugene Williams; the Florida Charter Educational Foundation, Inc., a Florida Corporation D/B/A Southshore Charter Academy; and Charter Schools USA, Inc., a Delaware For Profit Corporation, and Charter Schools USA at Big Bend, LLC, a Florida Limited Liability Company, in the Circuit Court of the Thirteenth Judicial Circuit in and for Hillsborough County, State of Florida, Case No.: 21-CA-5242. Plaintiffs filed their Amended Complaint, and Defendants responded by filing their Answers to Plaintiff's Amended Complaint. This case was in the discovery stage. However, on December 8, 2021, the Court entered an Order staying this case for the earlier of nine (9) months from the date of the Order or



until the conclusion of the criminal felony case against Defendant, Mr. Williams. In disposing of the criminal felony case against Mr. Williams, Mr. Williams entered into a plea on January 23, 2023. Accordingly, the Stay was lifted and the civil case is proceeding. The parties reached an impasse at the February 16, 2023 mediation. Accordingly, this litigation has proceeded and is currently in the discovery phase. Defendants deny that they are civilly liable in any manner, and they intend to vigorously defend against this lawsuit. The insurance carrier accepted coverage and has been providing defense counsel for all named Defendants from initial notice and throughout this litigation.

In February 2020, Renaissance Charter Schools, Inc. received notice of a claim for damages from the attorney representing minor female student, E.Q., who attended Renaissance Charter School at University, claiming alleged misconduct by a minor male student on a bus while returning from a school field trip on January 22, 2020. The insurance carrier has tendered this claim to the applicable transportation/bus company. For numerous months, there was no activity or communication from the claimant's counsel until September 2021, wherein, the Parents of E.Q. filed their five-count Complaint against Charter Schools USA, Inc. and Renaissance Charter School, Inc. for general negligence (Counts I and II); negligent hiring, training, supervision and retention (Count III); and negligence – respondent superior (Counts IV and V), in the Circuit Court of the 17th Judicial Circuit, in and for Broward County, Florida, Case No. CACE 21-017498. Plaintiffs have subsequently filed their Motion for Leave to file Plaintiffs' First Amended Complaint, which is set for hearing in November 2023. This case continues in the discovery phase. The insurance carrier has accepted coverage and has been providing defense counsel for all Defendants. Defendants deny that they are liable in any manner, and they intend to continue to vigorously defend against this lawsuit.

On July 7, 2023, Charter Schools USA at Lake Charles, LLC was served with a Petition for Damages styled: Carmeletta, Joseph, Individually, and on Behalf of Her Minor Child Calaigha Chavis v. Charter Schools USA at Lake Charles, LLC, in the 14th Judicial District Court, Parish of Calcasieu, State of Louisiana, Case No: 2023-1983B. The Petition asserts one count of negligence for alleged failure to supervise and provide a safe school environment base on the alleged sexual acts of another student upon Plaintiff in the school restroom. The insurance carrier has accepted coverage and has assigned and provided defense counsel for Defendant. Defendant has removed this case to federal court in the Western District of Louisiana, Lake Charles Division, Case No: 2:23-CV-883 wherein Defendant filed its Answer and Affirmative Defenses. This case is currently in the discovery phase. Defendant adamantly denies that it is liable in any manner and intends to vigorously defend against this lawsuit.

Items c-f are non-applicable. There are no instances for the non-profit organization or ESP that meet the above criteria.

- 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 the draft management agreement.

## Appendix 1

CoStar Multi-Family Market Report, Lafayette-LA  
Esri Community Profile  
Esri Detailed Age Profile  
Waitlists: ARCA and LRCA campuses

**MULTI-FAMILY MARKET REPORT**

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# Overview

## Lafayette Multi-Family

12 Mo. Delivered Units

**288**

12 Mo. Absorption Units

**76**

Vacancy Rate

**8.7%**

12 Mo. Asking Rent Growth

**4.5%**

Overall multifamily demand in Lafayette has rebounded significantly since the start of 2023, aided by an injection of new supply. Demand exceeded supply during the first six months of the year, with around 200 units absorbed compared to the roughly 120 units that were delivered during this time. Furthermore, demand during the first half of this year reached a three-year high.

The market's vacancy rate has expanded by 1.2% year over year to stand at 8.7% today and despite healthy demand, vacancies may continue to expand over the near term: 2023 is anticipated to mark a 12-year high in terms of new supply.

Vacancies in Lafayette have trended above the national average for years due to an active construction pipeline and a volatile energy sector, which has had a significant effect on the Lafayette economy. This dependency contributed to softened fundamentals since the beginning of 2015, and vacancy rose significantly in 2017, as the area worked to absorb new product and dealt with the residual effects of the 2015–16 oil downturn.

Lafayette is relatively spread out geographically. The city

is largely oriented around the fact that Highway 90 used to be the main highway that ran through Lafayette before Interstate 10 was constructed to the north. There is a concentration of industrial properties set along Highway 90.

The Lafayette metro has 15,000 market-rate units and grew significantly this past decade. Since 2013, 1,900 units have opened here, which equates to a net growth of about 20%. Most of what was built in Lafayette over the past decade has been high-rated units. In fact, the market's 4 & 5 Star inventory more than doubled during that time. That said, about 80% of the market's total multifamily stock remains primarily workforce housing and is rated 3 Stars or less. The average apartment community is around three decades old.

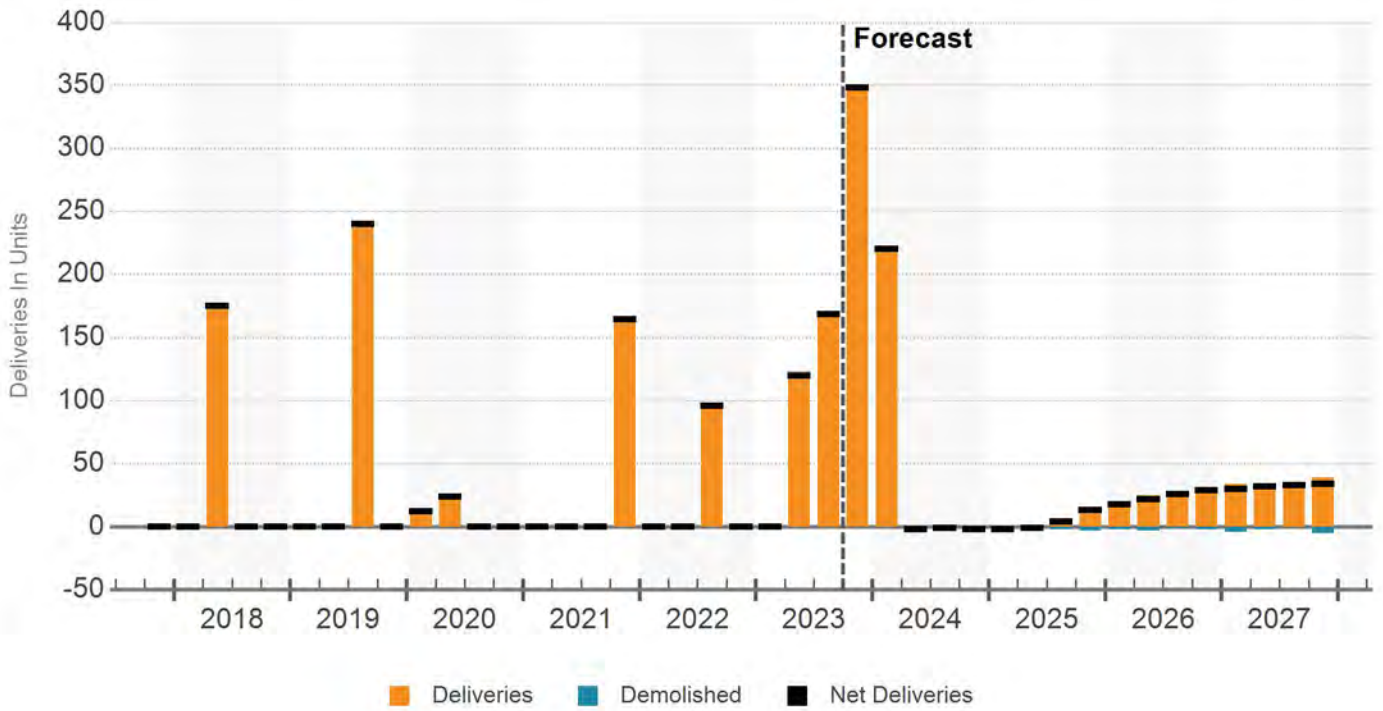
Downtown Lafayette is home to walkable retail, bars, and restaurants as well as a handful of recent multifamily and office developments. Otherwise, Downtown has not experienced much new development over the past several decades. It is marked by the Iberia Bank building and several government offices.

### KEY INDICATORS

Current Quarter	Units	Vacancy Rate	Asking Rent	Effective Rent	Absorption Units	Delivered Units	Under Constr Units
4 & 5 Star	3,129	10.9%	\$1,324	\$1,307	(2)	0	220
3 Star	7,520	8.3%	\$1,051	\$1,043	(7)	0	348
1 & 2 Star	4,519	7.7%	\$786	\$782	(2)	0	0
Market	15,168	8.7%	\$1,035	\$1,027	(11)	0	568

Annual Trends	12 Month	Historical Average	Forecast Average	Peak	When	Trough	When
Vacancy Change (YOY)	1.2%	7.5%	8.9%	13.4%	2017 Q1	5.1%	2006 Q1
Absorption Units	76	188	173	1,338	2009 Q3	(270)	2016 Q2
Delivered Units	288	217	213	1,454	2009 Q3	0	2021 Q3
Demolished Units	0	0	6	0	2023 Q3	0	2023 Q3
Asking Rent Growth (YOY)	4.5%	1.5%	3.6%	11.3%	2021 Q4	-3.2%	2009 Q4
Effective Rent Growth (YOY)	4.1%	1.5%	3.5%	11.4%	2021 Q4	-3.3%	2009 Q3
Sales Volume	\$18.2M	\$48.8M	N/A	\$180.3M	2022 Q3	\$0	2016 Q1

## DELIVERIES & DEMOLITIONS

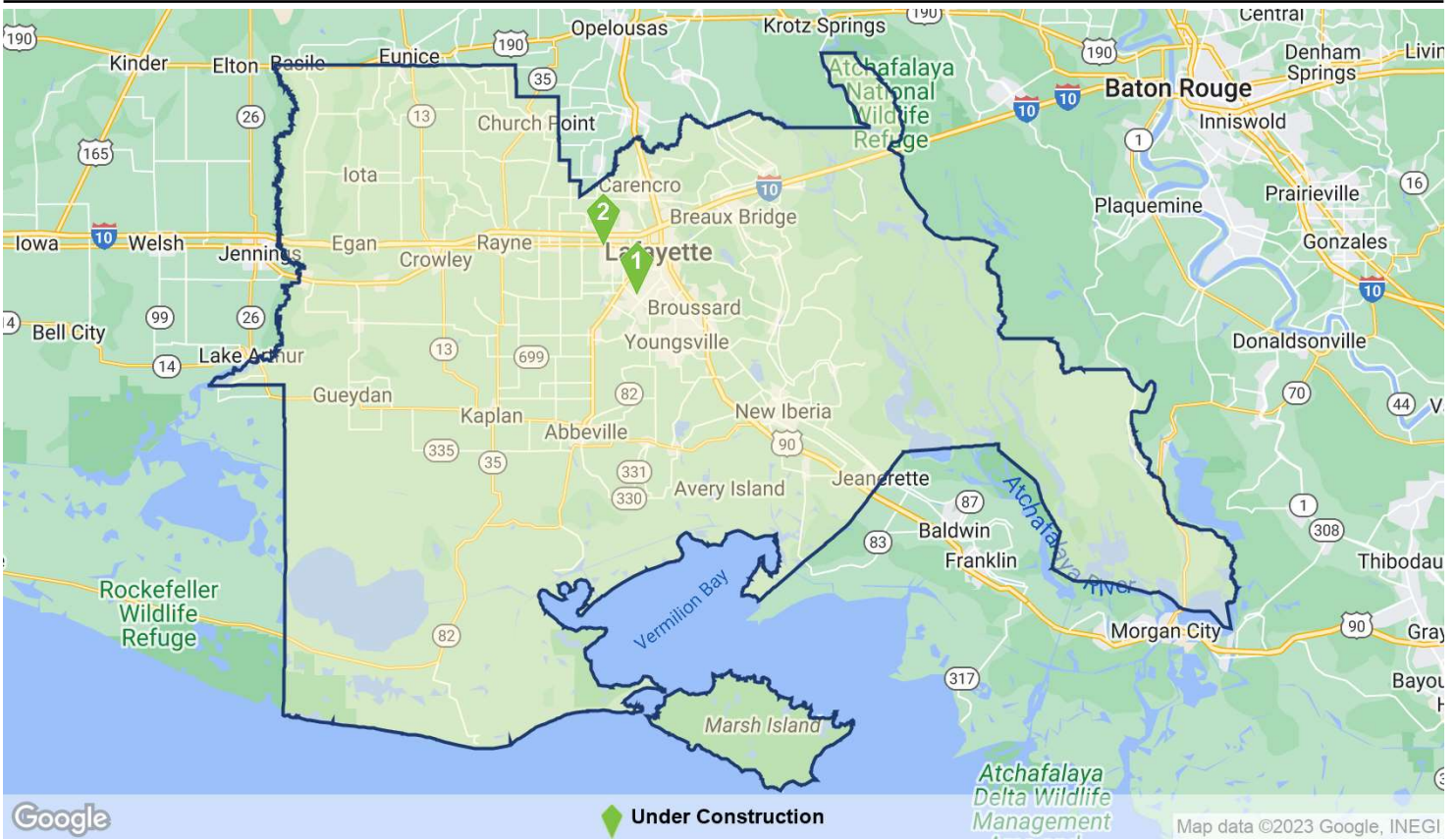


# Under Construction Properties

Lafayette Multi-Family

Properties	Units	Percent of Inventory	Avg. No. Units
<b>2</b>	<b>568</b>	<b>3.7%</b>	<b>284</b>

## UNDER CONSTRUCTION PROPERTIES



## UNDER CONSTRUCTION

Property Name/Address	Rating	Units	Stories	Start	Complete	Developer/Owner
1 <a href="#">The Waters at Settlers Tr...</a> 536 Settlers Trace Blvd	★ ★ ★ ★ ☆	348	3	Oct 2022	Dec 2023	-
2 <a href="#">West Village Apartments</a> 1313 Apollo Rd	★ ★ ★ ★ ☆	220	3	Mar 2023	Mar 2024	Cottage Developers, LLC Aj Realty Llc

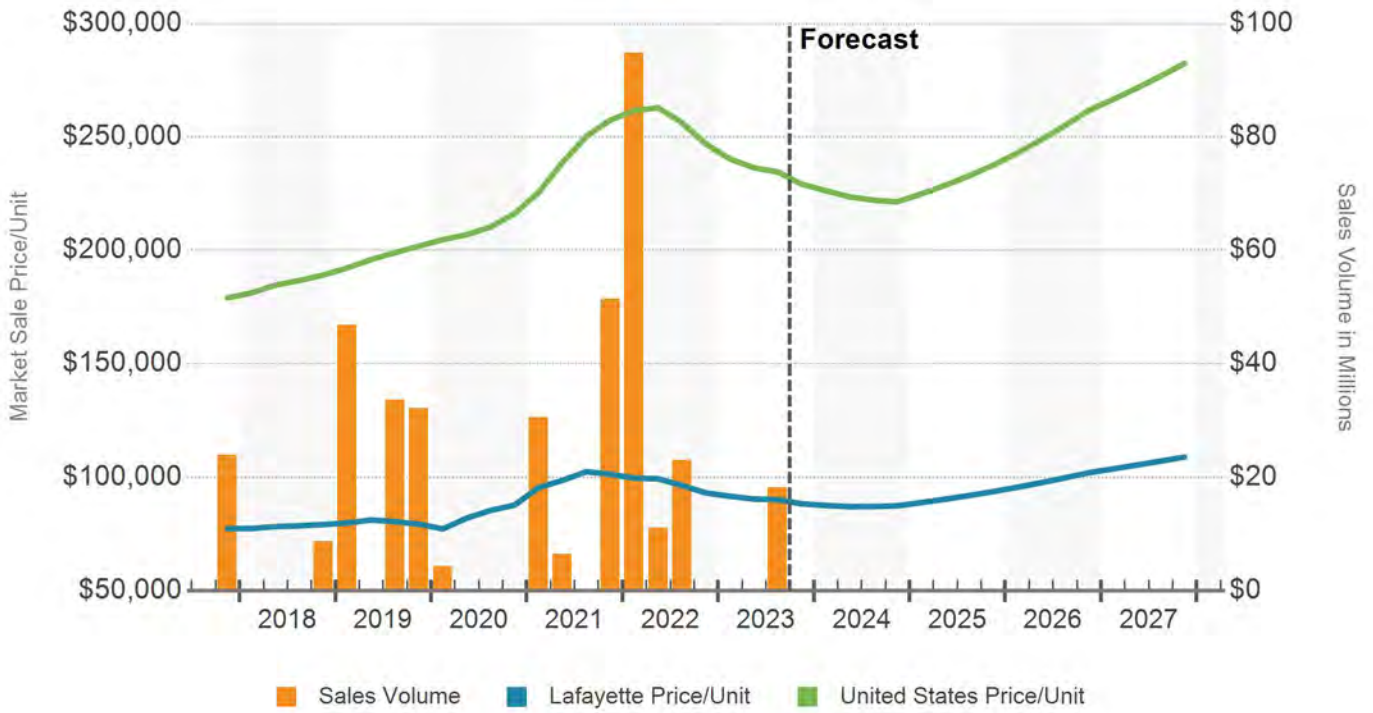
# Sales

## Lafayette Multi-Family

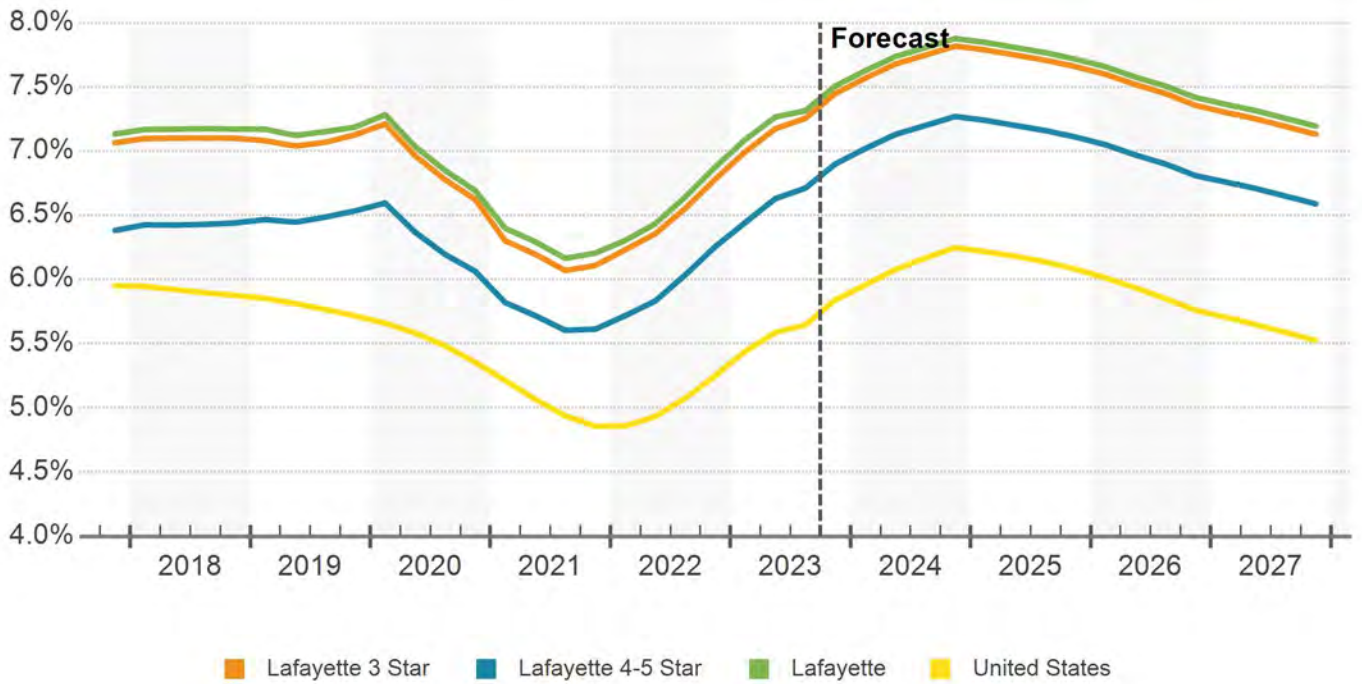
Overall, Lafayette's multifamily market does not have a meaningfully active investment market, and elevated interest rates, which stand at their highest level since 2001, have only complicated the picture. The market has averaged 9 trades annually over the past five years, including 3 in the past 12 months. Sales volume in Lafayette is largely driven by private, out-of-state buyers executing value-add plays. Cap rates are about 150 basis points above the National Index.

Average pricing comes at a significant discount to the national benchmark, with Lafayette averaging \$91,000/unit, compared to the U.S. average of \$240,000/unit. And older properties can trade for even lower. For example, in 23Q3, a 40-unit property in Broussard sold for \$1.5 million (\$39,000/unit). Both buyer and seller were private and local. The property was built in 1985 and 80% leased at the time of sale.

### SALES VOLUME & MARKET SALE PRICE PER UNIT



## MARKET CAP RATE





# Sales Past 12 Months

## Lafayette Multi-Family

Sale Comparables

Avg. Price/Unit (thous.)

Average Price (mil.)

Average Vacancy at Sale

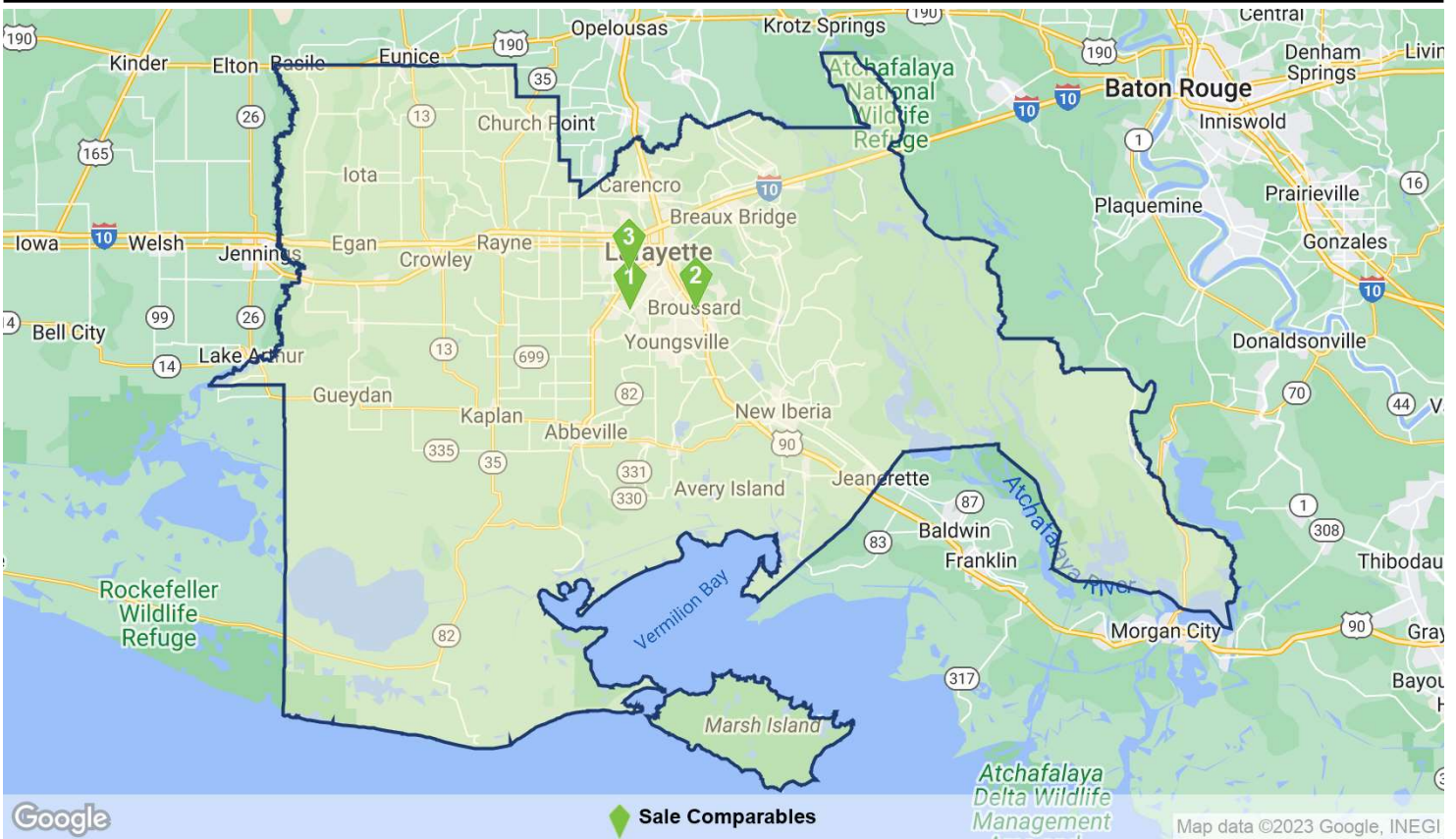
3

\$117

\$9.1

3.2%

### SALE COMPARABLE LOCATIONS



### SALE COMPARABLES SUMMARY STATISTICS

Sales Attributes	Low	Average	Median	High
Sale Price	\$1,540,000	\$9,095,000	\$9,095,000	\$16,650,000
Price/Unit	\$38,500	\$116,602	\$91,017	\$143,534
Cap Rate	-	-	-	-
Vacancy Rate At Sale	0%	3.2%	3.4%	7.5%
Time Since Sale in Months	0.9	2.4	2.3	3.9
Property Attributes	Low	Average	Median	High
Property Size in Units	40	72	60	116
Number of Floors	1	1	2	2
Average Unit SF	675	912	690	1,370
Year Built	1985	1996	1996	2008
Star Rating	★★★★★	★★★★★ 2.7	★★★★★	★★★★★

Lafayette is known as a regional distribution center and oil and gas hub, especially related to both offshore and onshore operations in and near Southern Louisiana. About 6.2% of all jobs in Lafayette are directly tied to oil exploration, versus the 1.8% state average. As of the latest July jobs report, employment levels are just 500 jobs shy of its pre-pandemic February 2020 levels. Oxford Economics anticipates Lafayette's economy will slow in the coming months and enter into a short recession, similar to the forecast for the U.S. as a whole.

The metro is a major economic hub for Louisiana, home to the University of Louisiana at Lafayette, the second-largest university in the state, with an enrollment of over

19,000. The university contributes more than \$271 million annually to the local economy by way of employment, construction, employee spending, and vendors.

It has also become a regional medical hub. The largest employers are the Lafayette Parish School System and Lafayette General Health, providing more than 4,000 jobs each. In 2017, Lafayette General Health expanded with the Ochsner Medical Center for Children. Healthcare organizations focused on research are attracted to Lafayette for its high-speed fiber optics network, which allows for quick and easy data transfer and communications and some of the fastest internet speeds in the country.

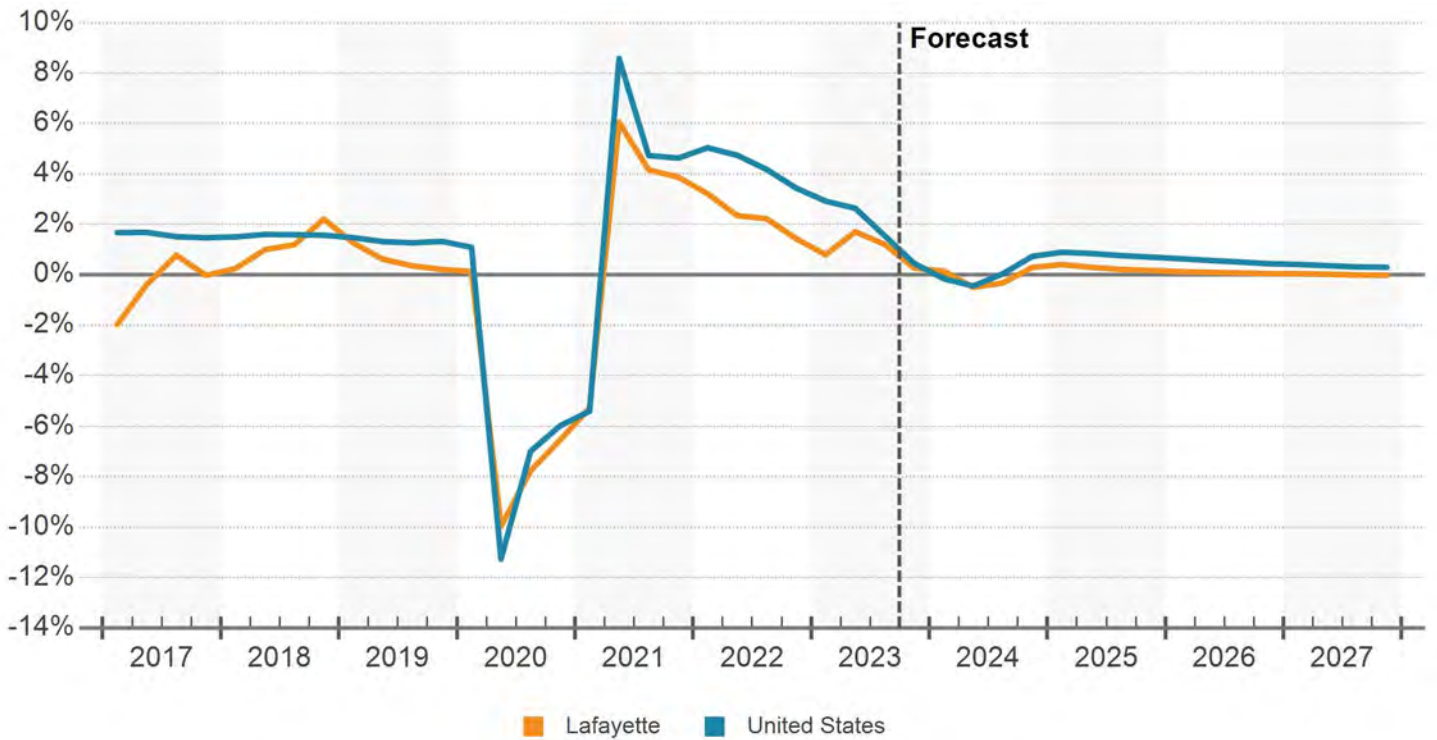
LAFAYETTE EMPLOYMENT BY INDUSTRY IN THOUSANDS

Industry	CURRENT JOBS		CURRENT GROWTH		10 YR HISTORICAL		5 YR FORECAST	
	Jobs	LQ	Market	US	Market	US	Market	US
Manufacturing	17	1.0	1.41%	0.23%	-1.80%	0.73%	0.57%	0.08%
Trade, Transportation and Utilities	41	1.1	-1.96%	0.26%	-0.65%	1.12%	-0.23%	0.12%
Retail Trade	25	1.2	-3.94%	0.16%	-0.52%	0.28%	0.06%	0.11%
Financial Activities	11	1.0	4.32%	0.41%	-0.87%	1.42%	-0.16%	0.14%
Government	26	0.9	2.60%	1.30%	0.29%	0.31%	0.39%	0.44%
Natural Resources, Mining and Construction	22	1.9	2.85%	1.62%	-4.64%	2.37%	-2.21%	0.24%
Education and Health Services	35	1.1	3.87%	2.63%	1.56%	1.77%	0.78%	0.70%
Professional and Business Services	21	0.7	-3.29%	1.13%	-1.10%	2.07%	0.22%	0.38%
Information	2	0.4	-1.44%	-1.58%	-4.77%	1.23%	-0.72%	0.30%
Leisure and Hospitality	22	1.0	2.03%	4.09%	0.48%	1.51%	0.17%	0.89%
Other Services	7	1.0	0.41%	1.76%	0.07%	0.61%	0.07%	0.30%
<b>Total Employment</b>	<b>203</b>	<b>1.0</b>	<b>1.09%</b>	<b>1.42%</b>	<b>-0.80%</b>	<b>1.31%</b>	<b>-0.01%</b>	<b>0.40%</b>

Source: Oxford Economics  
LQ = Location Quotient

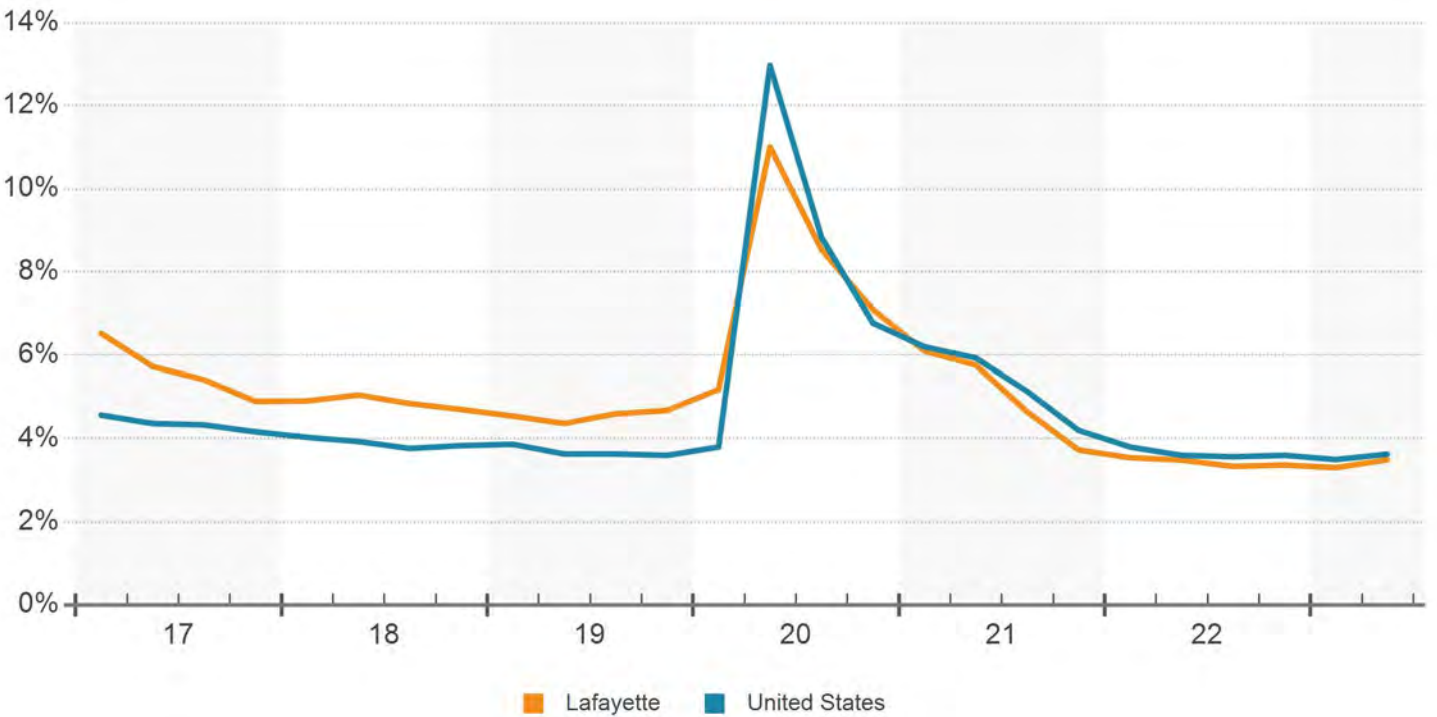
# Economy

## JOB GROWTH (YOY)



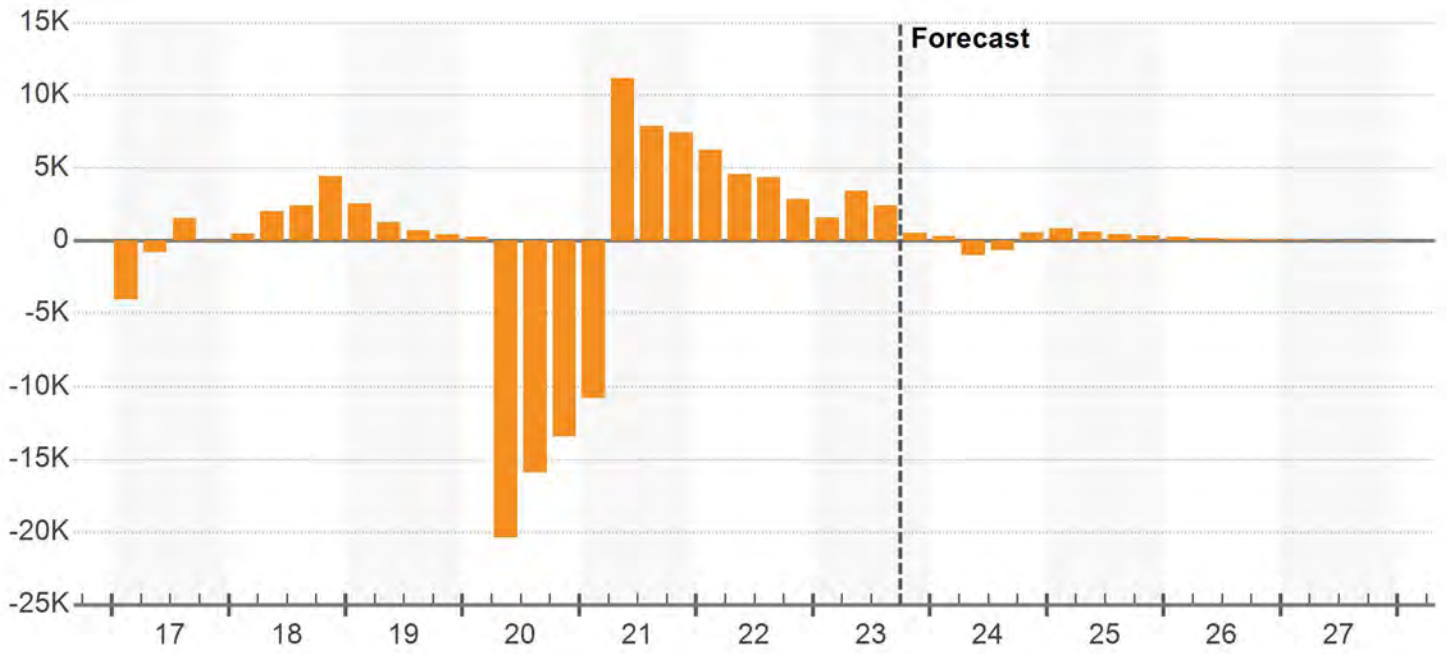
Source: Oxford Economics

## UNEMPLOYMENT RATE (%)

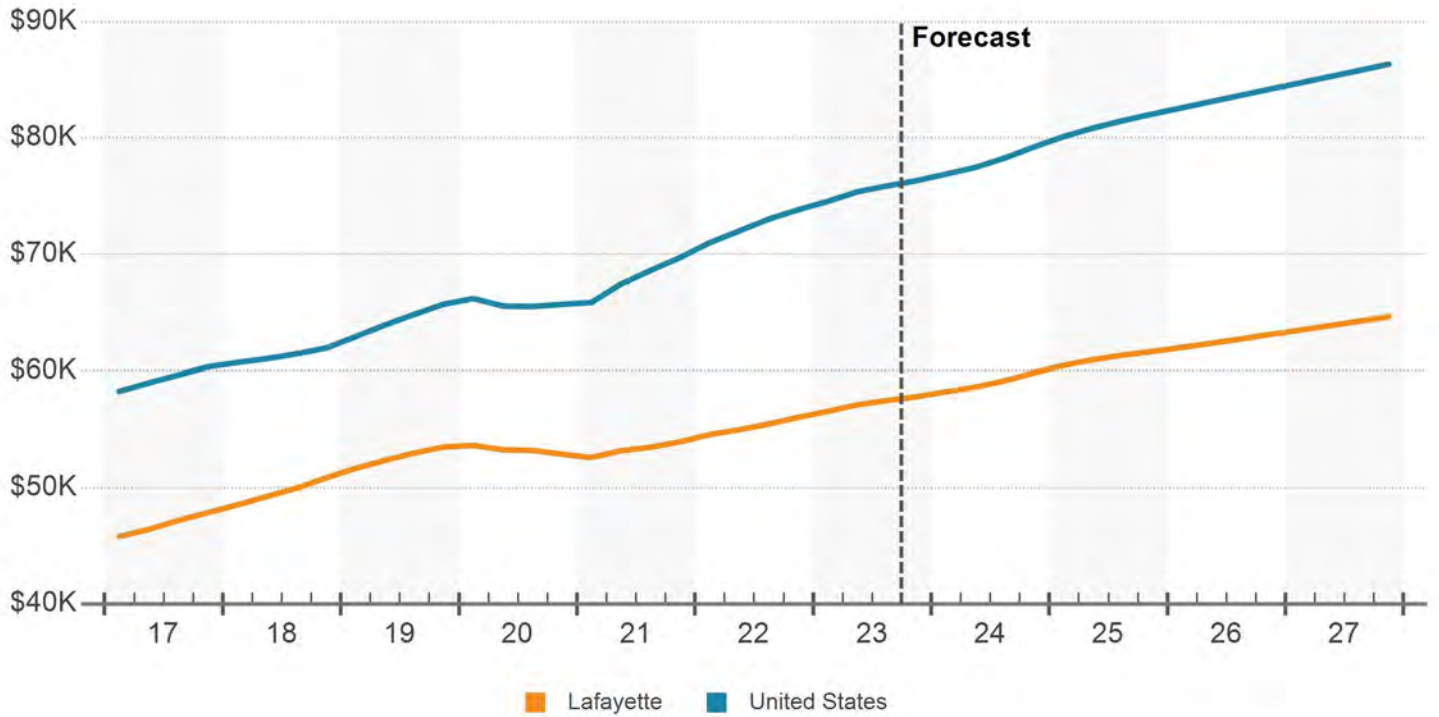


# Economy

NET EMPLOYMENT CHANGE (YOY)

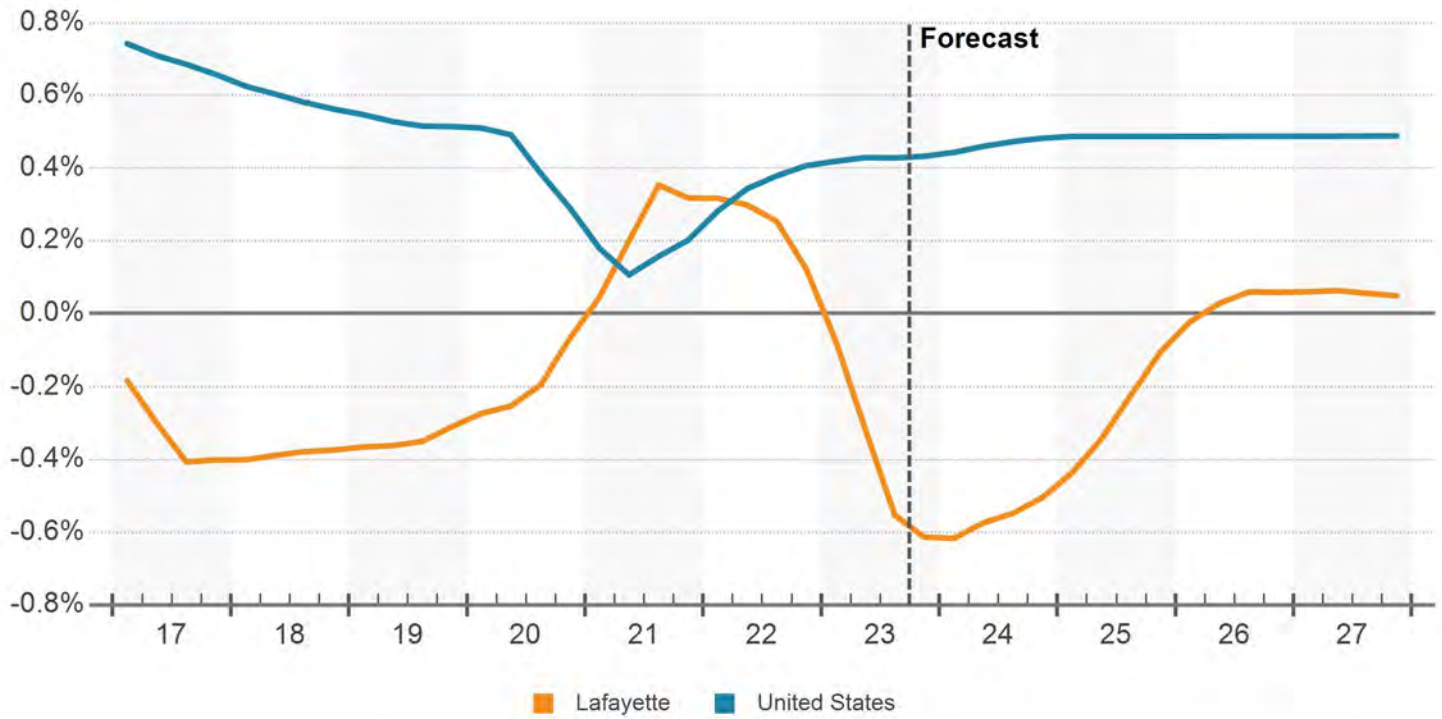


MEDIAN HOUSEHOLD INCOME

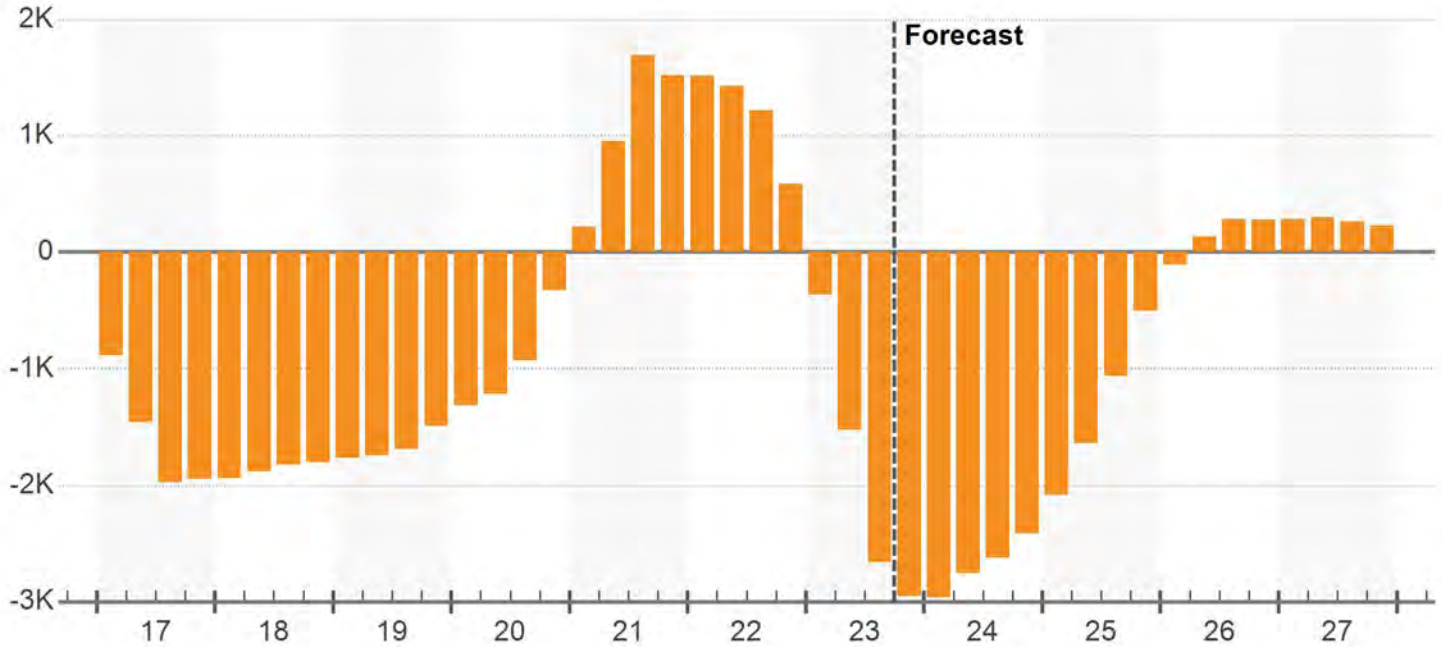


# Economy

POPULATION GROWTH (YOY %)



NET POPULATION CHANGE (YOY)



## DEMOGRAPHIC TRENDS

Demographic Category	Current Level		12 Month Change		10 Year Change		5 Year Forecast	
	Metro	US	Metro	US	Metro	US	Metro	US
Population	478,410	334,769,781	-0.6%	0.4%	0%	0.5%	-0.1%	0.5%
Households	189,365	130,014,398	-0.4%	0.6%	0.4%	0.9%	0%	0.6%
Median Household Income	\$57,514	\$75,917	3.6%	3.8%	1.8%	3.8%	2.8%	3.0%
Labor Force	216,332	165,941,484	1.2%	0.9%	-0.6%	0.6%	0.1%	0.4%
Unemployment	3.5%	3.6%	0.2%	0.1%	-0.2%	-0.4%	-	-

Source: Oxford Economics

### POPULATION GROWTH



### LABOR FORCE GROWTH



### INCOME GROWTH



Source: Oxford Economics



# Community Profile

Broussard Charter Academy

701 St Nazaire Rd, Broussard, Louisiana, 70518  
 Drive time: 5, 10, 15 minute radii

Prepared by Esri  
 Latitude: 30.13843  
 Longitude: -91.93480

	5 minutes	10 minutes	15 minutes
<b>Population Summary</b>			
2010 Total Population	3,697	23,421	90,362
2020 Total Population	4,032	29,178	100,274
2020 Group Quarters	0	140	2,197
2023 Total Population	4,051	29,965	103,627
2023 Group Quarters	0	140	2,204
2028 Total Population	4,112	30,707	106,456
2023-2028 Annual Rate	0.30%	0.49%	0.54%
2023 Total Daytime Population	7,038	43,718	148,859
Workers	5,081	28,816	97,976
Residents	1,957	14,902	50,883
<b>Household Summary</b>			
2010 Households	1,472	9,222	34,964
2010 Average Household Size	2.49	2.51	2.45
2020 Total Households	1,671	11,568	40,453
2020 Average Household Size	2.41	2.51	2.42
2023 Total Households	1,705	11,953	41,844
2023 Average Household Size	2.38	2.50	2.42
2028 Total Households	1,746	12,322	43,227
2028 Average Household Size	2.36	2.48	2.41
2023-2028 Annual Rate	0.48%	0.61%	0.65%
2010 Families	964	6,245	21,672
2010 Average Family Size	3.03	3.03	3.07
2023 Total Families	1,017	7,780	25,086
2023 Average Family Size	3.03	3.07	3.09
2028 Total Families	1,036	7,938	25,721
2028 Average Family Size	3.01	3.07	3.08
2023-2028 Annual Rate	0.37%	0.40%	0.50%
<b>Housing Unit Summary</b>			
2000 Housing Units	1,521	8,398	32,484
Owner Occupied Housing Units	69.0%	66.4%	59.2%
Renter Occupied Housing Units	23.6%	26.4%	32.4%
Vacant Housing Units	7.4%	7.2%	8.4%
2010 Housing Units	1,596	9,847	38,035
Owner Occupied Housing Units	62.0%	68.0%	58.7%
Renter Occupied Housing Units	30.1%	25.7%	33.3%
Vacant Housing Units	7.8%	6.3%	8.1%
2020 Housing Units	1,913	12,741	45,332
Vacant Housing Units	12.7%	9.2%	10.8%
2023 Housing Units	1,967	13,312	47,381
Owner Occupied Housing Units	63.8%	67.0%	58.6%
Renter Occupied Housing Units	22.9%	22.8%	29.7%
Vacant Housing Units	13.3%	10.2%	11.7%
2028 Housing Units	2,007	13,719	48,890
Owner Occupied Housing Units	64.8%	67.1%	59.1%
Renter Occupied Housing Units	22.2%	22.7%	29.3%
Vacant Housing Units	13.0%	10.2%	11.6%
<b>Median Household Income</b>			
2023	\$55,407	\$71,848	\$60,944
2028	\$59,989	\$81,027	\$68,284
<b>Median Home Value</b>			
2023	\$212,275	\$240,049	\$236,489
2028	\$263,450	\$279,498	\$278,222
<b>Per Capita Income</b>			
2023	\$32,230	\$40,560	\$37,921
2028	\$37,571	\$46,073	\$43,248
<b>Median Age</b>			
2010	34.4	34.1	33.4
2023	37.0	37.0	36.8
2028	38.2	38.1	37.9

**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.



Broussard Charter Academy  
**Community Profile**

701 St Nazaire Rd, Broussard, Louisiana, 70518  
 Drive time: 5, 10, 15 minute radii

Prepared by Esri  
 Latitude: 30.13843  
 Longitude: -91.93480

	5 minutes	10 minutes	15 minutes
<b>2010 Population by Age</b>			
Total	3,696	23,419	90,360
0 - 4	8.0%	8.0%	6.9%
5 - 9	7.5%	7.0%	6.4%
10 - 14	6.5%	6.8%	6.4%
15 - 24	13.6%	12.9%	17.1%
25 - 34	15.4%	16.8%	15.5%
35 - 44	12.7%	14.1%	12.9%
45 - 54	16.0%	15.0%	14.1%
55 - 64	11.1%	10.6%	10.4%
65 - 74	5.5%	5.2%	5.6%
75 - 84	2.9%	2.6%	3.3%
85 +	0.9%	0.9%	1.4%
18 +	74.4%	74.5%	76.5%
<b>2023 Population by Age</b>			
Total	4,052	29,964	103,628
0 - 4	7.1%	6.8%	6.2%
5 - 9	7.2%	7.1%	6.5%
10 - 14	7.4%	7.1%	6.5%
15 - 24	11.3%	11.4%	13.1%
25 - 34	13.7%	14.3%	15.0%
35 - 44	16.2%	15.7%	14.3%
45 - 54	11.7%	12.1%	11.7%
55 - 64	12.7%	12.2%	12.1%
65 - 74	8.8%	8.6%	9.0%
75 - 84	3.2%	3.6%	4.2%
85 +	0.8%	1.0%	1.5%
18 +	74.4%	75.3%	77.3%
<b>2028 Population by Age</b>			
Total	4,110	30,708	106,454
0 - 4	6.8%	6.6%	6.2%
5 - 9	7.3%	6.9%	6.3%
10 - 14	7.4%	7.1%	6.6%
15 - 24	11.8%	11.8%	13.0%
25 - 34	11.5%	12.7%	13.6%
35 - 44	15.9%	15.5%	14.8%
45 - 54	12.9%	12.8%	12.0%
55 - 64	11.0%	10.9%	10.9%
65 - 74	10.2%	9.7%	9.8%
75 - 84	4.2%	4.7%	5.2%
85 +	1.0%	1.3%	1.7%
18 +	74.5%	75.4%	77.4%
<b>2010 Population by Sex</b>			
Males	1,831	11,575	44,533
Females	1,866	11,846	45,829
<b>2023 Population by Sex</b>			
Males	2,014	14,792	51,432
Females	2,037	15,173	52,195
<b>2028 Population by Sex</b>			
Males	2,043	15,073	52,686
Females	2,069	15,634	53,770

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





# Detailed Age Profile

Broussard Charter Academy

701 St Nazaire Rd, Broussard, Louisiana, 70518  
 Drive time: 5 minute radius

Prepared by Esri  
 Latitude: 30.13843  
 Longitude: -91.93480

Summary	Census 2010	2023	2028	2023-2028 Change	2023-2028 Annual Rate
Population	3,697	4,051	4,112	61	0.30%
Households	1,472	1,705	1,746	41	0.48%
Average Household Size	2.49	2.38	2.36	-0.02	-0.17%

Total Population by Detailed Age	Census 2010		2023		2028	
	Number	Percent	Number	Percent	Number	Percent
Total	3,699	100.0%	4,051	100.0%	4,111	100.0%
<1	58	1.6%	59	1.5%	54	1.3%
1	60	1.6%	57	1.4%	56	1.4%
2	62	1.7%	57	1.4%	56	1.4%
3	61	1.6%	56	1.4%	55	1.3%
4	51	1.4%	56	1.4%	57	1.4%
5	52	1.4%	59	1.5%	58	1.4%
6	58	1.6%	58	1.4%	59	1.4%
7	57	1.5%	59	1.5%	60	1.5%
8	50	1.4%	59	1.5%	63	1.5%
9	62	1.7%	58	1.4%	61	1.5%
10	60	1.6%	60	1.5%	62	1.5%
11	50	1.4%	60	1.5%	64	1.6%
12	49	1.3%	62	1.5%	59	1.4%
13	38	1.0%	58	1.4%	61	1.5%
14	42	1.1%	58	1.4%	60	1.5%
15	42	1.1%	56	1.4%	56	1.4%
16	45	1.2%	52	1.3%	55	1.3%
17	51	1.4%	51	1.3%	55	1.3%
18	51	1.4%	50	1.2%	53	1.3%
19	43	1.2%	48	1.2%	49	1.2%
20 - 24	270	7.3%	200	4.9%	218	5.3%
25 - 29	307	8.3%	244	6.0%	218	5.3%
30 - 34	264	7.1%	313	7.7%	256	6.2%
35 - 39	237	6.4%	337	8.3%	325	7.9%
40 - 44	232	6.3%	321	7.9%	328	8.0%
45 - 49	295	8.0%	237	5.9%	306	7.4%
50 - 54	295	8.0%	237	5.9%	223	5.4%
55 - 59	244	6.6%	252	6.2%	223	5.4%
60 - 64	168	4.5%	261	6.4%	229	5.6%
65 - 69	118	3.2%	216	5.3%	234	5.7%
70 - 74	86	2.3%	140	3.5%	184	4.5%
75 - 79	67	1.8%	81	2.0%	112	2.7%
80 - 84	42	1.1%	48	1.2%	61	1.5%
85+	32	0.9%	31	0.8%	41	1.0%
<18	948	25.6%	1,036	25.6%	1,050	25.5%
18+	2,750	74.4%	3,016	74.5%	3,061	74.4%
21+	2,611	70.6%	2,874	70.9%	2,910	70.8%
Median Age	34.4		37.0		38.2	

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



# Detailed Age Profile

Broussard Charter Academy

701 St Nazaire Rd, Broussard, Louisiana, 70518  
 Drive time: 10 minute radius

Prepared by Esri  
 Latitude: 30.13843  
 Longitude: -91.93480

Summary	Census 2010	2023	2028	2023-2028 Change	2023-2028 Annual Rate
Population	23,421	29,965	30,707	742	0.49%
Households	9,222	11,953	12,322	369	0.61%
Average Household Size	2.51	2.50	2.48	-0.02	-0.16%

Total Population by Detailed Age	Census 2010		2023		2028	
	Number	Percent	Number	Percent	Number	Percent
Total	23,420	100.0%	29,964	100.0%	30,707	100.0%
<1	400	1.7%	403	1.3%	415	1.4%
1	375	1.6%	405	1.4%	413	1.3%
2	378	1.6%	400	1.3%	404	1.3%
3	384	1.6%	414	1.4%	413	1.3%
4	330	1.4%	404	1.3%	391	1.3%
5	324	1.4%	431	1.4%	416	1.4%
6	334	1.4%	424	1.4%	414	1.3%
7	348	1.5%	430	1.4%	422	1.4%
8	302	1.3%	430	1.4%	416	1.4%
9	325	1.4%	425	1.4%	436	1.4%
10	348	1.5%	434	1.4%	444	1.4%
11	324	1.4%	434	1.4%	448	1.5%
12	312	1.3%	441	1.5%	436	1.4%
13	292	1.2%	419	1.4%	438	1.4%
14	317	1.4%	412	1.4%	430	1.4%
15	272	1.2%	375	1.3%	408	1.3%
16	300	1.3%	364	1.2%	402	1.3%
17	306	1.3%	352	1.2%	401	1.3%
18	291	1.2%	336	1.1%	372	1.2%
19	242	1.0%	348	1.2%	368	1.2%
20 - 24	1,618	6.9%	1,655	5.5%	1,673	5.4%
25 - 29	2,020	8.6%	1,933	6.5%	1,847	6.0%
30 - 34	1,922	8.2%	2,344	7.8%	2,048	6.7%
35 - 39	1,651	7.0%	2,411	8.0%	2,396	7.8%
40 - 44	1,641	7.0%	2,295	7.7%	2,368	7.7%
45 - 49	1,733	7.4%	1,771	5.9%	2,192	7.1%
50 - 54	1,784	7.6%	1,844	6.2%	1,732	5.6%
55 - 59	1,435	6.1%	1,789	6.0%	1,706	5.6%
60 - 64	1,057	4.5%	1,873	6.3%	1,627	5.3%
65 - 69	699	3.0%	1,483	4.9%	1,698	5.5%
70 - 74	525	2.2%	1,093	3.6%	1,289	4.2%
75 - 79	345	1.5%	670	2.2%	898	2.9%
80 - 84	271	1.2%	414	1.4%	543	1.8%
85+	215	0.9%	308	1.0%	403	1.3%
<18	5,974	25.5%	7,397	24.7%	7,547	24.6%
18+	17,449	74.5%	22,569	75.3%	23,159	75.4%
21+	16,627	71.0%	21,557	71.9%	22,083	71.9%
Median Age	34.1		37.0		38.1	

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



# Detailed Age Profile

Broussard Charter Academy

701 St Nazaire Rd, Broussard, Louisiana, 70518  
 Drive time: 15 minute radius

Prepared by Esri  
 Latitude: 30.13843  
 Longitude: -91.93480

Summary	Census 2010	2023	2028	2023-2028 Change	2023-2028 Annual Rate
Population	90,362	103,627	106,456	2,829	0.54%
Households	34,964	41,844	43,227	1,383	0.65%
Average Household Size	2.45	2.42	2.41	-0.01	-0.08%

Total Population by Detailed Age	Census 2010		2023		2028	
	Number	Percent	Number	Percent	Number	Percent
Total	90,364	100.0%	103,627	100.0%	106,455	100.0%
<1	1,271	1.4%	1,260	1.2%	1,320	1.2%
1	1,251	1.4%	1,266	1.2%	1,307	1.2%
2	1,310	1.4%	1,300	1.3%	1,331	1.3%
3	1,239	1.4%	1,297	1.3%	1,314	1.2%
4	1,192	1.3%	1,286	1.2%	1,284	1.2%
5	1,173	1.3%	1,353	1.3%	1,337	1.3%
6	1,168	1.3%	1,341	1.3%	1,323	1.2%
7	1,159	1.3%	1,351	1.3%	1,334	1.3%
8	1,147	1.3%	1,348	1.3%	1,323	1.2%
9	1,139	1.3%	1,353	1.3%	1,362	1.3%
10	1,213	1.3%	1,379	1.3%	1,418	1.3%
11	1,166	1.3%	1,373	1.3%	1,421	1.3%
12	1,137	1.3%	1,383	1.3%	1,392	1.3%
13	1,077	1.2%	1,319	1.3%	1,377	1.3%
14	1,148	1.3%	1,309	1.3%	1,365	1.3%
15	1,083	1.2%	1,228	1.2%	1,301	1.2%
16	1,151	1.3%	1,188	1.1%	1,274	1.2%
17	1,187	1.3%	1,173	1.1%	1,265	1.2%
18	1,620	1.8%	1,246	1.2%	1,334	1.3%
19	1,834	2.0%	1,385	1.3%	1,424	1.3%
20 - 24	8,559	9.5%	7,309	7.1%	7,225	6.8%
25 - 29	7,442	8.2%	7,393	7.1%	7,220	6.8%
30 - 34	6,590	7.3%	8,170	7.9%	7,300	6.9%
35 - 39	5,762	6.4%	7,750	7.5%	8,132	7.6%
40 - 44	5,862	6.5%	7,110	6.9%	7,607	7.1%
45 - 49	6,311	7.0%	5,939	5.7%	6,938	6.5%
50 - 54	6,450	7.1%	6,161	5.9%	5,809	5.5%
55 - 59	5,316	5.9%	6,230	6.0%	5,867	5.5%
60 - 64	4,108	4.5%	6,275	6.1%	5,706	5.4%
65 - 69	2,863	3.2%	5,256	5.1%	5,768	5.4%
70 - 74	2,196	2.4%	4,058	3.9%	4,666	4.4%
75 - 79	1,720	1.9%	2,631	2.5%	3,415	3.2%
80 - 84	1,300	1.4%	1,684	1.6%	2,140	2.0%
85+	1,220	1.4%	1,523	1.5%	1,856	1.7%
<18	21,210	23.5%	23,508	22.7%	24,048	22.6%
18+	69,151	76.5%	80,119	77.3%	82,407	77.4%
21+	63,794	70.6%	75,903	73.2%	78,051	73.3%
Median Age	33.4		36.8		37.9	

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

# 2023-2024 Louisiana & BOD Daily Enrollment Detailed Report

Broussard Center Academy

School Code	Programmatic Cap.	Grade Level	Enrollment Target	Returning Students (R..)	New Students	Total Enrolled	Over/Under Enrolled	Not Synced	Registration Complete	Accepted*	Offered	Adjusted Available	Waitlist
ACAD	1,720	Total	1,720	717 (96%)	1,069	1,790	+70	0	2	4	16	+92	721
		K	287	(0%)	300	300	+13	0	0	0	0	+13	150
		1	287	144 (97%)	156	300	+13	0	0	0	2	+15	143
		2	286	144 (96%)	156	300	+14	0	1	0	1	+16	136
		3	287	141 (93%)	157	298	+11	0	0	2	4	+17	141
		4	287	144 (96%)	149	295	+8	0	0	1	4	+13	66
		5	286	144 (95%)	151	297	+11	0	1	1	5	+18	85
ACADHS	1,050	Total	1,050	942 (91%)	154	1,096	+46	3	0	1	0	+47	748
		6	150	143 (97%)	34	177	+27	0	0	0	0	+27	322
		7	180	168 (93%)	10	178	-2	0	0	0	0	-2	213
		8	175	165 (94%)	11	176	+1	0	0	0	0	+1	207
		9	175	142 (81%)	61	203	+28	0	0	1	0	+29	3
		10	150	131 (90%)	28	159	+9	3	0	0	0	+9	2
		11	120	106 (88%)	7	113	-7	0	0	0	0	-7	1
		12	100	87 (98%)	3	90	-10	0	0	0	0	-10	0
LFAFA	860	Total	860	664 (91%)	310	978	+118	0	0	0	0	+118	405
		K	125	(0%)	139	139	+14	0	0	0	0	+14	36
		1	120	105 (94%)	33	138	+18	0	0	0	0	+18	29
		2	125	128 (98%)	19	147	+22	0	0	0	0	+22	103
		3	120	102 (89%)	36	139	+19	0	0	0	0	+19	28
		4	120	110 (88%)	29	140	+20	0	0	0	0	+20	50
		5	125	108 (87%)	26	135	+10	0	0	0	0	+10	50
		6	125	111 (90%)	28	140	+15	0	0	0	0	+15	109
LFAFHS	850	Total	625	491 (89%)	203	696	+71	0	0	0	0	+71	112
		7	150	119 (95%)	55	174	+24	0	0	0	0	+24	49
		8	130	115 (90%)	48	164	+34	0	0	0	0	+34	34
		9	135	98 (84%)	62	160	+25	0	0	0	0	+25	11
		10	115	79 (81%)	26	105	-10	0	0	0	0	-10	2
		11	72	56 (86%)	9	65	-7	0	0	0	0	-7	11
		12	23	24 (109%)	3	28	+5	0	0	0	0	+5	5

**Disclaimer: This is not a live connection. The cut off time for Sync to be replicated the next day is 6 PM EST.**

Returning Students Rate: Returning Students / Eligible to Return | Total Enrolled: Returning Students + New Students (Registration Verified) | Over/Under Enroll: Total Enrolled - Enrollment Target | Accepted\*: Accepted + Registration In Progress | Adjusted Available: (Total Enrolled + Offered + Accepted\* + Registration Complete + Not Synced) - Enrollment Target | Waitlist reflects the applicant's first choice only

Submitted to LDOE 4.19.24

## Appendix 2

### Sample Weekly Schedules:

- 1<sup>st</sup> Grade
- 5<sup>th</sup> Grade
- 8<sup>th</sup> Grade

## Sample Student Weekly Schedules

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

- First Grade Sample Schedule
- Fifth Grade Sample Schedule
- Eighth Grade Sample Schedule

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

Electives:	8:00 – 8:40	Students will participate in the following Elective options: PE, Music, Foreign Language, Technology, Art, or Theatre
ELA	8:40 – 9:30	Students will engage in ELA instruction using a Tier 1 approved curriculum.
Academic Enrichment/RTI:	9:30 – 10:00	Tier 2 & Tier 3 students will receive interventions in their identified areas for improvement. Tier 1 students will participate in enrichment activities that align with their grade level standards.
ELA continued	10:00 – 10:45	Students 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	Students will engage in ELA instruction using a Tier 1 approved curriculum.
Social Living	12:15 – 1:00	Students will engage in Social Living instruction using a Tier 1 approved curriculum.
Math:	1:00 - 2:30	Students will engage in Math instruction using a Tier 1 approved curriculum.
Small Group Rotations  “Success Block”	2:30 – 3:00	Students will participate in the following small group station rotations: Writing Center, Math Fact Fluency, Reading Center, Teacher-led Instructional Focus Group

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

BLOCK 1:	8:00 – 10:40	Students will engage in ELA & Social Studies Instruction using a Tier 1 approved Curriculum.  ELA – 100 minutes Social Studies – 60 minutes
Electives:	10:40 – 11:20	Students will participate in the following Elective options: PE, Music, Foreign Language, Technology, Art, or Theatre
BLOCK 2:	11:20 – 11:45	Students will engage in Math & Science Instruction using a Tier 1 approved Curriculum.  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	Students will engage in Math & Science Instruction using a Tier 1 approved Curriculum.  Math – 90 minutes Science – 55 minutes
Academic Enrichment/RTI: "Success Block"	2:30 – 3:00	Tier 2 & Tier 3 students will receive interventions in their identified areas for improvement. Tier 1 students will participate in enrichment activities that align with their grade level standards.

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

Block 1: ELA	8:00 – 9:15	Students will engage in ELA instruction using a Tier 1 approved curriculum.
Block 2: Math	9:17 – 10:32	Students will engage in Math instruction using a Tier 1 approved curriculum.
Block 3: Science	10:34 – 11:49	Students will engage in Science instruction using a Tier 1 approved curriculum.
LUNCH	11:51 – 12:21	-
Academic Enrichment/RTI “Success Block”	12:23 – 12:53	Tier 2 & Tier 3 students will receive interventions in their identified areas for improvement. Tier 1 students will participate in enrichment activities that align with their grade level standards.  *Edgenuity Course Recovery begins Semester 2 for middle school students that do not earn the required number of credit hours in Semester 1.
Block 4: Social Studies	12:55 – 2:10	Students will engage in Social Studies instruction using a Tier 1 approved curriculum.
Electives:	2:12 – 3:00	Students will participate in the following Elective options: PE, Music, Foreign Language, Technology, Art, or Theatre



## Appendix 3

### Sample English Learner Weekly Schedule:

#### **Student Profile**

- 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 student 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 Student Weekly Schedule

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

Subject	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Electives/Specials Rotations	8:00-8:40	Students will participate in the following Elective options: <ul style="list-style-type: none"> <li>• PE (M)</li> <li>• Music (T)</li> <li>• Foreign Language/Spanish (W)</li> <li>• Technology (Th)</li> <li>• Art or Theatre (F)</li> </ul>				
ELA	8:40-9:30	Students 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 students will receive interventions in their identified areas for improvement. Tier 1 students 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	Students 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	Students will engage in ELA instruction using a Tier 1 approved curriculum.				
Social Studies	12:15-1:00	Students will engage in Social Studies instruction using a Tier 1 approved curriculum.  EL Instruction emphasizes key vocabulary using: <ul style="list-style-type: none"> <li>• introduce, write, repeat, and highlight strategy</li> <li>• using modeling, visuals, hands-on activities, and demonstrations as needed</li> </ul>				
Math	1:00-2:30	Students will engage in Math instruction using a Tier 1 approved curriculum.  EL emphasizes: <ul style="list-style-type: none"> <li>• Hands-on materials and/or manipulatives for practice with new content</li> </ul>				
Small Group Rotations  "Success Block"	2:30-3:00	Students will participate in the following small group station rotations: Writing Center, Math Fact Fluency, Reading Center, Teacher-led Instructional Focus Group  EL student participates in enrichment or grade level remediation based on focus (Math) and EL's benchmark assessment data (for this sample, the student scored in the enrichment group).				

## Appendix 4

### Sample Student with Exceptionalities Weekly Schedule:

#### Student Profile

- a. **Grade level of the student:** Third grade
- b. **Student's primary exceptionality:** The student 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 student'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 student 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 student 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 student 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 student's IEP does not specify accommodations for one-on-one or individual instruction. In addition, the student will spend the majority of the school day in the general education setting with nondisabled grade-level peers.

Sample Student with Exceptionalities Weekly Schedule

**Third grade student schedule:** The following is a weekly, Monday-Friday, sample schedule for a third grade student with an exceptionality. Actual schedules differ depending on student specific IEP goals, supports, and accommodations.

Subject	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Electives/Specials Rotations	8:00-8:40	Students will participate in the following Elective options: <ul style="list-style-type: none"> <li>• PE (M)</li> <li>• Music (T)</li> <li>• Foreign Language/Spanish (W)</li> <li>• Technology (Th)</li> <li>• Art or Theatre (F)</li> </ul>				
ELA	8:40-9:30	Students will engage in ELA instruction using a Tier 1 approved curriculum.  <b>*Pull-out special education setting with a SPED teacher 3x weekly for 50 minutes (phonics and decoding-multisyllabic words).</b>				
Academic Enrichment/RTI	9:30-10:00	Tier 2 & Tier 3 students will receive interventions in their identified areas for improvement. Tier 1 students will participate in enrichment activities that align with their grade level standards.  <b>*Inclusion setting with a SPED teacher 2x weekly for 30 minutes (comprehension-main idea and details).</b>				
ELA (continued)	10:00-10:45	Students will engage in ELA instruction using a Tier 1 approved curriculum (cont.).  <b>*Teacher scaffolds comprehension lesson one-on-one or small group.</b>				
Lunch	10:45-11:15	M-F				
Guided P.E.	11:15-11:45	*Recess M-F				
ELA (continued)	11:45-12:15	Students will engage in ELA instruction using a Tier 1 approved curriculum.				
Social Studies/Science	12:15-1:00	Students will engage in Social Studies instruction using a Tier 1 approved curriculum.  <b>*Instructional support provided by SPED aide 2x week.</b>				
Math	1:00-2:30	Students will engage in Math instruction using a Tier 1 approved curriculum.				
Small Group Rotations "Success Block"	2:30-3:00	Students 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

### **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 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 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.acadianacharter.org](http://www.acadianacharter.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.	Multiple interventions/consequences may be used depending on individual student needs. This is not meant to be an exhaustive list. Assign
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.	consequences appropriate for the type and number of infractions. <b>1<sup>st</sup> Offense:</b> (*Note: Intervention/Consequence may be repeated at the discretion of the administration.)
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 extracurricular activities in which the school is being represented.	- <i>Reteach the behavioral expectation</i> - <i>Provide a reflective activity (behavior reflection sheet)</i> - <i>Letter of warning (Minor Infraction Form)</i>
Gambling	Wagering money or property	
Improper Dress/Dress Code Violation	Out-of-dress code <b>***See Dress Code Violations Policy</b>	- <i>Parent Contact</i> - <i>Teacher assigned consequence</i>
Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception	<b>Subsequent Offense(s):</b> - <i>Student conference</i> - <i>Loss of privilege</i> - <i>Seat change</i> - <i>Referral to school counselor</i> - <i>Short term removal from classroom setting</i> - <i>Lunch/recess detention</i> - <i>After school detention</i> - <i>Parent Contact</i>
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.	<b>Upon 4<sup>th</sup> Offense (Minor Infraction Referral):</b> - <i>Mandatory referral to an administrator to make an assessment and determine appropriate intervention. The student's teacher will also present documented</i>

		<p><i>disciplinary interventions to the school administrator.</i></p> <p><b>Note:</b> 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><b>Offense:</b> (*Note: Consequence may be repeated at the discretion of the administration.)</p> <p>Level 1 consequences may be assigned as well.)</p>
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.	<ul style="list-style-type: none"> <li>- Parent Contact</li> <li>- Tab Out/ Focus Area</li> <li>- Student conference</li> <li>- Loss of privilege</li> <li>- Seat change</li> <li>- Referral to school counselor</li> </ul>
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.	<ul style="list-style-type: none"> <li>- Short term removal from classroom setting</li> <li>- After school detention</li> <li>- Saturday Detention</li> </ul> <p><b>Subsequent Offense:</b> Administration to determine appropriate disciplinary intervention/consequence:</p>
Forgery	To use, make, or reproduce another's signature	<ul style="list-style-type: none"> <li>- Parent Contact</li> <li>- Reflective activity</li> </ul>
Possession/sharing of obscene/pornographic material	Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)	<ul style="list-style-type: none"> <li>- Removal from classroom setting</li> <li>- Detention (lunch, after school, Saturday</li> <li>- Out of School Suspension</li> <li>(Administration to determine</li> </ul>

		<p><i>using Behavior/Consequence Referral Progression Chart)</i>  <i>Conduct parent conference upon return from suspension.</i></p>
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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.

<b>Infraction</b>	<b>Definition of Infraction</b>	<b>Consequences</b>
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.	<p><b>1<sup>st</sup> Step:</b> (*Note: Step 1 may be repeated at the discretion of the administration.) Level 1 and 2 consequences may be assigned as well.</p> <ul style="list-style-type: none"> <li>- Parent Contact</li> <li>- 1-2 Day out of School Suspension.</li> </ul> <p><i>Conduct parent conference upon return from suspension</i></p>
Using profane or obscene language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling used to another.	<p><b>2<sup>nd</sup> Step:</b></p> <ul style="list-style-type: none"> <li>- Parent Contact</li> <li>- 3 Day Out of School Suspension</li> </ul> <p><i>Conduct parent conference upon return from suspension</i></p>
Is guilty of immoral or vicious practices	Isolated incident that is an unwelcome act or comment that is hurtful, degrading, 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.	<p><b>3<sup>rd</sup> Step:</b></p> <ul style="list-style-type: none"> <li>- Parent Contact</li> <li>- 4 Day Out of School Suspension/ Recommendation expulsion</li> </ul> <p><i>Conduct parent conference upon return from suspension</i></p>
Is guilty of conduct or habit injurious to his associates	Any intentional but not malicious act that causes injury, damage or pain to another.	<p><b>4<sup>th</sup> Step:</b></p> <ul style="list-style-type: none"> <li>- Parent Contact</li> <li>- 5 Day Out of School Suspension/Recommendation expulsion</li> </ul> <p><i>Conduct parent conference upon return from suspension.</i></p>
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 above 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.	<b>Consequences:</b>  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 on 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 4<sup>th</sup> 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 SUPPORTS:**

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](http://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 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**

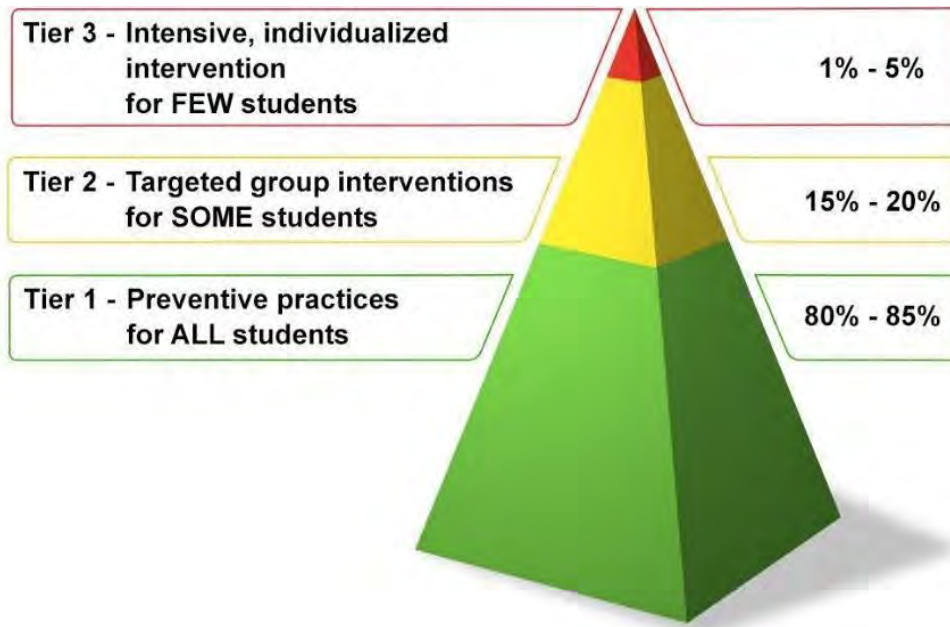
**PBIS (Positive Behavioral Interventions and Supports) Behavior Expectations**

**ARCA *Eagles* SOAR!**

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

# 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**

**1<sup>st</sup> time: 2 weeks / 2<sup>nd</sup> time: 3 weeks / 3<sup>rd</sup> 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**

**1<sup>st</sup> time: 2 weeks / 2<sup>nd</sup> time: 3 weeks / 3<sup>rd</sup> 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**

<b>Level 1 Infractions</b>	
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	
<b>Level 2 Infractions</b>	
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	
<b>Level 3 Infractions</b>	
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	
<b>Level 4 Infractions</b>	
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**

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

## 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

- 1<sup>st</sup> offense: another SOAR Intervention
- 2<sup>nd</sup> / 3<sup>rd</sup> offenses: 1 day of Lunch Intervention
- 4<sup>th</sup> / 5<sup>th</sup> offenses: 5 days of Lunch Intervention
- 6<sup>th</sup> + 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*

- 1<sup>st</sup> / offense: another LUNCH Intervention
- 2<sup>nd</sup> / 3<sup>rd</sup> offenses: 2 days of Lunch Intervention
- 4<sup>th</sup> / 5<sup>th</sup> offenses: 1 day of In-School Suspension
- 6<sup>th</sup> + 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"> <li>● Students use eHall pass.</li> <li>● 1-3 minute trip</li> <li>● Do your business and leave.</li> <li>● Wash hands.</li> <li>● 2 squirts of soap.</li> <li>● Honor other's personal space.</li> <li>● Students clean up their area.</li> </ul>	<ul style="list-style-type: none"> <li>● Students using appropriate voice level.</li> <li>● Flush the toilet.</li> <li>● 8 seconds under the dryer.</li> </ul>

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 2<sup>nd</sup> 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 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.

Broussard Charter 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:

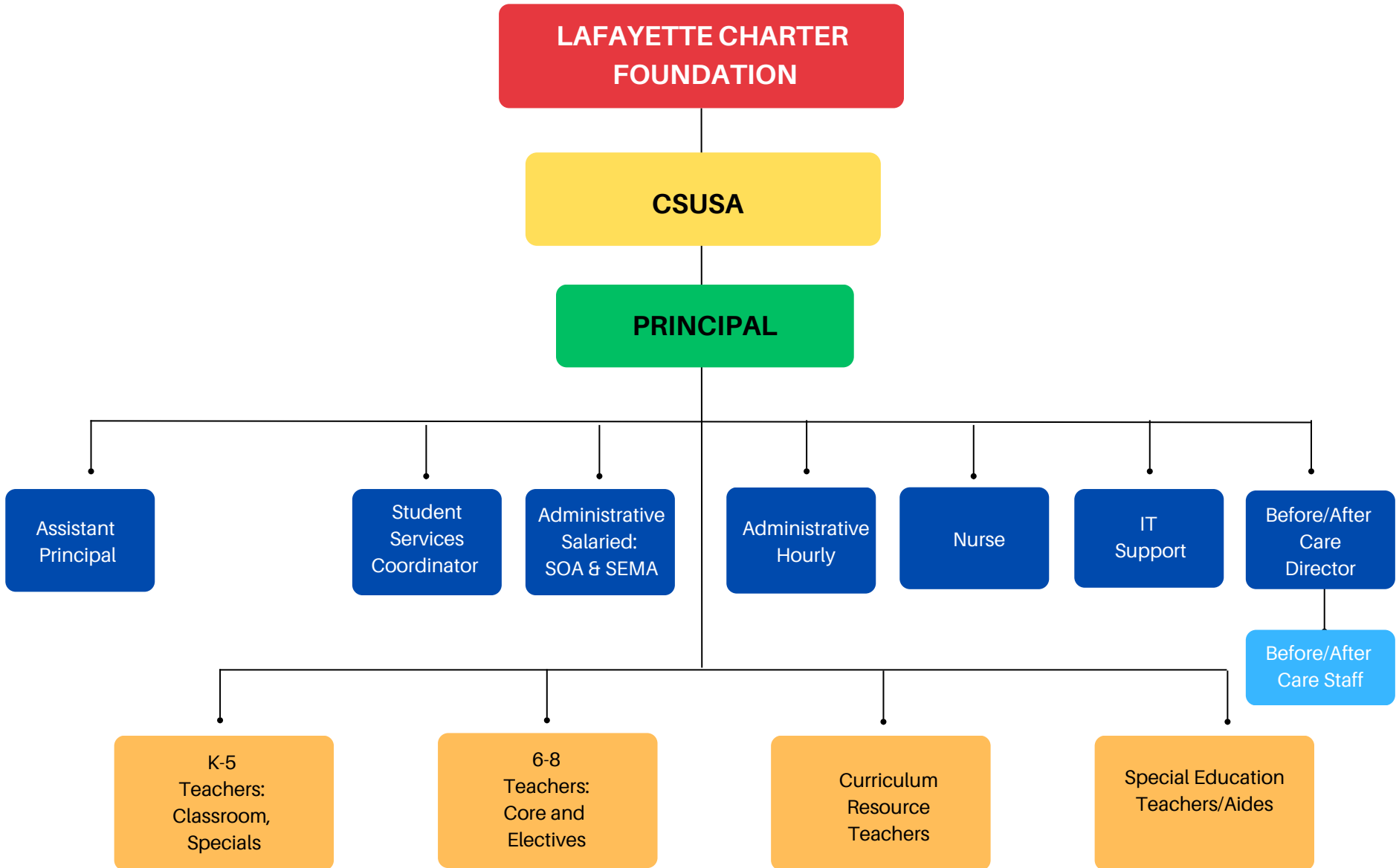
**If a student or his/her parents feel they have a grievance or complaint, they should do the following:**

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 Lafayette Charter Foundation Board of Directors. Please call the school for contact information.
7. All inquiries should be addressed within 24 hours.

## Appendix 7

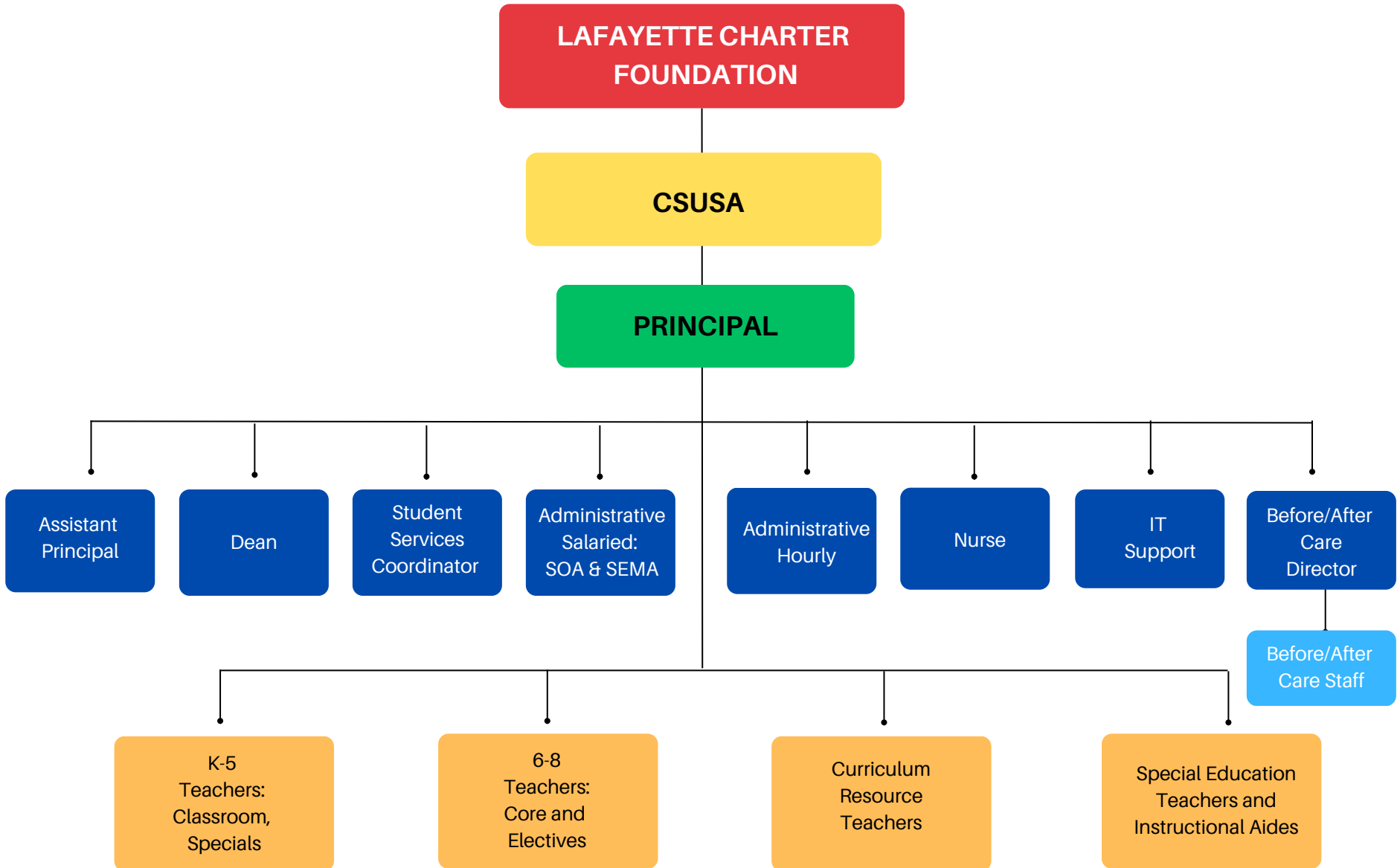
Organizational Charts:  
Authorizer-Governing Board-CSUSA-School Years 1 and 5  
CSUSA Louisiana

# ORGANIZATIONAL CHART: YEAR 1 BROUSSARD CHARTER ACADEMY

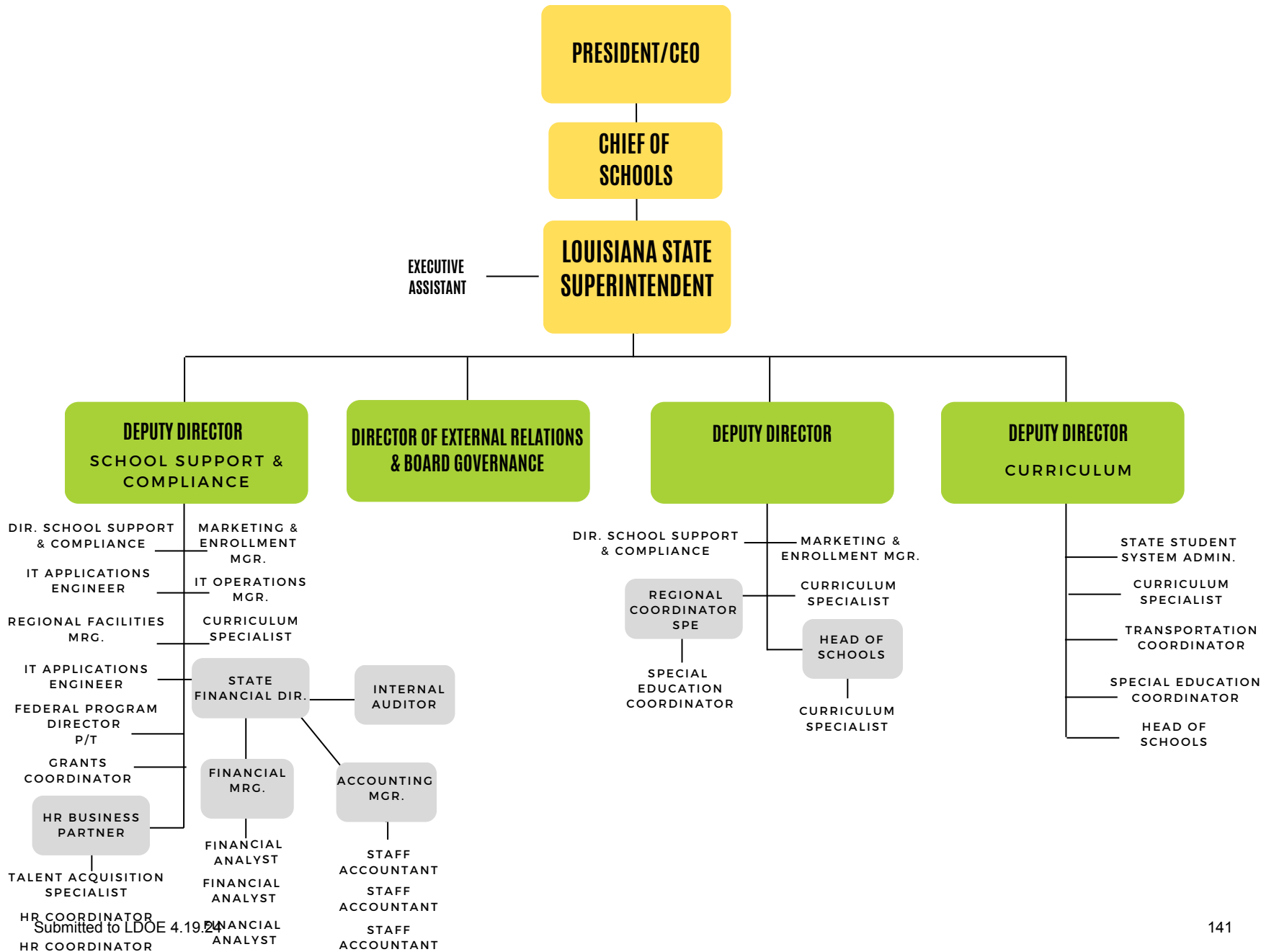


# ORGANIZATIONAL CHART: YEAR 5

## BROUSSARD CHARTER 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

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6002 Jonathan Alaric Avenue, Gonzales, LA 70737 | h:225.257.4144 c:225.445.7753 | lonnie.luce@cox.net

## 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 2<sup>nd</sup>-12<sup>th</sup> 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

**199<sup>th</sup> Leadership Regiment, Pineville, LA**  
Commander

April 2012 – April 2016

**225<sup>th</sup> Engineer Brigade, Pineville, LA**  
Brigade Executive Officer

September 2011 – March 2012

**528<sup>th</sup> Engineer Battalion, Monroe, LA**

Battalion Commander

April 2008 - September 2011

**108<sup>th</sup> Division (Institutional Training), Charlotte, NC**

Division Engineer; 1<sup>st</sup> Brigade XO; Brigade S1

July 2004 - Jan 2008

**769<sup>th</sup> 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***

***8504 Westwood Dr • Abbeville, LA 70510 • gtheriot@charterschoolsusa.com • 337.652.4956***

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## ***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

- 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 6<sup>th</sup>-8<sup>th</sup> 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

- 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:

Chairman/President: Dr. Mary Riggs Cook

Vice Chairman/Vice President: Erica Williams

Treasurer: Karen Miller Lewis

Secretary: Jared Labue

Trustee: Dr. Nancy Gomez

Trustee: Nick Pugh

Trustee: Mr. Murugan Ambalakannu

Trustee: Kim Vavasseur

Objectives: To share my supervisory skills, leadership skills, administrative skills, teaching skills, and knowledge with others to enhance their quality of life.

## EDUCATION

Nova Southeastern University  
Fort Lauderdale, Florida  
**Doctor of Education, June 2005**  
Education Leadership

Southern University School of Social Work  
New Orleans, Louisiana  
**Master of Social Work May 1998**

Southern University  
Baton Rouge, Louisiana  
**Master of Education in Social Studies and Plus 30, 1990**

University of Southwestern Louisiana  
Lafayette, Louisiana  
**Notary Public Lifetime Commission 1974**

University of Southwestern Louisiana  
Lafayette, Louisiana  
**Bachelor of Arts in Social Studies Education, 1974**

## PROFESSIONAL EXPERIENCE

2015-CURRENT FOUNDER OF LAFAYETTE CHARTER FOUNDATION

LAFAYETTE, LOUISIANA

**BOARD PRESIDENT**

2009- 2019 Lafayette Parish Sheriff's Office  
Lafayette, Louisiana

**Transitional Coordinator**

Responsible for developing education program, Teaching employment Skills,  
Networking with Community Business, Linking clients with needed community Resources

2008- Currently Sole Proprietor of LO'S BOUTIQUE

Northgate Mall Ste. E7  
Lafayette, Louisiana

**Owner**

2005- 2008 Carencro Middle School  
Carencro, Louisiana

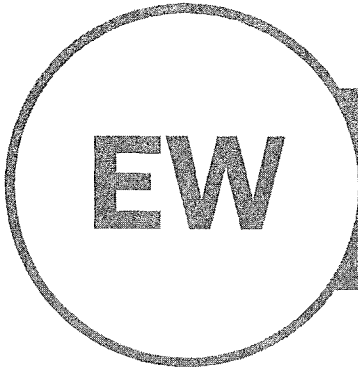
**Principal**

Responsible for developing, planning, supervising and implement social and educational programs  
for middles school students

2001 to 2005 Acadiana High School  
Lafayette, Louisiana

**Assistant Principal**

Responsible for assisting the principal with the planning, implementing and supervising  
educational and disciplinary programs for students, staff and faculty.



## ERICA L. WILLIAMS, M.P.A., A.B.D

217 PIAVE STREET, LAFAYETTE, LA 70501 | CELL: 404-201-3867  
ERICAWILLIAMS30@HOTMAIL.COM

### OBJECTIVE

Highly motivated college instructor seeking employment as an Adjunct Instructor at Baton Rouge Community College.

### SKILLS

Curriculum Development  
Motivational Speaker  
Ability to motivate students on the path to success  
Trained in Conflict Resolution Proven Program  
Development Skills  
Microsoft Office 365 Suite- Proficient  
Post-Secondary Instructor

### EXPERIENCE

#### COLLEGE OF FIRST YEAR EXPERIENCE INSTRUCTOR • UNIVERSITY OF LOUISIANA AT LAFAYETTE • 08/2019 – PRESENT

Developed, implemented and taught theme-based courses to incoming freshmen students with an overall goal to improve retention and college success. Designed the unique curriculum based upon industry needs and student desired outcomes.

#### CHIEF EXECUTIVE OFFICER/FOUNDER • A NEW VISION LEADERSHIP FOUNDATION OF ACADIANA • 07/2015 – PRESENT

Created, developed and implemented a youth leadership foundation in response to a dire need in an at-risk community to address educational deficiencies, lack of opportunity and high dropout rates amongst minority children. Successfully mentor 80+ youth on a weekly basis, achieved a 100% graduation rate amongst our membership and assisted in placing 100% of our youth in post-high school educational programs.

#### CRIMINAL JUSTICE INSTRUCTOR • REMINGTON COLLEGE • 07/2011 – 07/2019

Delivered a Criminal Justice curriculum via on-campus and online using the Canvas platform. Skilled at instructing students in courses ranging from Introduction to Criminal Justice to Criminal Law and the Constitution. Certified to teach electives such as Career Development and Microsoft Office Suites.



EMAIL



TWITTER HANDLE



TELEPHONE



LINKEDIN URL



## **Karen G. Miller-Lewis, CPA**

315 Petite Road, Maurice, LA 70555, (337) 207-9680

[kgmcpa@yahoo.com](mailto:kgmcpa@yahoo.com)

### **Summary**

I am a Certified Public Accountant with 19 years of experience in accounting. I've worked in the areas of both public accounting and industry. I serve on the board of directors for several nonprofit organization in the position of Treasurer.

### **Experience**

#### Youth Development Professional

May-August 1997-1999-Iberia Boys and Girls Club, New Iberia, LA

-Social Recreation and P.E. Instructor

#### FT Staff Accountant

2001-2009-Eugene E. Chiarulli, Jr., CPA, Lafayette, LA

-Responsibilities included client write-ups, preparation of sales tax returns, preparation of quarterly payroll reports.

#### PT Staff Accountant

2006-2014-Associated Design Group, Inc, Lafayette, LA

-Responsibilities included: general ledger maintenance, payroll preparation, quarterly payroll reports, productivity reports, bank reconciliations, financial statements, year-end closing, 401k reporting and compliance.

#### Sole Proprietor

2009-Present-Karen G. Miller, CPA, LLC, Lafayette, LA

-Services provided: Client write-ups, bookkeeping, payroll, preparation of quarterly payroll reports, business and individual income tax preparation, consulting.

#### Senior Accountant

2014-Present-Dupre Logistics, LLC, Lafayette, LA

-Responsibilities include: Corporate payroll, joint venture accounting, asset sales, quarterly payroll reports, 401k reporting, monthly close assistance.

### **Education**

University of Louisiana-Lafayette, 1996-2000

B.S. in Business Administration, Accounting major

Honors graduate, Named to the National Dean's List

### **Professional Memberships**

American Institute of Certified Public Accountants

The Society of Louisiana CPAs

# JARED V. LABUE

## PROFILE

Accomplished Financial Advisor and Trust Manager with fourteen years of comprehensive investment experience. Highly skilled at developing new business and deepening relationships by offering financial strategies and investments designed to meet client's long term needs. Adept at setting growth objectives and managing others to achieve those goals.

## EXPERIENCE

### VICE PRESIDENT & SENIOR PORTFOLIO MANAGER, IBERIA BANK WEALTH ADVISORS, LAFAYETTE, LA 2019 – PRESENT

- Responsible for developing and maintaining recommended asset allocation strategies for clients.
- Assist clients with developing a personalized investment policy and determining tax sensitivity.
- Actively manage client accounts through portfolio construction, monitoring of investments and selection of individual securities.
- Responsible for reporting on investments as well as ensuring that the overall investment plan complements trust and estate planning.

### VICE PRESIDENT, TRUST AND ASSET MANAGEMENT & SENIOR INVESTMENT CONSULTANT, HANCOCK WHITNEY BANK, LAFAYETTE, LA 2016 – 2019

- Manage client relationships and administered personal trust account for the bank's Private Wealth Division.
- Responsible for identifying individual client investment objectives and coordinated with portfolio managers to ensure appropriate asset allocation strategies for individual and trust accounts.
- Ensured accounts are in compliance with trust legal documents and company policies and procedures.
- Prospect and build new relationships with centers of influence to achieve new business.

## Murugan Ambalakannu

[Murugan.Ambalakannu@gmail.com](mailto:Murugan.Ambalakannu@gmail.com)

+1-754-213-8024

### Summary

- ❖ Insightful, results-driven IT professional with **12+ years** of experience in Software application development and maintenance using **IBM Mainframe Technology** and **PEGA Solutions**. Having great interest to explore and **learn new technologies** and methodologies.
- ❖ Having good quality consciousness and ability to deliver results in time with a **strong attitude towards understanding business and customer requirements** and work accordingly. Having excellent analytical, problem solving, communication and interpersonal skills with ability to interact with individuals at all levels.
- ❖ Having good hands-on experience of leading all stages of **Systems Development Life Cycle**, including Analysis, Design, Construction, Testing and Support to meet business objectives through both **Waterfall and Agile(SAFE)** methodologies.
- ❖ Previously worked with Cognizant for Banking & Financial domain clients.
- ❖ Currently working with CGI for **Cigna healthcare Insurance** in healthcare domain as a SCRUM MASTER by leading two agile teams.

### Employment History

Senior Consultant	- CGI	- April 2016 to Till Date
Technical Lead	- Cognizant Technology Solutions	- June 2009 to April 2016

### Education

<b>Western Governors University</b> , Salt Lake City, UT, USA Master of Science, Data Analytics	Aug 2020
<b>Anna University</b> , Chennai, TN, India Bachelor of Engineering, Electronics and Communications	May 2008

### Recognition & Social Responsibilities

- ❖ Treasurer in AIA (Acadiana Indian Association) for 2020-2021 years.
- ❖ VP-Membership/Public Relationships in Cajun Toastmasters Club and actively involving.
- ❖ Leading CAC-2020 (Congressional App Challenge) as Project manager for CGI mentorship.
- ❖ Actively participating in CSR-CGI (Corporate Social responsibility) committee as Member engagement officer.
- ❖ Cognizant BFS Applause Award Q4 2012: '**Guiding Star award**' & Q3 2011: '**STAR award**' for the best performance & guidance.

**NANCY GOMEZ, Ph.D.**  
1008 SOUTH COLLEGE ROAD, APT. 113  
LAFAYETTE , LA 70503  
CELL: 225 – 284 – 9754  
[nancyg24@hotmail.com](mailto:nancyg24@hotmail.com)

EDUCATION

- May 2003            Doctor of Philosophy in Education  
Louisiana State University  
Baton Rouge, LA.
- December 1995      Certificate of Advanced Study in Library and Information Science,  
Louisiana State University  
Baton Rouge, LA.
- December 1993      Master in Library and Information Science  
Louisiana State University  
Baton Rouge, LA.
- April 1991            Master of Arts in Linguistics, Minor in English  
Facultad de Filosofia y Humanidades  
Universidad de Chile  
Santiago, Chile.
- December 1972      Bachelor of Arts: Teacher of English and English as a Second Language  
Facultad de Filosofia, Educacion y Humanidades  
Universidad de Chile, Santiago, Chile
- November 2016      Certificate of Completion LA Life-Only Course (Life Insurance Agent)

CERTIFICATION

- January 2008        Teacher Certifications for **English and for English as a Second Language**. LA State Dept. of Education, Baton Rouge, LA.

LANGUAGES

Absolutely Fluent in **ENGLISH, SPANISH and PORTUGUESE**: Speaking, reading & writing.  
Intermediate knowledge of **FRENCH**.

PROFESSIONAL EXPERIENCE

August 2015-        Substitute Teacher for the Lafayette Parish School System  
Currently

Since 2012 to the present    Translator/Interpreter for Spanish and Portuguese for legal and medical and legal situations at the Court House, Workers' Compensation cases and different Companies,

**Nick Pugh III**  
**BS Electrical Engineering - 1968**

Founder – Rig Telephone and BlackHawk Datacom  
Founder – Pugh Family Foundation

A native of Lafayette and graduate of Cathedral High School, Nick is credited with establishing the first microwave loop in the Gulf of Mexico just two years after his graduation from USL (now the University of Louisiana at Lafayette). His pioneering leadership with telecommunications technology in and around the Gulf of Mexico over the years has spurred commercialization of several innovative technology systems leading to the establishment of the Acadiana region as a hub for data management in harsh environments.

Nick is also a longtime community volunteer. He directed UL Lafayette's successful effort to become the first college team in Louisiana to build and launch satellites. He also advised the David Thibodaux STEM Magnet Academy's high school student team which placed a biological experiment on the International Space Station. Nick is also a ham radio enthusiast, a member of the Acadiana Area Radio Association and the Lafayette Computer Club, and a founding member of Acadiana Open Channel.

Nick has served as chair of Habitat for Humanity Lafayette. He was a member of Leadership Lafayette Class XXVII and is a 1998 graduate of Harvard's Owner/President Management program. He is also the founder of the Pugh Family Foundation, a philanthropic venture focused on helping to create a world-class public education system in the Acadiana region.

# KIM J. VAVASSEUR

## PROFILE

Certified elementary education professional with 31 years of teaching experience eager to share my classroom experience to assist Louisiana students with educational success. Proven leadership skills and experienced with IREADY, Success for All Reading Program, OnCourse and other state learning initiatives.

## EXPERIENCE

### Reading Interventionist – Lafayette Ren.

#### Charter Academy

2018-2019

Provided small group instruction to low performing students. Provided instruction using IREADY and Project Read. Evaluated the effectiveness of Reading interventions using data analysis. Provided and assisted in the implementation of “Morning Meeting”.

### Reading Facilitator/ Reg. Education

1989-2017

Supervised teachers in the implementation of the Reading “Success for All” program. Observed colleagues classroom performance. Planned meetings to brainstorm methods to raise performance.

### Special Education Teacher

1987-1989

Was responsible for teaching and directing the educational paths of mentally disabled students. Provided individualized instructions to students. Coordinated instruction with Regular Ed. Teachers for Special Education students.

Submitted to LDOE 4.19.24

Proven Educator

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Certified Teacher

---

31 Years of Teaching Experience

## CONTACT

☎ 337-277-1548

📍 4841 Main Hwy  
St. Martinville, LA 70582

✉ Java22@cox.net

## SKILLS

- OnCourse, Intech, Microsoft Suite Proficient
- Facilitated Success for All Reading Program
- Proven Leader
- Facilitated IREADY and Project Read

## EDUCATION

### Bachelors of Arts –

#### Elementary Education

1990

University of Southwestern LA (ULL)

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### Bachelors of General

#### Studies – Applied Arts

1985

University of Southwestern LA (ULL)

## Appendix 10

### Governing Board Bylaws

**BY-LAWS**  
**OF THE**  
**LAFAYETTE CHARTER FOUNDATION, INC.**

**ARTICLE I: Designation and Articles of Incorporation**

The Name, Purposes, Limitations and Duration of the Lafayette Charter Foundation, Inc., 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 charter school, and may adopt positions on issues of substance related to the purposes of the charter school. 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.

Among the policies to be set by the Board shall be 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 the Board of Trustees shall staggered by dividing the directors into three classes (Class A, Class B, and Class C), with each Class serving two years. Each class shall be equal in size or as close thereto as possible given the makeup of the Board. A single Class shall be elected at each annual meeting of the Board, starting with Class A at the first annual meeting, followed by Class B, and then Class C, subject to the provisions of this Article 4 regarding qualification, resignation, and the filling of a vacancy.

2.3.2. General Provisions applying to all Terms. The term of each Trustee shall expire upon the election and qualification of their successors. Should a Trustee fill a vacancy with less than twelve (12) months left in the unexpired portion of the term of the vacant Trustee Seat, the filling of the vacancy shall not be considered a full term. There is nothing herein that limits the number of terms an individual can serve as Trustee of the Foundation.

2.3.3. Qualifications of Trustees. A Board Seat will be filled and occupied by an individual nominated by the Nominating Committee who fulfills criteria that may be specified by the Nominating Committee or the Board.

2.4 Election.

2.4.1. Trustees shall be elected by the Board at every annual meeting, when there will be an expiring Class of directors, from a slate of nominees recommended by the Nominating Committee. Despite the expiration of a Trustee's term, the Trustee continues to serve until a successor is elected and qualifies, or until there is a decrease in the number of Trustees.

2.5 Board Vacancies.

2.5.1. A Board vacancy or vacancies 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. The Board may declare vacant the office of any Trustee who has been convicted of a felony, or has been found to have breached any duty arising under Louisiana Law or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend three (3) or more meetings of the Board of Trustees in any calendar year.

2.5.3. Any or all of the Trustees 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.

2.5.4. A vacancy on the Board shall be filled in the manner of selection as prescribed in this Article IV, Section 4.5. Notwithstanding, until such time a Trustee is elected and qualified to fill a vacancy, a vacancy may be filled by a majority vote of the remaining Trustees at a Board meeting, although less than a quorum. Each Trustee so elected shall hold office until a successor

has been elected and qualified. Any vacancy shall be filled only 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.

2.6 Resignation. Subsequent to the adoption of these By-Laws, any Trustee may resign at any time by notifying the Board 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.

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 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. The Foundation may also have, at the discretion of the Board of Trustees, such other Officers as may be appointed by the Board of Trustees.

3.2 Election. The Board of Trustees shall elect the Officers annually. 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. All officers, except the office of president may serve consecutive terms. The president may serve no more than two consecutive terms. The president upon approval of the two thirds (2/3) of the trustees may seek election to a third consecutive term. In electing officers, the Board may seek 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 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.

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 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 Foundation or legal counsel if serving as Secretary of the Meeting. The Secretary shall perform such other duties as may be prescribed by 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 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 Board may have as a standing committee, a Nominating Committee, consisting of no less than two (2) Trustees. Non-Trustees may serve on the Nominating Committee in addition to the two Trustees members. The Nominating Committee shall be responsible for reviewing the applicants for appointment to the Board of Trustees and making recommendations of appointment to the Board of Trustees for vote 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 appointees shall run concurrently with that of the President of the Board. Vacancies occurring among the members of any committees, however arising, shall be filled by appointment of the President of the Board for the remainder of the term.

**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 La. R.S. 42: 11, *et. seq.*

5.2 Regular Meetings. Beginning with the 2013-2014 School Year, the Board shall attempt to meet monthly, but in no case less than ten (10) times per year at a 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 and 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. Notification shall be sent by mail or wire to each member of the Board at least five (5) calendar days before the time of the meeting.

5.4 Quorum. A majority of the authorized Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees. Not less than one-half (1/2) of the Trustees presently serving on any committee shall be necessary to constitute a quorum for the transaction of business at any such committee meeting, but in no event shall a quorum consist of fewer than three (3) Trustees. Any or all Trustees may participate in any meeting of the Board of Trustees or any committee of the Board.

5.5 Rules of Order. When not in conflict with any of the provisions of these By-laws, Robert's Rules of Order (latest revision) shall constitute the rules of parliamentary procedure applicable to all meetings of the Board.

5.6 Order of Business. The order of business for regular meetings of the Board may ordinarily be as follows:

- (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 Open Meetings. At such time as the Board of Trustees shall be compelled by charter law, or other applicable law, to comply with the requirements of La. R.S. 42:11 et. seq (Open Meetings Law), 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 final or binding action shall be taken in a closed or executive session. The President of the Foundation shall prepare and forward to each member of the Board a tentative agenda for the meeting. At his or her discretion, the President of the Foundation may place a particular item or subject on the agenda upon the request of any member of the Board. Additionally, if 72 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be placed on the Board's agenda as determined by a poll conducted by the President, the item or subject shall be placed on the agenda. All matters requiring action of the Board, however, may be acted on even though not carried on the agenda, if agreed upon by 2/3 of the Board members present. The Board of Trustees will adopt a Public Comment policy consistent with LSA R.S. 42:15

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.

**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. Notwithstanding the foregoing, the Foundation shall not enter into any contract for comprehensive school management or operation services ("Service Agreement") without first submitting such Service Agreement to the State Board of Elementary and Secondary Education 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 (once established) 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 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 have an accountant and legal counsel.

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, 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, national or ethnic origin in administration of its educational policies, admissions policies, scholarship or loan programs, athletics or other school-administered programs.

#### **ARTICLE IX: Articles of Incorporation and By Laws**

9.1 Adoption. The Articles of Incorporation or these By-Laws may be adopted by a majority vote of the Trustees.

9.2 Alteration, Amendment, or Repeal. The Articles of Incorporation may be altered, amended, or repealed by the vote of a two-thirds (2/3) majority of the Trustees. The By-Laws may be altered, amended or repealed by the vote of a majority of the Trustees.

ADOPTED this 29th day of September, 2012.

I certify that the foregoing By-Laws of Lafayette Charter Foundation, Inc. were approved and adopted by and on behalf of the Foundation by its Board of Trustees on September 29, 2012 and are currently in effect.

\_\_\_\_\_  
Secretary

10 October 2012  
Date

LAFAYETTE CHARTER FOUNDATION  
BOARD OF TRUSTEES  
April 23, 2015

Bylaw Revision  
(Remove Board "class" designations)

The Bylaws were adopted on September 29, 2012. Pursuant to Article 9.2 the bylaws may be altered, amended or repealed by the vote of a majority of the Trustees.

Following discussion at the April 23, 2015 regular meeting of the Board, it was moved by \_\_\_\_\_ and seconded by \_\_\_\_\_ that Articles 2.3 and 2.4.1 be amended so as to delete the provisions stricken through and to add the underlined additions as follows:

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 the Board of Trustees shall be one year and ~~staggered by dividing the directors into three classes (Class A, Class B, and Class C), with each Class serving two years. Each class shall be equal in size or as close thereto as possible given the makeup of the Board. A single Class shall be elected at each annual meeting of the Board, starting with Class A at the first annual meeting, followed by Class B, and then Class C,~~ subject to the provisions of this Article 4 regarding qualification, resignation, and the filling of a vacancy.

2.4.1. Trustees shall be elected by the Board at every annual meeting, ~~when there will be an expiring Class of directors,~~ from a slate of nominees recommended by the Nominating Committee. Despite the expiration of a Trustee's term, the Trustee continues to serve until a successor is elected and qualifies, ~~or until there is a decrease in the number of Trustees.~~

The motion was approved by 5 members of the seven member Board of Trustees.

ADOPTED the 23<sup>rd</sup> day of April, 2015.

I hereby certify the authenticity of this action of the Board of Trustees.

  
Dr. Mary Louella Riggs Cook  
Board President

## Appendix Items 11-16

N/A

## 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

CPAs + Trusted Advisors

## Appendix 18

### Draft Management Agreement

(Sample from ARCA)

## MANAGEMENT AGREEMENT

**THIS MANAGEMENT AGREEMENT** is made and entered into as of the 27<sup>th</sup> 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 30<sup>th</sup> day of the following month, including a balance sheet, statement of revenues and expenditures. However, if the Board meets after the 20<sup>th</sup> 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, 5<sup>th</sup> 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.

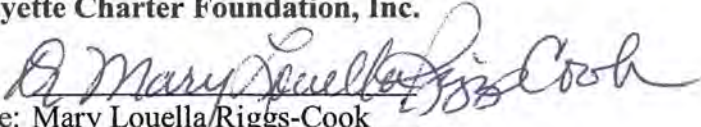


**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**CSUSA**

By:   
Name: Jonathan Hage  
Title: President  
Date: \_\_\_\_\_

**Lafayette Charter Foundation, Inc.**

By:   
Name: Mary Louella/Riggs-Cook  
Title: President  
Date: 2/27/2014