

EXECUTIVE SUMMARY

ES.1 The mission of ELITE Academy (EA) is “where average is not tolerated, but superior is the standard!” Our objective is to inspire students to strive higher in their educational pursuits through inspiration, encouragement, motivation and setting reachable goals to ensure personal success. Our vision is cultivating and establishing a global mindset for future leaders and equipping all stakeholders with a foundation to achieve the highest level of social, academic, and emotional success.

- a. ELITE Academy will provide a framework that will offer parents school choice in meeting their child’s educational needs, such as: special needs, gifted and talented students, or those students who are not reaching the benchmark for their grade level in the core subjects (i.e. Reading, Math, Science and Social Studies). ELITE will consider the best interest of all students and address the needs of those students who are economically disadvantaged, according to LA R.S. 17:3972. This includes the educational deficits of the students in Calcasieu Parish, whose needs are not currently being met. We deem that lower performing students need schools that are effective and are built on implementing best practices without compromise. We believe by establishing non-negotiable, high expectations that are above average, our school will work for all students. EA will serve the students and families residing in Calcasieu Parish and outlying areas; this will give parents an option for a school with a high rigor and safe space.
- b. The formative learning experience during the primary grades establishes the conditions affecting secondary education. EA’s vision and mission for long-term impact on individually tailored student support through the curriculum and programs provided by EA will lead to lasting effects; including the likelihood of high school graduation and beyond.
- c. EA’s overall offerings are designed for students to receive an investment to build upon the development of their core cognitive, social, and emotional skills for future educational experiences, which support the goals of Louisiana’s state charter school law. (LA R.S. 17:3972). Please be advised that ELITE Academy is not a religious organization. ELITE Academy is a subsidiary of Thrive Community Enrichment and Development Corporation, a secular 501c3 non-profit organization in good standing.

Reference:

<http://legis.la.gov/legis/Law.aspx?d=80969>

ES.2 EA’s anticipated student population will include students throughout the metropolitan area of Lake Charles, its surrounding and outlying areas. LDOE reports from Louisiana Believes show many schools in Calcasieu Parish have reported failing grades for the past several years. Indicators give evidence of schools that have been in urgent need of intervention.

Reference:

<https://www.louisianabelieves.com>

Zip codes for the neighborhood-named vicinities that we propose to serve are: 70601 including Goosport, Opelousas, Brownsville, Fisherville, 12th St, Common St, Alamo, Oak Park, Garden District, W Sallier, Mill St, Fruge and Prien areas. 70605 including McNeese Area, University Place and other areas. 70607 including Brentwood, Sunset, Greinwich Village, Power Center, 5th Avenue, and other areas. 70611 including Moss Bluff; 70615 including Cookie Lane, Lake Caroline, Hillcrest, Terrace, Chennault, Mallard Junction, and Hwy 397 Area. 70640, 70647, 70650, 70663, 70668 and 70669 including Fenton, Iowa, Lacassine; Sulphur; Vinton, Westlake, and Mossville, respectively.

ES.3 ELITE Academy’s proposed educational program will incorporate the Gradual Release of Responsibility as a framework strategy in curriculum and teaching, social interactions, school discipline, and in school culture. This model of interaction between teacher to students, collaborative learning with students, and differentiated instruction will advance learning academically, culturally, socially and emotionally. The “new” school environment proposed will enhance the educational needs and improve student outcomes for the identified target elementary population in Calcasieu Parish.

- ELITE (EA) will place priority on classroom operations and curriculum-building decisions, through a community-elected Board of directors, a dynamic compassionate Principal, and engaged parent involvement.
- EA will raise the standard for teachers by requiring proper certifications, on-going training, and professional development. EA teachers will be supported with modern teaching aids, tools, methodologies, and resources, which will assist in greater student outcomes.
- EA will continuously address classroom size. We propose 2 teachers per classroom (Main Teacher and a Para-professional) so students can receive the personalization necessary for their individual learning. EA offers spacious, state-of-the-art facilities that are conducive to orderly effective instruction.
- EA offers a well-rounded, comprehensive educational experience, which includes enrichment classes, extra-curricular activities, cultural events, field trips, community/civic engagement, and life skills/career development.
- EA will establish a supportive learning culture by creating an environment that operates where all stakeholders would have a sense of connectedness.

EA will encourage a proper education, cultivated, and maintained for the students with significant parental support. Students from all socio-economic backgrounds are affected where there is a lack of parent involvement. EA will find ways to target different types of learning aptitudes and look beyond the typical gifted student model. EA will establish talented and gifted programs that will reflect a contemporary evolving student body. We will consider the makeup of the student body to create innovative ways for inclusion of all students in the expansion of the learning process. We will review shifts in learning approaches and objectives in order to achieve equity in education.

REFERENCE: <https://www.theedadvocate.org/talented-and-gifted-learning-wheres-the-diversity/>

EA is equally committed to establish and maintain a safe learning environment for all students. Disruption of the learning process causes safety issues and an interruption in the student's academic plan. EA has plans in place for immediate educational alternatives so student(s) will not experience student alienation, low self-esteem, delinquency, substance abuse, and a host of social and emotional issues.

ES.4 EA's overall academic goals for the 2025-2026 school year and as grades are added in the subsequent years are as follows: A minimum of 51% of Kindergarten through 2nd grade students will be at or above benchmark level for reading fluency as evidenced by DIBELS assessments. A minimum of 50% of 3rd grade students will score mastery or above in Math as evidenced by the LEAP 2025. We will achieve mastery or above in the following areas: English, Math, and Social Studies. Our goals will be achieved by data driven outcomes and an environment that captures the voices of all stakeholders. The long-term impact of individually tailored student support through the curriculum and programs provided by EA will lead to lasting effects, including likelihood of high school graduation and beyond. The overall offerings of EA are designed for students to receive an investment to build upon the development of their core cognitive, social, and emotional skills for future educational experiences.

Reference: <http://previous.opsb.us/wp-content/uploads/2019/03/Full-Application-without-attachments-27746373-thenga-2019application.pdf>

ES.5 EA previously submitted applications in 2021 and in 2022. Key deficiencies learned from EA's previous submission include: a better understanding of scoring and assessment data, how performance assessments are evaluated in measuring goals, diversity in curriculums, creating school culture, and the board's responsibility for the oversight of EA academically, organizationally, and financially.

Key learnings from the most recent evaluation indicated deficiencies in the area of identification of students with exceptionalities, struggling students, and subgroups such as Diverse Learners. To better understand, ELITE has received the assistance of a highly skilled and Certified Special Education Instructor. Further, ELITE has expanded its target to include a more diverse population of students throughout the Calcasieu Parish region. Additionally, the name of the proposed school was shortened from ELITE Charter Academy to ELITE Academy.

Education Program And Capacity: School Establishment

EPC.6 The following analysis describes the community EA intends to serve:

- a. ELITE Academy proposes to locate our school at 1701 Ryan Street, near the downtown area of Lake Charles, Louisiana.
- b. This location is convenient to the Interstate and the 210 Loop Interchange of the city for working parents and those who are employed at refineries and industrial sites. It is near neighboring doctors and hospitals (1.1 to 2.5 miles). We will begin the school year in the fall of 2025. The school will serve grades Kindergarten through 8th grade. However, in our foundational year, EA will start with grades Kindergarten through 2nd grade. One grade will be added each year. Budgeting for 3 sections per grade level, we will reach full capacity of 810 students in the 2031-2032 school year.
- c. Upon reviewing the performance of the elementary schools in Calcasieu Parish around the vicinity from 2018 through 2022, data shows evidence of low performance in several schools in Calcasieu Parish in the areas of Reading, Math, and Social Studies according to the Louisiana Believes website reports. Results from the chart (taken from yearly LDOE reports in Louisiana believes) show “D” and “F” Letter grades and several subgroup reports where urgent intervention is needed.

Reference:

<https://www.louisianabelieves.com/docs/default-source/school-redesign/2018-schools-in-need-of-intervention-list.xlsx>

https://www.louisianabelieves.com/docs/default-source/district-support/2022-schools-in-need-of-intervention-list.xlsx?sfvrsn=319f6318_4

https://www.louisianabelieves.com/docs/default-source/data-management/2022-school-performance-scores-subgroup.xlsx?sfvrsn=d956018_4

- d. EA’s understanding of the community reaches beyond Lake Charles. Many students in this area are far behind. As the charts in the above links indicate, students in our area are far behind. Based on research from Louisiana Believes’ Leap scores 2022-2023, data shows students in this area are reading below grade level and calculating below grade level. EA will offer specialized prevention training to all staff. EA is important to the Calcasieu Parish Schools in Lake Charles and surrounding areas in closing the achievement gap by:
 - Proposing extended days, which will employ after-school tutoring three days per week. The purpose is to ensure every student will succeed through face-to-face individualized learning. Students will be placed in tutorial programs according to the areas each requires improvement. This will benefit those students who are reading and calculating below grade level using the Renzulli learning computer-based software.
 - Utilizing the Co-Teaching Model within the classroom. With the model in place in each classroom, the teacher-to-student ratio will be two teachers per 30 students (2:30). The main teacher will work with students who are having difficulty as well as the Para. This will enable more individualized learning to take place.
 - EA will have a Social Worker on staff to counsel students after school in our extended days program to promote a more positive social emotional environment of learning. The social emotional health of many students is at risk. For homeless students, as well as many Hispanic and Black communities, there is the reality of being economically disadvantaged. Many of these students faced mental challenges with the onset of the pandemic, lack of comradery with fellow peers due to social distancing and the hurricanes that this area faced in 2020.
 - Utilizing differentiated instruction using the Tier 1 model as well as cooperative learning will be a guiding factor in serving our students more effectively. These incentives are strategies to encourage and motivate students to achieve at a higher level. This will also give our students a voice and raise their confidence levels.

- EA will offer curricula and programs that the Local Education Agency (LEA) does not have such as the Gradual Release of Learning, Great Minds Wit and Wisdom and Eureka, Renzulli Learning which are differentiated instruction, collaborative learning and the exchange of knowledge methodologies and tools used to close the gap between the educational pursuits of each student while aligning the student body for equal academic success; also, NWEA, Study Island, I-READY, and Learning Farm assessments.
 - Additionally, ELITE will offer STEM, Health and Nutrition and Energy Conservation, Dance and other PVA electives to our students. EA will employ the Cambridge program for gifted/talented students. We will produce student leaders and ambassadors for peer-to-peer learning. This will create a culture for our mission of superior is the standard in that all students will achieve the highest level of social, academic, and emotional success.
 - Parents and students will be informed that EA's foundation is built on service learning which is vital to its success. This will be a key element of achievement for ELITE Academy. We will encourage volunteer service hours for our students. EA believes it is vital for its students to learn good citizenship. Students may occasionally participate in community activities on the weekend. EA will coordinate civic or community activities according to grade levels.
- e. EA is considering 4th Sector Solutions (4SS) – <https://4thsectorsolutions.com> – as the potential business partner to support school operations and ensure both financial stability and regulatory compliance. If selected, 4th Sector will function as a back-office support for EA, reporting to the Board Chair, and with an indirect report to the School Principal. This will further strengthen EA's mission goals to represent, maintain, and sustain the financial, educational, and operational integrity of EA.
- f. The main challenges to student success in the community EA will serve are:
- Based on research from Louisiana Believes' Leap scores 2022-2023, data shows students in this area are reading below grade level.
 - Prior to the COVID-19 pandemic, students' Math LEAP scores were below grade level. During the pandemic, the social-emotional needs of the students in this parish were heightened by the two Hurricane disasters of 2020, the ice storm in February 2021, and the flooding in May 2021. There are many at-risk students in Calcasieu Parish and outlying areas with social emotional learning challenges affecting their learning abilities.

To address the main challenges to the success of the students in the community EA proposes the following solutions:

- EA's vision is to have extended days after school to help those students who are reading below grade level and calculating below grade level. To improve reading in the first and subsequent years, EA will administer DIBELS diagnostic assessments to identify existing strengths and weaknesses of students entering Kindergarten through 2nd grades. This will determine which Tier level the teacher will work with the individual student. EA intends to use RTI (Response to Intervention) with Tier level instruction. EA will also administer NWEA and IReady diagnostics.
- EA will employ extended days for those students whose Math scores are below grade level and need improvement.
- We will have a Social Worker on staff counseling students after school. Social Workers will be targeting triggers and behaviors of those students that are in need in order to reduce interruptions during classroom learning, and to assist with mental, physical, and health inequalities. This will improve the classroom learning experience and stimulate a safe learning environment.

EPC.7 EA's intended demographic will include a diverse student population from, but not limited to Calcasieu Parish and its rural and outlying areas. These students include at risk, students with disabilities, gifted and talented, English Language Learners, economically disadvantaged and homeless students. As

documented through Louisiana Believes.com latest report (February, 2023), the student demographics for Calcasieu Parish are as follows:

Characteristic	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity	*Estimated Required %
Target % Economically Disadvantaged	95.0%	95.0%	95.0%	95.0%	95.0%	90.0%	62.5%
Target % Students With Disabilities	10.6%	10.6%	10.6%	10.6%	10.6%	10.6%	10.6%
Will any of the Students With Disabilities be Ages 3, 4, or 5?	Yes	Yes	Yes	Yes	Yes	Yes	
Target % Gifted & Talented Students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Target Average # of Career & Technical Education Units per student	0.0	0.0	0.0	0.0	0.0	0.0	
Economically Disadvantaged Subsets:							
Target % Limited English Proficiency	0.0%	0.0%	0.0%	1.9%	0.0%	0.0%	
Target % Poverty	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%	

ELITE, in its first year, EA will budget for 90 students per grade level. EA will make all resources available to all students to achieve academic success. These needs usually impact the social and mental capacity of students where there was once stability now there is uncertainty. EA will utilize the expertise of the Social Worker to access student needs to remove any physical, mental, and social limitation to a healthy learning environment.

To address our homeless student population and other students in mitigating situations, EA will provide backpacks, school supplies, and free breakfast and lunch; **anticipating less than 1% in homeless population.** For handicapped students and others with physical impairments, handicapped parking spaces/ramps will be in place and available for all students or adults. For physically impaired students, EA will provide tables for students in wheelchairs, create wide aisles for easy accessibility, and have restroom facilities that accommodate their needs. EA will also provide a Braille Teacher for visually impaired students. This will give economically disadvantaged students a sense of belonging and confidence to begin the school year. As each year progresses, EA will expand our targeted population from K-2nd grade to recruit students up through 6th grade by the fifth school year term.

EPC.8 EA has solicited community input throughout the application development process for the past three and a half years, using town halls, canvassing, and talking directly to parents, door knocking, speaking

directly with community leaders, and conducting church presentations. ELITE Academy has been driven by a community-based trust that includes a wide and varied spectrum of thought partners, including business and education professionals, community organizers and champions of education reform. We have received positive encouragement and support for EA.

Stakeholders not engaged in the EA process are the LEA and its employees. During the Calcasieu Parish Board Meeting it was announced that bringing another charter school into the area would cause them to lose students and monies allocated by the state for those students. Other citizens who are opposed feel that public schools are the “democratic way” for this country.

Throughout the process which has included numerous in-house meetings, community meetings and meetings with government officials, EA has sought and included input as we look to formulate a model that meets our goals and is aligned with community needs. Specific action taken to solicit community feedback have been outreach to parents and community via surveys; EA has generated excitement among K-8 Principals, letters of support; established credible backing of community leaders, letters of support; and secured start-up from philanthropic community/commitment letters. This also includes social media, churches, brochures, other community organizations, newspaper, billboards, television, and radio Ads, and EA Pre-Registration Events.

EA engaged with stakeholders who were economically disadvantaged because they were parents of at-risk students, as well as victims of the natural disasters (Hurricane Laura and Hurricane Delta) that hit Lake Charles, LA in August 2020. Additional stakeholders include community leaders, such as city council members, judges, police dept. personnel, educators, clergy, and other city officials. Stakeholders shared concerns about social and emotional issues that interrupt the learning process. EA made the decision to add the mental health component to our program offering to address this concern.

EA has received a lot of positive support for a new charter school that will bring transformation in the school culture of this area. This will give all students, including economically disadvantaged students the leverage they need to succeed. Remarks from parents in the community state their desires to see their students have a better education with a more level playing field than the status quo. We have supporters (educators and community leaders) who are in favor of opening EA. We will partner with non-profits and other groups to support the needs of our students. EA sees everyone as a stakeholder, including our students, parents, guardians, staff, the faculty, the community of Lake Charles and surrounding areas, local businesses, service contractors, and a host of other community entities. EA canvassed the community, hosted a Town Hall meeting and facilitated presentations at local churches. We have collected several letters of support from the community that include educators, the judicial system (judge and police officer), school principal and a community philanthropist.

Those opposed to our proposed charter application include Board members from the LEA, along with their supporters who are against charter schools. Those opposers are amongst the populous that are against parents having the decision-making in the school their child attends; and because “unlike traditional public schools – where schools located within a certain jurisdiction are subject to uniform rules and regulations set by a local parish school Board – charter schools are independent public schools that are given educational and operational autonomy in exchange for performance-based accountability.”

(Louisiana Association of Public charter Schools)

Reference: <https://lacharterschools.org/wp-content/uploads/2019/10/Board-Legal-Handbook-1.pdf>

Supporters are those who understand that charter schools are held to a high standard according to their charter. Charter schools are unique in design and operation to meet the needs of their students through limitless options. Supporters were excited to hear that the school will keep tax dollars here in Southwest Louisiana.

See APPENDIX 1 (Letters of Support in separate document attached)

Education Program and Capacity: Academic Plan

EPC.9 According to EA’s mission and vision, it is our objective to inspire students to strive higher in their educational pursuits through inspiration, encouragement, motivation, and set reachable goals to ensure

personal success. Our academic plan is rooted in a safety invested learning environment, student connectedness, culturally relevant and holistic pedagogy, and authentic community partnership.

A safe learning environment – According to the learning initiatives as defined as a school in which all students feel safe, welcomed, and supported, and where social, emotional, and physical needs are met in a safe-learning environment has an impact on learning on a school wide basis and is the center of our education, vision, and mission. (Cole, et al 2013).

EA has researched models/curriculums of charter schools in other areas, and has chosen to replicate the model used by the Next Generation Academy of the Orleans Parish. EA will use the Gradual Release of Responsibility as our school model using differentiated instruction. The model was created by Nancy Frey and Douglas Fisher, professors of education leadership at San Diego State University. It is an exchange of knowledge method that moves from a teacher-centered or led instruction to one that is student-centered. This exchange of knowledge method gradually releases responsibility of instruction requiring that the teacher shifts from assuming “all the responsibility for performing a task to a situation in which the students assume all of the responsibility.” (Duke and Pearson, 2002, p. 211). This process is implemented in a gradual manner within a lesson to provide students with the practice, confidence, and growth that are required to attain mastery. This also gives our students a voice in their own learning.

The Gradual Release of Responsibility model of instruction has been documented as an **effective approach** for improving writing achievement (Fisher and Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong and Pearson, 2003). It is being used in the Orleans Parish charter schools, as well as compared to our primary focused demographic in states such as Iowa, Montana, New Jersey, Texas, and New York. These states have reported a dramatic increase in their standardized testing scores. 100% of students taking their state standard examination, received a mastery score of 98% in Reading, ELA and have reported 80% success rate in Mathematics. The advantages of this model are that students learn to work with each other and they become independent thinkers, thereby lessening their dependence on the teacher. The positive outcomes for students with disabilities and English Language Learners in a gradual release model will be achieved because of multiple entry points and accommodations for every student's learning style. The Gradual Release Model for Math will accomplish the following:

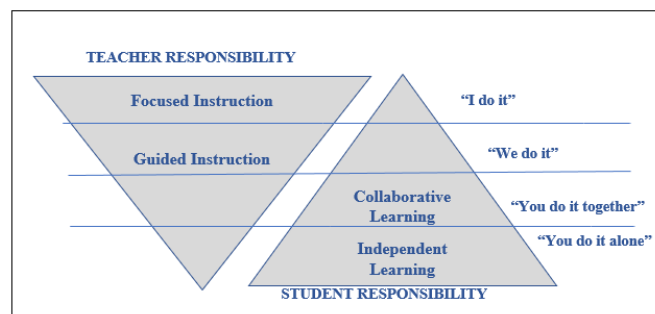
- 1-Provide multiple entry points.
- 2-Allow for varied solution points.
- 3-Focus on process, not necessarily the answer.

References:

<https://docs.google.com/viewer?url=https://nolapublicschools.com/documents/application-without-attachments-next-generation-academy/download?p=1>

“Effective Practices for Developing Reading Comprehension,” by Duke and Pearson. p 211.
<http://previous.opsb.us/wp-content/uploads/2019/03/Full-Application-without-attachments-27746373-thenga-2019application.pdf>

<https://www.smores.com/a4kr7-monthly-instructional-update>



References: Fisher, Douglas and Frey, Nancy, *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility*, 2nd Edition, 2013,

<http://previous.opsb.us/wp-content/uploads/2019/03/Full-Application-without-attachments-27746373-thenga-2019application.pdf>

Personalized Learning

ELITE Academy will provide instruction to meet the students' needs through individualized Learning.

"In 2015, Pane and his RAND colleagues undertook the field's most comprehensive study to date. They found that 11,000 students at 62 schools trying out personalized-learning approaches made greater gains in math and reading than similar students at more traditional schools. The longer students experienced "personalized-learning practices," the greater their achievement growth." (Benjamin Herold Oct 18, 2016)

EA teachers will collaborate around academics and the needs of the individual students through data chats with school administration, grade level members, students, and parents. Due to the COVID-19 pandemic, teachers will have scheduled face-to-face grade level professional learning communities, grade level virtual meetings, department meetings, virtual faculty/parent-teacher conferences, and meetings. By utilizing these data chats, teachers will be able to set goals for each student's performance outcomes.

In addition to academic achievement, social emotional learning and attendance, assessments will be administered 4 times yearly in Aug-Sept-Jan-April to track performance growth to mastery to ensure each student reaches their goal. Each teacher will keep track of the student's data which includes their individual work, evaluations, and teacher/parent meeting details to support the RTI process and aid teachers in their planning and progress monitoring. EA will promote inclusion in each individualized conference so that all stakeholders will have a voice in the success of each student.

EPC.10 EA's curriculum and instructional design is aligned to Louisiana State Standards and Common Core and draws upon best practices of other schools with track records of academic excellence, serving our proposed demographic of students. EA will offer several methods of diagnostic testing: DIBELS and Renzulli, and iReady. This pre-testing will be followed up with post-testing and progress monitoring. Additionally, NWEA and iReady will be used as tutorial tools for students who need improvement at the elementary level and the Panoramic Multi-Tiered System of Support/RTI will be utilized as a tracking platform.

EA will prepare all students to excel in life by focusing on character education and cultivating and establishing a global mindset for future leaders. EA's curriculum and instructional design is aligned with Louisiana state standards and Common Core. Our curriculum and instructional design propose a school of academic rigor and support for students and families of Calcasieu Parish. As Louisiana has transformed to new academic standards, our plan is to increase what is expected of the students in the Calcasieu Parish population, which will open the door to collaboration and replication of best practices across states. Using the Gradual Release of Learning model, it will be the teacher's responsibility to bring the class together with focused instruction and then conduct guided instruction to the whole class. Once that is done, student responsibilities are to conduct collaborative learning and independent learning by:

I Do It (Teacher)

We Do It (Students and Teacher)

You Do It Together (Students do it together)

You Do It Alone. (Students do it alone)

Gradual Release of Responsibility is aligned with the mission of ELITE Academy.

- Gradual release is a way to apply differentiated instruction principles to all content areas of instruction as the responsibility for independent learning shifts to the learners (Fisher, D., and Frey, N., 2008).

- When the “I Do, We Do, You Do” method is practiced consistently it will allow for a greater depth of understanding and confidence with students as they apply the concepts independently in the tasks and activities assigned to them (McCoy, 2015).

REFERENCE: <https://strategiesforspecialinterventions.weebly.com/i-do-we-do-you-do.html>

- Previous studies into the use of differentiated techniques in the classroom have considered student engagement (Johnsen, 2003; McAdamis, 2001), the experiences and reactions of teachers to heterogeneous classrooms (Johnsen, 2003; Tomlinson, 1995), administrative prerequisites (Tomlinson, 1995), the impact of differentiated techniques on test scores (Hodge, 1997) and the degree to which tasks are augmented or modified for gifted and struggling learners (Tomlinson et al., 1998).

REFERENCE: <https://files.eric.ed.gov/fulltext/EJ854351.pdf>

EA has chosen to use Great Minds WIT and Wisdom for Reading, English and Science for K-8. For mathematics EA will use Great Minds Eureka for Math. Our reason for choosing this curriculum is two-fold: The Wit and Wisdom reading program and Eureka Mathematics have been endorsed by Louisiana Department of Education. They meet the standards of the Tier 1 curriculum. They are researched-based and developmentally appropriate to encourage students to think on their own, discover new ideas and think more critically.

The Wit and Wisdom curriculum has a demonstrated track record of success when used by similar student populations, including students with disabilities and EL’s. Wit and Wisdom is a Tier 1 rated curricula that has been used in Alabama, Tennessee, Ohio, Maryland, California, and Texas. Schools with similar demographics have used the same curriculum and their LEAP scores have increased and they have shown mastery. Research into schools that are comparable to our demographic show the percentage of students for California state tests are up using this curriculum. Students scored proficient or above. Scores soared more than 30 percentage points higher in school year 2018-2019 than they were in 2017-2018 according to Lamber-Yank.

Reference: <http://web.archive.org/web/20220526030112/https://gm.greatminds.org/witwisdom/principal-values-wit-wisdom-as-part-of-her-schools-approach-to-addressing-racism>

Utilizing Wit and Wisdom will support growth in the student’s verbal and written process. Struggling readers, EL Learners and students with disabilities will benefit from this curriculum which provides comprehensive opportunities to improve student achievement overall. Secondly, Great Minds-Wit and Wisdom has developed programs based on cooperative learning frameworks that guide effective instruction in critical academic and social skills. EA students will be able to communicate their learning, both in speaking and writing. Great Minds-Wit and Wisdom reading program is student centered, student engaged, standard based, and mission based. All students can be successful, be great and reach their fullest potential.

Reference: <https://greatlakesacademy.org/success-for-all/>

EA will use DIBELS, Unit Test, Study Island, Renzulli Learning, and the Learning Farm assessments. These tests align to our curricula as they include assessments for **Tier 1**, and assessments for all populations including English Language Learners and SPED learners. Both Great Minds Wit and Wisdom and DIBELS have been endorsed by Louisiana Department of Education ensuring that EA’s school assessment options meet state standards and secure our students’ academic goals. I-Ready and NWEA are additional assessments that will be used in progress monitoring.

At the beginning of each school year during the month of August, EA will administer DIBELS diagnostic assessments to be used to identify existing strengths and weaknesses of students entering Kindergarten through 2nd grade in reading. For the remaining grades 3 thru 8, EA will implement NWEA, Renzulli Learning, and I-Ready assessments to locate the strengths and weaknesses of each student in mathematics and science and set individual learning goals. In addition, progress monitoring will be administered in January to further assess individual goals for each student. Based on the results of that data, we will place students in tutorial programs according to the areas each student requires improvement.

For those students where improvement has not been shown, they will be given additional face to face instruction and additional after-school (extended-day) tutoring using the Renzulli learning computer-based software. This software will also be used to assess our English Languages Learners, SPED, and GIFTED population. During the month of March each year prior to the Leap testing dates, we will prepare our students with additional testing, taking strategies and testing format by using previous Leap tests from Louisiana Believes. Following the Leap test, EA will conduct its own post assessment testing to ensure we are reaching our personal standards and goals which will be set by our governing Board at the beginning of each academic school year.

EA's goals will be developed for the end-of-year performance based on these findings and schoolwide SPS goals. EA teachers will conference with students and parents at the end of each assessment to look at baseline data together and set meaningful end of the year goals. The DIBELS data, NWEA tool, and I-Ready reports will be utilized by teachers to build goals along with actions steps the students will take to reach their individual goals. For grades K – 8th, EA will use the following research-based assessments as interim assessments: NWEA, DIBELS, I-Ready and LEARN FARM.

So that the intended student population is provided with authentic representations of their racial, ethnic, and cultural background and prevent stereotypes or deficit perspectives EA will provide monthly hand-outs, videos/films, and research assignments to demonstrate diversity in all cultures, races and ethnic backgrounds of our country and our world. This avoids negative stereotypes and perspectives that have been displayed in society.

Besides Reading, English, and Math curricula, ELITE will use Louisiana Standards for Social Studies and Great Minds PhD Science. According to Louisiana Believes, the Louisiana Student Standards for Social Studies are: (1) research and evidence based; (2) aligned with college and work expectations; (3) designed to be rigorous; (4) organized so that content is chronologically coherent with each grade building upon the prior grade.

Great Minds PhD Science has a Tier 1 rating with the State of Louisiana and aligns with Louisiana state standards. This curriculum will be instrumental in the development of the STEM program at ELITE. Overall, interdisciplinary strategy will be used for Science, Social Studies, Math and ELA, All subject areas will be able to intertwine such as adding Science into Social Studies and vice versa. Teacher developed-assessments will be administered for Social Studies and Science, as well as NWEA assessments for progress monitoring.

EPC.11 EA will offer extra-curricular activities that include co-ed sports such as bowling, golf, tennis, cheerleading and theatre and arts (pottery, music, dance and acting). The co-ed sports will be funded through fundraisers, grants, and donations. These will be delivered as part of the electives in our school schedule and after-school offerings. Students will be offered opportunities to participate in international and local field trips.

EPC.12 BASIC LEARNING ENVIRONMENT, INCLUDING CLASS SIZE AND STRUCTURE

ELITE's 5- year enrollment projection begins at K-6, with the intent to grow through K-8. We will be budgeted for 90 students per grade. At full capacity, EA will be grades K-8 with 810 students. The addition of seventh and eighth grade (90 students per grade; 180 total) will be added after the fifth year of the school. EA will provide 3 classes per grade level, beginning at K-2nd. Each class will hold 30 students. Nine teachers are projected for Year 1. One Fellow/Paras will work alongside each teacher, making a total of Nine Fellows/Paras. An Instructional Coach is included in the 9-teacher total who will oversee the teachers and assist in Professional Development (PD). There will be 2 SPED teachers and a SPED Coordinator who will service the needs, instruction, and support of students with disabilities.

Year-to-Year Enrollment Plan for Proposed School					
Grade Level	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030
Number of Students					
Kindergarten	90	90	90	90	90
1st	90	90	90	90	90
2nd	90	90	90	90	90
3rd	0	90	90	90	90
4th	0	0	90	90	90
5th	0	0	0	90	90
6th	0	0	0	0	90
Total	270	360	450	540	630

Academy staffing is projected below:

STAFFING

	2025/26	2026/27	2027/28	2028/29	2029/30
Teacher/incl. ELL/Inst. Coach	9	12	15	18	21
Enrichment Teacher	1	2	3	3	5
Fellow/Paras	7	12	15	18	21
PE Teacher	1	2	2	2	2
Substitutes					
Total Instructional	20	28	35	41	48
SPED Teacher	2	3	4	5	5
Behavior Interventionist	-	-	1	1	2
SPED Coordinator	1	1	1	1	1
Total SPED	4	5	6	7	8
Social Worker/Counselor	1	1	1	1	2
Tech Coordinator		1	1	1	1
Nurse		1	1	1	1
Data Specialist/Data Input		1	1	1	1
Total Support	1	4	4	4	5
Principal	1	1	1	1	1
Attendance Clerk/Office		1	1	1	2
Asst. Principal	1	1	1	1	1
Office Manager/Registrar	1	1	2		2
Operations Finance Mgr./Data Input	1	1	1	1	1
Total General & Admin.	4	5	6	6	7
TOTAL STAFFING	29	42	51	58	68

****Janitorial/custodial, food, and transportation services will be Outsourced. ****

****In addition, Speech, Occupational, and Physical therapist will be contracted as needed.***

The Fellows/Paras’ role in the classroom will be co-teaching. They will work with students who will be assigned to Tier 1/Tier 2 groups as per the student’s academic skill. The main teacher will work with Tier 3 groups as they need more intensive instruction. Having co-teachers will also eliminate the need to source substitute teachers should the need arise (i.e., main teacher is absent).

Facility Needs – The desired property for EA includes an extensive facility for student’s academic and non-academic pursuits. The proposed EA campus will positively affect the quality of the students’ education by stimulating their desire to learn and grow. The intent of EA’s programming and activities are to encourage values, principles, and discipline that will build good character and citizenship, which aligns with our school model and curriculum. This facility has classroom space that exceeds our current needs, but will allow for EA’s academic growth plans to add grade levels in the future.

21 spacious well-ventilated classrooms	Faculty lounge
Well-equipped computer laboratory	Kitchen facility
Well stocked library	Recreation & activity areas – including a gymnasium and a 3-lane bowling alley
1,000-seat auditorium /concert venue	Multiple conference rooms & informal gathering rooms
Executive office spaces for administration & operations staff	Sports grounds for football, basketball, badminton, volleyball
Handicap ramps & accessibility	Provision for indoor activities such as table tennis and dance
Elevators	Audio visual rooms
Exits for Fire & Safety precautions	

Best practices include students and teachers individually and collectively participating in learning (classroom instruction or PD); students and teachers helping each other when attempting a new method or approach using self-monitoring tools such as data chats and professional learning communities which promotes growth mindset.

- Johnson, Johnson, and Stanne (2000) summarize that cooperative learning strategies are widely used because they are based on theory, validated by research to produce positive achievement results, and almost any teacher can find a way to use cooperative learning methods that are consistent with personal philosophies.
- The studies included eight methods of cooperative learning: Learning Together and Alone, Constructive Controversy, Jigsaw Procedure, Student teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Teams-Games-Tournaments (TGT), and Group Investigation. In each case, the achievement levels were significantly higher when cooperative learning methods were used as compared to individualistic or competitive methods of learning.

REFERENCE: “Reciprocal Cooperative Learning” by Rena L Ningrum Dina N Wijayanti Kharisma Cleverian Hesni Neno"— Presentation transcript: <https://slideplayer.com/slide/11004202>

EPC.13 EA will administer 4 assessments during each school year.

a. At the beginning of each school year during the month of August, EA will administer DIBELS diagnostic assessments to be used to identify existing strengths and weaknesses of students entering K through 2nd grades in reading. DIBELS is a Tier-1 rating with the LDOE and will be the tool used to assess students to determine their academic skillset. It will be followed up with progress monitoring of each student for benchmarking in the months of September, January, and April.

EA will frequently monitor the student’s progress using the NWEA program NWEA will be used as a comprehensive assessment for grades K-8 to measure growth and achievement in reading, language usage and science. It provides teachers with accurate evidence to direct students in instruction and will be used by

EA as a tutorial and to further assess individual goals for each student. Based on the results of the data, students will be placed in tutorial programs according to the areas each student requires improvement. If improvement has not been shown, students will be given additional face-to-face instruction and additional after-school (extended-day) tutoring using the Renzulli learning computer-based software. NWEA measures of academic progress is an adoptive achievement and growth test. It is not Tier 1-rated; however, it will be used as a tool for progress monitoring. It creates personalized assessment experience by adapting to each students' learning level. NWEA has a tutorial component, NWEA is a multi-tiered assessment. designed to support students whose learning needs are falling short and require more specific support in addition to differentiated core instruction.

EA will use iReady as tutorial tool for low performing students to help them to improve their comprehension in each subject where they need assistance. I-Ready for reading/ELA and mathematics is an effective, research-based, web-based diagnostic assessment for students in all grades. All students will begin I-Ready diagnostic and receive differentiated online instruction according to their ability; and will receive customized reports on student performance and progress throughout out the year (4 times yearly). Student will take the test. Teachers will analyze. Teachers will conduct data chats with students and parents and

results of the tests will drive instruction.

REFERENCE:

http://www.nysed.gov/common/nysed/files/assessment-rfq_curriculum-associates_iready_formscandg_062822.pdf
https://osi.dadeschools.net/17-18_SIP/SIPs/1121.pdf

b. For students who are not at grade level, EA will use the Response to Intervention (RTI), an intervention tool used to help students who are struggling. Both Great Minds Wit and Wisdom and DIBELS have been endorsed by Louisiana Department of Education ensuring that EA's school assessment options meet state standards and secure our students' academic goals. I-Ready and NWEA are additional assessments that will be used in progress monitoring. DIBELS, I-Ready, and NWEA are also intervention tools that will be used for face-to-face and/or virtual afterschool tutorial. NWEA and I-Ready are no longer rated Tier 1 by LDOE standards, but EA will use the programs for progress monitoring and tutorials to drive instruction.

RTI is set up as a three-tier system of support. One way to understand this system is to think of it as a pyramid. Tier 1 is the whole class. Tier 2 is a smaller group intervention. If a student is not making adequate progress, then a more targeted breakout is planned in addition to the regular classroom instruction. This will take place during enrichment activities such as Music or art. These are extra help sessions. The teacher will use a different method than used in Tier 1. Tier 3 is more intensive instruction. It is tailored more to a student that has a need that is well below grade level in a specific subject. It is likely that an evaluation will be made for special education services. RTI will assist the teacher in early warnings sign of learning difficulties.

To measure the impact of goal setting in student's performance on the state assessment in reading, science, social studies and mathematics, teachers must allow students to participate in knowing the data, understanding the data, being a part of the goal setting process and taking responsibility for their own learning. Once students have learned to read the data, the student and teacher will work together to establish a reachable goal to help achieve improvement in the weak areas that were identified to them from the data shown. EA teachers will conference with students and parents at the end of each assessment to look at baseline data together and set meaningful, end of the year goals.

c. Describe the alignment to LEAP2025 and ACT (for high school applicants) N/A

d. EA will utilize software for a Multi-Tiered System Of Supports (MTSS), which provides a guiding framework for our school to remove barriers to learning at the systems level, uses evidence-based practices to support the whole student along a tiered continuum, and makes decisions for targeted and intensive interventions based on data.

Our key tenets of the MTSS framework include: all students are capable of grade-level learning with adequate support; decisions and procedures are driven by school and student data; and implementation

occurs school-wide and requires stakeholder collaboration (Harlacher et al, 2014). The multi-tiered systems of support (MTSS) framework have been described as a critical measurement of improvement under the “Every Student Succeeds” Act, which calls for the use of evidence-based interventions and data-driven progress monitoring for students.

REFERENCE:

https://www.researchgate.net/publication/312820022_Multi-Tiered_System_of_Support

e. Each special education student’s goals will be aligned and assessed in each subject area in accordance with their I.E.P. Once students are tested at the start of the school year, EA will use the data from the assessments (DIBELS); then conduct follow-up testing during fall, winter, and spring/every 6-weeks with DIBELS and I-Ready) using the MTSS/RTI process as a road map to interpret and separate the data early; benchmarking to indicate where any student shows a learning gap in a subject so appropriate instruction such as content-based or sheltered can be used. This applies to all students as well as SPED, ELL, Gifted/504. If more intense intervention is needed, the teacher will use the data equally to administer appropriate strategies and tools to assist students in growth and learning success. (Programmatic offerings like tutoring, Pull-Out/Push-In method). Progress monitoring will track all student’s ongoing progress and performance through I-Ready to show student diagnostic growth. NWEA, Study Island, Renzulli, and Learning Farm weekly. EA’s curricula choice (Ex: Great Minds Wit and Wisdom/GM Eureka) will include Tier 1-3 groups in all diverse learning populations.

f. EA will utilize DIBELS for Reading (Tier 1 and Tier 2), I-Ready for Reading and Math (Tiers 1,2, and 3), and NWEA for Reading and Math (Tier 3 Only – as per LDOE guidelines and will only be used as a tool for progress monitoring). Classroom Teachers are responsible for conducting weekly assessments, to be done every Friday. The Curriculum Resource Teacher will analyze the weekly assessment data.

Tier 1 Supports – EA supports are “universal” and are offered to every student. EA will provide high-quality core instruction, incorporating the social-emotional aspect into both the curriculum and assessment, thereby promoting a positive and inclusive school environment. EA will implement Tier 1 school climate teams of supports into school improvement planning.

Tier 2 Supports – Tier 2 system of supports will target those students who are not responding to the Tier 1 level. Typically, around 15%-20% of students will receive Tier 2 support. EA will coordinate meetings for Student Support Teams (SST) or Student Intervention Teams (SIT) to identify at-risk students who need Tier 2 support and use data from multiple domains to determine appropriate interventions. EA will establish data “cut points” across academics, behavior, attendance, and social-emotional learning to determine when a student needs to be placed in Tier 2.

Tier 3 Supports – Tier 3 support refers to intensive services that one to five percent of students receive if they continue to struggle and require even more support. It is also for students who are undergoing more of an acute crisis, such as the death of a parent. Additionally, EA is ensuring that counseling and wellness teams can provide critical mental health, physical health, and crisis response supports to students and families in need.

Reference: <https://www.panoramaed.com/blog/mtss-comprehensive-guide>

EA teachers will have on-going professional development (Ex: in-services, webinars, coaching/mentoring, individual consults) with progress monitoring and observations to identify struggling teachers and use the appropriate intervention for their developmental progress. EA will ensure all teachers are on track with the support/tools they need to effectively meet their needs and the needs of their students.

EA will diligently monitor the efficacy of MTSS/RTI with continued progress monitoring and interventions, distributing and/or redistributing funds as needed to ensure the academic and social needs of its EA students are being met fairly.

- Quantitative data: EA will track certain goals that are best tracked numerically, such as using an assessment score to monitor reading level growth or computational fluency.

- Qualitative data: EA will track other goals that are best tracked using observational data, such as recording how a student is interacting with classmates for a behavioral goal.

A combination of both: At times, EA will utilize both quantitative and qualitative data when it is useful. For example, we will track class participation by how often the student participates and the content of their comments in class.

Reference:

<https://go.panoramaed.com/hubfs/Webinars/best-practices-interventions-progress-monitoring.pdf>

g. Report Cards and progress reports will be the method to communicate with parents/guardians and students about the student's academic achievement and progress. ELITE will distribute report cards four times per school year: October, December, March, and May, preferably done during parent/teacher events. Each teacher will plan at least one Parent/Teacher conferences per year. At the end of the first and second grading periods, guardians/parents must meet with the student's teacher to receive a progress report on the student's academic, behavioral, and citizenship progress. Parents must sign the report card at the conference and parents will receive a copy. It is understood that educators shall, if necessary, arrange additional conferences with parents. Conferences with educators must be scheduled during non-instructional time.

This will be done 4 times per year. Progress reports will be sent home to parents, and report cards will be sent every 9 weeks.

Reference:

https://lifeacademyal.com/images/documents/StudentFamilyHandbook_revised.pdf

The calendar year for EA will be 182 school days with 71,100 instructional minutes; this includes contingency days and shortening holiday breaks. EA's contingency plan proposes to trade out some Wednesdays that are used for parent-teacher conferences and replace with a full day of school. This means certain Wednesday evenings parent-teacher conferences will take place after a full day of school instead. EA will decrease the amount of time off for Easter break by two (2) days; decrease days off for Mardi Gras by one (1) day; and one teacher in-service day in January, resulting in adding eight days total to our school year.

EPC.14. APPENDIX 2. (See Sample Daily Schedule in separate attachment)

EA's daily schedule includes a 90-minute English class and 50-minute math, science, resource, and enrichment classes. Enrichment classes include social studies, computer tech, and physical education. During the resource classes, block, ELL, SPED, and Gifted students will participate in pull-out reading instruction.

Collectively, students will receive character development using strategies such as school assemblies, bell ringers, etc. which incites students to listen and to think about positive behaviors in different scenarios using "The Leader in Me" by Stephen Covey which is addressed in our application.

Each class will have a teacher and a co-teacher (Fellow/Para) who will work alongside them. An Instructional Coach is included in the total of nine teachers and will oversee all teachers and assist in Professional Development. There will be 2 SPED teachers and a SPED Coordinator who will service the needs and instruction of students with disabilities.

EPC.15 APPENDIX 3. (See Sample Schedule for ELL in separate attachment)

EA will serve its students within the least restrictive environment. According to, LDOE's English Learning Guidebook, EA will have its EL Students pulled out of the general classroom daily, and at certain times during the day to be individually taught the English Language. Afterwards, teachers will bring these students back into the general classroom to continue learning with their peers.

EA will refer to Learn Zillion, which is LDOE's English Learner Guidebook. This guidebook aligns with Louisiana State Standards. It is research-based and aligns with the state's classroom materials and resources.

ELL's will follow the general education schedule in addition to either a push-in or a pull-out model with an ELL teacher. In small groups, ELL teachers will have individual student learning plans, and the teachers will use the strategies in the LDOE EL Guidebook.

Per the class schedule for elementary students the "Pull-out/Push-In method will be employed for 40 minutes, twice daily at the times listed on the sample schedule. two days per week (totaling 160 minutes per week). EL Learners (6th-8th grade) will receive additional EL supports through a pull-out model; they will receive content instruction in the general education classroom and will be pulled out to engage in exercises such as choral reading, echo reading, writing, and using visuals. English learners will engage in an additional English class during the 50-minute resource time.

Per guidelines in LDOE's English Learner Guidebook EA will administer content-based instruction to ELL students. ELL students (K-2nd) will be in the general classroom setting, and go through the "Pull Out/Push In" method twice daily on the designated day as outlined in AP.14.1. (See Daily schedule for ELL Students). Total time for instruction is 80 minutes per day. (Ex: the student will be in the general classroom setting; then at 9:55 a.m., ELL students will be pulled out of that setting for 40 minutes to receive instruction. They will then be Pushed in to the general classroom to continue learning experience with their peers. This will occur again at 12:40 p.m.)

Six through eighth grade English learners will receive additional English language supports through a pull-out model; they will receive content instruction in the general education classroom and will be pulled out to engage in exercises such as choral reading, echo reading, writing, and using visuals. English learners will engage in an additional English class during the 50-minute resource class.

English Language Learners will receive 160 instructional minutes per week as required by LDOE guidelines. (See the Appendix 3 attached)

EA will employ highly qualified, certified EL teachers to teach EL Learners. ELL students will be taught by a single certified teacher/Instructional Coach as listed on the organizational chart. EA will refer to Learn Zillion, which is LDOE's English Learner Guidebook. This guidebook aligns with Louisiana State Standards. It is research-based and aligns with the state's classroom materials and resources. ELL's will follow the general education schedule in addition to either a push-in or a pull- out model with an ELL teacher. In small groups, ELL teachers will have individual student learning plans, and the teachers will use the strategies in the LDOE EL Guidebook. Paras by certified teachers should the certified EL teacher and/or Inst. Coach be unavailable.

EPC.16 Appendix 4 (See Sample Schedule for Students with Exceptionalities in separate attachment)

In accordance with LDOE's Guidebook for Supporting Students with Disabilities, EA will identify disabilities early and accurately by employing an Early Warning System to ensure every student will succeed. EA will have controls in place to assist the teacher in early warnings sign of learning difficulties. EA will utilize the Child/Student Find and Tracking System. Once identified, EA students with disabilities will be served in the least restrictive environment and service delivery will be listed in the IEP including core instruction and other services.

EA will comply with the LDOE Guidebook for Supporting Students with Disabilities. Students will be served in the least restrictive environment, and will be taught in the general classroom setting with their peers as much as is appropriate and using the school's model of instruction. Service delivery (Ex: visual schedule or a checklist to keep on- task) and other supports will be listed in each student's IEP and will also include core instruction and other services. Students with disabilities will have the same schedule as students without disabilities except that they may have related services such as speech-language therapy, audiology, or counseling; these services will be delivered during non-core academic time. If an IEP calls for a student to be pulled out of the general education classroom, a specialized teacher would work with the student in a small setting, but if that was not included in the IEP, the student would remain in the classroom with the general education teacher.

See Appendix 4 sample of a typical day student with disabilities would receive along with some possible services that would be delivered to them from their IEP such as speech-language therapy, audiology, or counseling. If an IEP calls for a student to be pulled out of the general education classroom, a specialized teacher will work with the student in a small setting. A student's IEP may include specific transportation

services, (as applicable) outlined in the LDOE's Strategies for Success: A Guidebook for Supporting Students with Disabilities.

Students with disabilities will attend classes along with their peers and will be served in the least restrictive environment using the Pull Out/Push In delivery method. EA will have 2 SPED teachers and one SPED Coordinator available to support these students in the first year and by Year 5 will staff 5 SPED teachers.

The sample schedule (Appendix 4) for students with disabilities indicates the required amount of instructional minutes as required by Louisiana law.

EA's 1st year will employ 2 SPED teachers and 1 SPED Coordinator to support students, as well as paraprofessionals to support co-teaching and provision of supports for all learners. A specialized teacher will work with students in a small setting at the times when the Pull-Out delivery method occurs. When completed, the student will be Pushed back in to the general classroom with their peers.

EPC.17 ELITE Academy will employ the Panoramic Multi-Tiered System of Supports/RTI to screen, assess, and make decisions for each student based on data. EA will also use the Gradual Release Learning Model to monitor student assessments. This multi-tiered system is a prevention tool to ensure all students succeed. EA's will execute the RTI plan early to identify students who need placement in Tier 2 or 3 groups when students are not progressing at the rate they should.

The main classroom teacher/general educator will provide the Tier 3 services, and the co-teachers/paraprofessionals) will provide the Tier 2 services. After early testing, the student will be placed in a Tier 2 group to focus instruction on the area where help is needed most. This will be followed up with additional help as needed, such as tutoring. In the case of Tier 3, the instruction will be more intense for the students below grade level. RTI will be beneficial to home in on learning challenges so that interventions can take place in both cases.

Tier 1 Instructions: Tier 1 is general education and enrichment curriculum that provides high-quality instruction for all students with research-based comprehensive academic programs. The EA team will obtain diagnostic and benchmark data at least 3 times a year and monitor each grading period. The team will use input from teachers and other stakeholders when a student struggling is observed.

Tier 2 Instructions: Tier 2 provides at least 30 minutes 3 times a week of targeted subject-based instruction based on the findings of data inside the classroom in small groups. EA will collect progress monitoring data weekly from the determined evidence-based intervention program.

Tier 3 Instructions: The Tier 3 interventions will consist of daily 30 - 45 minutes additional reading or math instruction at the student's instructional level in a small group or 1:1. The student will continue with both Tier 2 in class interventions and Tier 3 interventions at this stage. Progress monitoring will occur at least once a week to gather data. The progress monitoring period should last 6 - 12 weeks to review the obtained data bi-weekly by the team.

Additional Supports: The LDOE intervention catalog will be responsive to specific literacy challenges. For example, interventions would be listed for a student with strong word recognition but struggling with comprehension and fluency; or a student strong in background knowledge but struggling with word recognition. By creating a catalog of evidence-based interventions, EA will ensure its use of LDOE interventions to assist students who are struggling, provide progress monitoring to measure improvement, and provide feedback to the parents to support the student literacy development.

If the student is not progressing or progress is deemed to be slowly staggered behind the student's peers (an extreme outlier) EA may consider additional support with parent permission such as: change/adjust interventions, Section 504 Referral, or Special Education Referral. EA will hold parent meetings to review progress monitoring data and get permission for targeted Tier 3 interventions in small groups outside of the classroom.

Reference:

<http://previous.opsb.us/wp-content/uploads/2019/03/Full-Application-without-attachments-27746373-thenga-2019application.pdf>

ELITE Academy will utilize safeguards for the special education eligibility process in accordance with the LDOE Guidebook for Supporting Students with Disabilities as follows: Coordinate Identification

- Identifying students EARLY
- Choose and administer a screening assessment to every child upon entry into the system: childcare, prekindergarten, or kindergarten.
- Schedule regular diagnostic screenings for every child: cognitive, speech/language, social/emotional, fine/gross motor and vision/hearing.
- To identify students ACCURATELY
- Convene a School Building Level Committee (SBLC) to review assessment data and make recommendations for instruction and intervention.
- Enact a comprehensive screening and intervention plan.
- Educate staff on the administration of screening assessments and how to use them effectively.
- Provide professional development for all teachers regarding the screening and intervention process.

Communicate with Families

- Host events to educate parents on developmental milestones and the screening process.
- Use traditional methods and social media to provide parents with referral, screening, and evaluation information.
- Set up regular meetings with the parents of identified students to share results and identify next steps.

Collaborate with Partners

- Work with community agencies to train staff on screening and referral processes.
- Join Early Steps transition meetings to discuss screening, evaluation, and next steps.
- Provide referral, screening, and evaluation information to area pediatricians, early childhood medical professionals, and community agencies such as homeless shelters.
- Connect with universities/agencies to identify trained personnel for the pupil appraisal team.
- Work collaboratively with pupil appraisal team to identify effective assessments.

Reference:

<https://louisianabelieves.com/docs/default-source/students-with-disabilities/strategies-for-success-aguidebook-for-supporting-students-with-disabilities.pdf>

A “struggling student” is a student performing below the “basic” level per LDOE in at least two core subjects or who does not meet standard benchmarks and so needs additional support.

EA’s plan to determine the efficacy of the RTI program includes checkpoints, key indicators, and evidence of success. Regular Checkpoints will include 4 times yearly utilizing diagnostic assessment and progressing monitoring to obtain continuous feedback on the success of the intervention. Key indicators will include results of the assessment which will be given 4 times a year through data measurements, performance, and achievement. Evidence of success when student performance scores are discussed at the SBLC Meeting.

EA will have safeguards in place for continuous examination of student/teacher data such as test scores, behavior, and observations; and teachers will engage in continuous professional development on how to effectively assess, screen and report for intervention process. They will use diverse screening and assessment data to determine curriculum effectiveness. EA protocols are to continuously monitor progress weekly through NWEA and iReady, and convene SBLC and the Pupil Appraisal Team to review assessment data and make recommendations for instruction and intervention (Bulletin 1508); and host/inform parent events each grading period on developmental milestones and screening processes.

Based on indicators like race, discipline, reading or math problems, speech, social and emotional behaviors, gifted students, etc., EA will use SPP/APR compliance indicators to review data to compare if subgroups of historically marginalized subgroups such as Diverse Learners are disproportionately overidentified through the RTI process in relation to other subgroups of students. EA will use specific safeguards according to IDEA Sec. 300.504 Procedural Safeguards Notice such as: (1) Independent

educational evaluations; (2) Prior written notice to parents; (3) Parental consent; (4) Access to education records; (5) Opportunity to present and resolve complaints by due process. 5 of 13 categories are listed and will be in a language understandable to all.

EA will take corrective steps to avoid disproportionality and/or overidentification determining an intervention plan once it is discovered a student has been incorrectly identified. The principal, diagnostician, SPED Coordinator, CRT, and parent/guardian will meet with the SBLC and the Pupil Appraisal Team to take action steps to proportionally place student for maximum learning. Student will continue to be monitored and observed. **Note:** Parents do have the right to challenge decision making and require additional testing/alternate placement.

Once discovered that data suggests a subgroup of students is disproportionately identified and/or overidentified as struggling, these action steps will be taken:

- EA will comply with the State who will provide for the review, and if appropriate EA will revise its methods (policies, practices, procedures) that affect identity, placement, or discipline of students to ensure that EA complies with IDEA's requirements. Also, EA will publicly report all revisions made and will comply with State requirements to reserve 15% of its Part B funds to provide comprehensive coordinated early intervening services to serve children at EA, particularly, but not exclusively, children in those groups that were significantly over-identified.

Reference: <https://www2.ed.gov/policy/speced/guid/idea/disproportionality-q-a.doc>

ELITE Academy will take an active role in the social emotional learning health of its students. Recent events such as the pandemic, heightened tensions around racial injustice, fear of health and welfare has pushed many educators to make instructional shifts and cover topics they typically would not with students. The traumas and anxiety associated with these unprecedented issues have caused many of our children and youth to experience a wide range of emotions, such as grief, terror, anger and depression. Although teachers cannot solve every issue, with the right tools and resources they can effectively respond to students' needs by focusing on equity and integrating social and emotional learning (SEL) into the lessons.

EA's chosen plan to provide social and emotional skills instruction for its students is the "Leader in Me" by Stephen Covey. Teachers will implement lessons from the "Leader in Me" every morning from 8:00–8:15 a.m. The curriculum includes videos, role-playing, and situational awareness. When the social-emotional-skills of students are developed, along with those of the staff, students tend to achieve higher academically. Moreover, *Leader in Me* specifically equips schools to focus and execute on academic growth targets through a goal achievement process called the *4 Disciplines of Execution*®, and by improving the instructional practices of teachers. (Franklin Covey Education) The data shows that *Leader in Me* is a proven model for SEL.

- 22.84% improvement in student behavior was found in a statewide analysis of Florida "Leader in Me" schools compared to matched controls. 42% fewer discipline incidences than expected in a statewide sample of Leader in Me schools based on their pre-Leadership in Me trajectory (Dr. M. White (2018) University of Michigan)
- Leader in Me is associated with a significant decrease in the total number of discipline reports. Dr. S. Caracelo (2012) Walden University.
- 31% overall decrease in elementary behavior incidents within a year of teaching the LiM program, continued decrease the following two years of the study. Dr. C. Ishola (2016) Benedictine University
- 23% overall decrease in disciplinary issues over the first five years implementing Leader in Me. Dr. K. Cummins (2015) University of Louisiana At Lafayette.
- 84% of teachers acquired new skills and knowledge to be better leaders. Roi Institute (2014) Plan/Frequency/Method: It will be used as a bell-ringer assignment the first 15 minutes of each school day. The teacher of each classroom will be the person responsible for delivering the content.

EA's goal is to achieve positive social emotional wellness for its students, leadership skills for teachers, and build a positive culture.

Reference:

<http://web.archive.org/web/20210804215409/https://www.leaderinme.org/research-highlightsacademics>

<https://www.leaderinme.org/blog/impact-student-behavior>

EA staff will engage in trainings about trauma-informed approaches such as teachers speaking to students one-on-one, instead of in front of the entire class, to address misbehavior.

If a student reports a physical or sexual abuse to the school (counselor, teacher, principal) it is that person’s responsibility to report the incident to 1-800-ABUSE. Once that person has reported, the hotline takes a written report from that teacher; send a representative to the school to interview the student. Representative reports the incident to the authorities. The authorities contact the student’s parents.

EA will execute Trauma-Informed Care through social & emotional support. The Plan For Trauma-Informed Care will be carried out using “The 4 R’s”

- Reflect – to develop awareness of our thoughts, emotions, and sensations.
- Regulate – regulate and nurture our healthy nervous system.
- Relate – Relate to, connect to others, and foster positive and supportive relationships.
- Repair – Embrace self-compassion, seek forgiveness, and try again.

The 5 Guiding Principles of Trauma-Informed Care/Social and Emotional Learning

- Safety – We will ensure that the physical & emotional safety of an individual is addressed. It is the first important step to provide Trauma-Informed Care. ELITE’s school environment will be welcoming so that the student will feel safe.
- Choice – The opportunity
- Collaboration
- Trustworthiness
- Empowerment

To maintain a safe school environment EA’s systematic plan for contacting families in the case of social emotional issues is outlined as follows:

1. Once a student has broken classroom rules and has earned 5 infractions, the teacher will refer the student to the social worker for counseling.
2. The social worker will contact parents to inform them of the counseling sessions. This may lead to home visitations which will help the social worker determine if the student suffers with other emotional issues and would need additional counseling through Emerge Counseling, LLC and/or Mental Health Screener.
3. EA’s Mental Health Screener is an outside agency, who will receive referrals from Emerge Counseling, LLC or directly from the parents of a student receiving counseling. This is also referred to in the Mental Health In-Take Packet.

EA has chosen LOCUS CALOCUS as its Mental Health Screener. LOCUS CALOCUS is a system for evaluating the current status of clients and their needs based on six evaluation dimensions.

Risk of harm	Recovery environment: stress and support
Functional status	Treatment and recovery history
Medical, addictive, and psychiatric co-morbidity	Engagement: child/adolescent & parent/caregiver

This social and emotional screener was created by the American Association of Community of Psychiatrists and has proven to have successful outcomes with both adults and children. The purpose is to quantify the assessment in needs of reliability. The Social Worker will be responsible for interpreting results and coordinating care. EA will administer the Locus Calocus mental health screener when a student is referred for a screening. All students would be screened on a case-by-case basis per recommendation by the Social Worker, with parent approval.

We will use four strategies for informing families of EA's SEL plan:

1. Teach – build parents and families background knowledge of social and emotional initiatives, practices, and services.
2. Communicate – Inform parents and families through written, oral and digital platforms of initiatives (email text or written letter).
3. Volunteer – create opportunities to highlight and engage parental involvement.
4. Support – Provide resources and opportunities to practice skills at home.

References:

<http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-traumainformed-care/what-is-trauma-informed-care.html>

EPC.18 EA will serve students within the least restrictive environment. By providing specialized services to each student, they will experience success in the classroom and beyond.

Reference:

<https://ldaamerica.org/core-principles-full-inclusion-of-all-students-with-learning-disabilities/>

EA's highly qualified and certified teachers will monitor for signs of a learning disability. The referral for evaluation can be requested by a parent or the student's teacher. The evaluation will determine the severity of the student's learning problems and whether a disability exists. The decision to evaluate is made during a special education meeting. Parents will be asked to sign a formal consent for an evaluation. The principal will collaborate with the local school district to conduct the evaluation. The principal and EA staff will be present. EA will conduct all special education meetings at a mutually agreed upon time and place for the parents and committee members. EA will provide parents with adequate notice, list of attendees and the purpose of the meeting. Parents may exercise their right to bring and advocate and/or a support person to the meeting.

Once the parent gives his/her consent the student is then evaluated in a process that involves several types of tests. It is important to remember that this assessment will involve the use of diagnostic tools that provide an overview of the student's school performance, strengths, weaknesses, hearing, vision, and cognitive function.

If the student qualifies, ELITE Academy will have 60 days to complete the evaluation and implement a special education placement. If the parent disagrees with the results of the evaluation, they may request a full, independent educational evaluation at EA's expense.

Reference:

<https://ldaamerica.org/support/new-to-ld/>

https://louisianabelieves.com/docs/default-source/academics/louisiana's-educational-rights-of-childrenwithdisabilities.pdf?sfvrsn=8e7ffce2_17

EA recognizes although a student is struggling, it does not automatically mean they have a learning disability or that they need special education; but it does at least warrant a conversation between the parent and teacher. Initially, EA will provide academic assistance or intervention strategies prior to proceeding with the special education process. In many cases, this type of intervention will resolve the problem, and no further action is needed. However, EA will move to evaluate the student who continues to struggle if there are ongoing problems that require additional assistance.

Reference: <https://www.verywellfamily.com/the-special-education-process-2162674>

EA will contract highly qualified/and certified diagnosticians to evaluate students. As listed in the Org chart the SPED Coordinator will be responsible for overseeing SPED Teachers. In case the Diagnostician

is not available, the SPED Coordinator will conduct assessments. EA will identify potential learning disabilities. Our teaching staff will closely monitor how each student is progressing in their learning and determine what challenges they are experiencing. If that student is struggling more than normal, EA will seek additional help for the student. According to the Learning Disabilities Association of America, if students who are struggling with reading in first grade receive intervention early, 90% of them will achieve normal reading ability. But, if assistance is delayed until third grade, 75% will struggle with reading throughout their lives.

Reference: <https://ldaamerica.org/support/new-to-ld/>

As defined by LDOE’s Strategies for Success: A Guidebook for Supporting Students with Disabilities and in accordance with LDOE Bulletin 1508 we will utilize the following screeners: Universal screeners (RTI); DIBELS diagnostic in reading (Aug-Sept-Jan-April); I-Ready for Math in Aug-Sept-Jan-April. The plan to screen all students includes administering DIBELS and I-Ready 4 times yearly in Aug-Sept-Jan-April, administer progress monitoring weekly, and students will take the annual LEAP 2025 assessment test.

Determining Eligibility

ELITE Academy will establish a comprehensive screening and intervention plan to accurately identify when and why a student is struggling and determine the support. The plan will include the following elements and strategies, as listed in the LDOE Guidebook for Supporting Students with Disabilities:

<u>REQUIRED ELEMENT</u>	WHO?	WHAT DATA?	WHEN?
Low-intensity supports and interventions	Classroom teacher in identified area of need	Universal screener, formative assessments, summative assessments	As soon as needs are identified
Diagnostic assessments	Required: School administrator, general education classroom teacher, referring teacher, student (as appropriate), parent or guardian, personnel trained to administer diagnostic assessment(s) Also Included: interventionist, school counselor, school social worker, special education teacher, assessment	All of the data above plus attendance and behavior data and vision/hearing screening	As soon as there is evidence that low-intensity classroom supports and interventions have been implemented but are not sufficient.
Develop an intervention plan that: 1. includes targeted prereferral interventions in	All of the above plus the educator(s) who will implement the intervention(s).	All of the above data plus results of age-appropriate, valid and reliable diagnostic assessment(s).	As soon as diagnostic assessment(s) is complete (develop plan).

<p>identified area(s) of need</p> <p>2. is implemented with fidelity</p> <p>3. supplements but does not replace high-quality grade-level instruction</p>			
<p>Monitor intervention plan to determine next steps:</p> <ul style="list-style-type: none"> • discontinue the intervention (student no longer at-risk) • continue or adjust intervention (student is making progress) • refer for a formal evaluation (student is not making progress) 	All of the above	All of the above data plus results of progress monitoring assessment(s)	At least every 3-4 weeks
<p>Formal evaluation plan to determine if the referred student has a disability</p>	IEP Team and Pupil Appraisal Team	All of the above data plus diagnostic assessments/ evaluations recommended by pupil appraisal team in suspected area of disability (with informed consent of parent/guardian)	As soon as there is sufficient evidence that the interventions are not effective or as determined appropriate by the SBLC.

Chart Reference: <https://files.eric.ed.gov/fulltext/ED608292.pdf>

EA will have 2 SPED educators and a SPED Coordinator for the first year. There will be 5 SPED Educators and a SPED Coordinator in the fifth year. The SPED Coordinator will be responsible for overseeing the SPED Teachers. If the Diagnostician is not available, the SPED Coordinator will conduct assessments. The certified diagnostician and/or a certified SPED Coordinator will service the students.

EA will take steps necessary to identify learning issues. EA will follow all Federal and State mandates regarding services for students with disabilities and English Language Learners, according to Bulletin 1706 This is a requirement by law and known. We will comply with the Federal and State laws that govern the education of students with disabilities and English Language Learners.

- The Individuals with Disabilities Education Act (IDEA,2004), 20 U.S.C.§§1400-1485, and
- Louisiana’s Education of Students with Exceptionalities regulations, Bulletin 1706, LA R.S. 17:1941 et seq.

As a charter school, EA understands the mandates of these laws and will provide these services to students. Additionally, EA will provide students with disabilities access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). We will respond to the needs of all, including students with disabilities, enabling them to grow in the general education curriculum to the best of their abilities. EA will offer all students individualized learning, differentiated Instruction, Intensive Literacy, mathematical problem-solving skill building, and other methods of diagnostics and assessments for all students. EA will provide additional Tiered supports to at-risk students, (those below grade level

academically and/or behaviorally), students with disabilities (participating in the Special Education Program), EL Learners, and gifted/talented students.

Reference:

LDOE Guidebook for Supporting Students with Disabilities and Louisiana’s Education of Students with Exceptionalities regulations, Bulletin 1706, LA R.S. 17:1941 et seq.

<http://previous.opsb.us/wp-content/uploads/2019/03/Full-Application-without-attachments-27746373-thenga-2019application.pdf>

All related service providers for students with exceptionalities (such as (e.g., physical therapist, occupational therapist, speech therapist) will be contracted employees of the school. These contracted service providers are included in the EA’s operating budget.

EA will use the Panoramic Multi-Tiered System of Supports/RTI to track data. Utilizing the tracking system to analyze data teachers will see a level of increase or decrease in standards. Teachers will have an overview to determine a need to change or increase the standard.

EA will employ the Panoramic MTSS-Multi-Tiered Systems of Support/RTI process for its students with disabilities. The MTSS is an educational process and an instructional framework that provides high quality, research-based instruction, and intervention based on individual learner’s academic, social, and behavioral means which are identified through screening and progress monitoring. Adjustments to instruction and intervention will be based on a student’s performance and rate of learning success. EA’s goal is to provide early systematic and appropriately intensive assistance to students who are at risk or already under performing as compared to appropriate grade or age level standard. With MTSS, goals can be achieved to help identify struggling students early, and to intervene quickly.

Reference: <https://www.usd232.org/Page/5458>

https://en.wikipedia.org/wiki/Response_to_Intervention

EA will hire experienced, highly qualified, and certified staff that can lead our special population. Three levels of assessment drive the RTI process: universal screening, diagnostic assessment, and progress monitoring.

In the first level of RTI, EA will assist teachers in monitoring their students’ progress by using specific data to target and make appropriate adjustments so students can stay on track. The RTI process uses data from three assessment tools to meet this objective.

- Universal screening data helps to pinpoint high-priority areas of concern. Screening provides data that helps answer fundamental questions: What should we keep and what needs to be dropped or updated? Which students are in danger of falling through the cracks if we do not intervene quickly?
- Diagnostic assessments refine the universal screening data by identifying the root causes for gaps between expected outcomes and actual performance.
- Progress monitoring provides continuous feedback about how successfully the selected intervention is promoting student growth and closing achievement gaps. It also helps determine when a change in strategy is required.

The second level of the RTI stool provides a continuum of research-based interventions. It does no good to pinpoint which students need support if, once identified, there isn’t any help available to find solutions. Teachers need access to a menu of research-based possibilities, ranging from whole-class strategies to more intense and individual interventions that require special training to implement. Typically, intervention categories are arranged into a three-tiered pyramid.

- Tier 1 provides research-based classroom instructional strategies powerful enough to enable 80–90 percent of students to be successful without further intervention.
- Tier 2 provides interventions of moderate intensity that supplement Tier 1 strategies and are provided for groups of three to six students. Five to ten percent of students may need assistance at this level.

- Tier 3 provides intense interventions for groups of one to three students. Like Tier 2, this level is also a supplement to Tier 1, not a replacement for it. One to five percent of students generally need assistance at this level.

In the 3rd level of RTI, the lessons will be frequent. They will be customized for the students and offer opportunities or extensive practice. Students will receive intervention instruction and practice several times per week; daily if possible to improve their reading skills. RTI is a systematic way of connecting instructional components that are already in place. It integrates assessment data and resources efficiently to provide more support options for every type of learner.

RTI *does*

- Develop a systematic way of identifying student strengths and weaknesses.
- Reduce the time students wait to receive necessary instruction and intervention.
- Require schools to ensure that underachievement is not due to a lack of appropriate instruction.
- Require close monitoring and documentation of student responses to research-based instruction in general education classrooms, so schools are less likely to label students too quickly.
- Require that general and special education classrooms share responsibilities to ensure that all students can receive additional support using a seamless instructional system.
- Require the use of research-validated practices in core classroom instruction and supplemental intervention services.

RTI *does not*

- Apply only to students who qualify for special education.
- Allow students to wallow in failure until they meet a qualification score.
- Focus more on compliance to forms and procedures than on student results. It does promote procedures that get the right services to the right students at the first signs of trouble.
- Ignore the bias of assessment instruments that over-identify students who lack prior knowledge due to environmental and cultural differences that are easily misinterpreted as a learning disability.
- Simply refer, test and label students when they underperform in general education classrooms without proving that the problem is not the fault of the curriculum or the instruction.

The Two Models of RTI

EA will use the two models for implementing RTI according to mandated state standards: the standard protocol model and the problem-solving model. Though there are pros and cons for each model, they both follow the same treatment cycle. Teachers must:

- Assess all students with a universal screener.
- Diagnose reasons for any problems flagged by the screener.
- Select research-based interventions for the specific problems identified.
- Implement the selected plans and monitor them for positive effects.
- Adjust intervention plans in response to the progress monitoring and diagnostic data collected.

Reference: <https://epdf.pub/what-every-school-leader-needs-to-know-about-rti.html>

Using the RTI process, EA will utilize diagnostic tools that provide an overview of our student's school performance, their strengths and weaknesses, their hearing and vision, as well as their cognitive functioning. This assessment will allow our team to set goals and request needed services, if applicable. We will work with parents and staff to ensure communication lines remain open and our students will receive the best service possible. The RTI process will include progress monitoring.

Reference: <https://www.verywellfamily.com/the-special-education-process-2162674>

EA's steps to developing and implementing an IEP are:

- Obtain and consider evaluation information. Evaluation information must be obtained in all areas of the student's disability or suspected disability.

- Determine student’s eligibility for special education services. The committee must review the evaluation information to determine if the student has a disability that requires special education services.
- Identify the student’s present levels of performance and indicate the individual needs of the student according to each of four need areas: At the committee meeting, the student’s ...
- Identify the measurable postsecondary goals and transition needs including courses of study.
- Set realistic and measurable annual goals for the student.

Reference:

<https://docplayer.net/6870715-Guide-to-quality-individualized-education-program-iep-development-and-implementation.html>

The IEP team is defined in the above chart (Page 22). SPED students will receive an IEP plan that contains rigorous goals and instructional plans to meet those goals. Ex: a student with Math challenges will be assigned the following IEP goal and plan: The SPED student will count to 100 by the end of the school year. This type of IEP objective will be implemented for students’ individual needs.

Instructional plan: practice counting with manipulatives; writing numbers to be able to identify them and oral, repetitive recitation to memorize the numbers; Number identification.

Our plan for developing IEP’s is objective: the student will be able to add and subtract 2-digit numbers by the end of school year. The child will be able to count to 100 with 80% accuracy. Smart goals – specific, measurable, achievable, relevant and time sensitive.

Specific: Reading-Math-Science-Social Studies; and Measurable: end of the school year.

Strategy 1: Implications For A Strong IEP

Early and accurate identification allows the IEP team to clearly determine the student’s present level of academic and functional performance (PLAAFP). IEP goals are more meaningful and effective when linked to an accurate PLAAFP.

Strategy 2: Provide High-Quality Instruction To Ensure Achievement of Ambitious IEP Goals

- Use high-quality curriculum and assessments to monitor progress of all students toward grade-level standards.
- Use high-yield instructional strategies.
- Incorporate individualized supports using Universal Design for Learning (UDL) framework.

Monitoring IEP

EA embraces the IEP Goals which are the cornerstone of the IEP; and the IEP is the foundation of a student's special education program. We will remain committed to collect data for reporting purposes (Progress Monitoring). We will “clearly describe the condition under which the data is collected, describe what behavior the student is to learn/increase/master; be measurable; define what level of performance is expected of the student for success; and delineate the frequency of data collection.” Regular data collection will be part of our weekly routine. EA will write “smart” goals that clearly define what it is that the student will learn/do and how we will measure it. The data will drive instruction.

Special Educational Supports

EA will contract a highly qualified and certified diagnostician who will assess each student with exceptionalities. This diagnostician can interpret evaluation results. A staffing specialist will be utilized to test students who may need IEP services. The team who will assist in the developing of the IEP will include EA staff members, the student’s parent or caregiver, at least one of the student’s general education teachers, at least one special education teacher and the charter school representative with authority over special education services such as the principal or assistant principal.

References:

<https://www.thoughtco.com/iep-goals-for-progress-monitoring-3110999>

Strategy 3: Strengthen Instruction With Specialized Supports & Related Services

1. Communicate a vision of excellence for coordinated supports and services.
 - Create a vision and process for coordination at school system level.
 - Create a master schedule that protects core instruction and integrates services.
2. Identify and implement specially designed supports and related services based on the academic and functional needs of each student, not just their diagnosis.
 - Conduct an IEP review and needs analysis.
 - Identify staffing needs based on the full continuum of services.
 - Provide guidance to service providers to determine the least- to most-intensive supports and services.
 - Train general and special educators to implement need-driven supports and services.
3. Systematically monitor progress and adjust intensity, location, and frequency of supports and services for students according to needs.
 - Analyze the compliance systems currently in place.
 - Determine what additional guidance is needed for an effective progress monitoring system.
 - Provide prescriptive checklists for IEP team meetings regarding integrated supports and services.

Reference: <https://files.eric.ed.gov/fulltext/ED608292.pdf>

EPC.19 ELITE will employ highly qualified, certified ELL teachers to teach English Language Learners. Its English Learner Program will be effectively staffed by ensuring that all teachers will be highly-qualified, and ELL certified to provide push-in, pull-out, and additional English instruction on a regular basis. EA plans to hire by partnering with local colleges and universities, advertising its positions on INDEED.com, social media, the school’s website, local newspaper, and radio stations.

To ensure EL students are not inappropriately identified, EA will **identify** EL students via surveys. EA will administer a home language survey during registration. This is a first step to determine who will take the initial state-provided EL screener. Home surveys and records requests from prior schools will be distributed in enrollment packets. EA will give a Home Language Survey to the students. This data will provide information about the student’s language background and identify students whose primary or home language is not English. Additionally, the JCampus School Administration System will include identifiers for students with disabilities, EL students, and gifted and talented students. The identifiers will ensure that English learners will not be inappropriately identified as students with special needs.

Evaluate – EL screening will determine proficiency level of learners. These levels will serve as a basis for student’s plan for EL services. EA will offer several methods of diagnostic testing that the LEA does not offer, such as DIBELS (Tier 1-rated), Renzulli and I-Ready. NWEA will be used as a tutorial tool for progress monitoring and to drive instruction. At the time of registration, Once it is determined that the student qualifies as an ELL, the student will be given a valid, reliable test using the English Language Proficiency Screener (ELPS) that assesses English language proficiency in speaking, listening, reading, and writing. ELPS is the standardized screener approved by the LDOE. Additionally, the Idea Proficiency Test (IPT) and the Language Assessment Skills (LAS) will be used to assess the ELL student. There are five ways to assess ELL students without testing: (1) Rubric and Performance criterion; (2) Written assessments; (3) Portfolios; (4) Non-verbal assessments; and (5) Oral presentation or performances. This pre-testing will be followed up with post-testing and progress monitoring.

EA will serve its ELL students within the least restrictive environment. The EL components to be used to instruct EL students to promote English proficiency include English Immersion in classroom, use of Louisiana EL Connector Standards, English Language Development instruction, and push-in/pull-out services provided by a certified EL teacher. Elementary students will receive 160 minutes per week of push-in/pull-out EL instruction (four sessions of 40 minutes per week). English Learners will be taught with the same curriculum using Great Minds-Wit and Wisdom for reading, mathematics, science and social studies in K-8th. These students will get an additional hour of English each day. For mathematics, EA will use Great

Minds-Eureka. The curriculum is research-based, and developmentally appropriate to force students to think on their own. This will enable students to come up with new ideas, think more critically and improve growth in verbal and written process. The curricula also include frameworks that guide effective instruction in critical academic and social skills. Great Minds-Wit and Wisdom reading program and Great Minds-Eureka are student centered, student engaged, standard based, and mission based. All students including diverse learners can be successful and reach their full potential. Additionally, they will receive progress monitoring as all students using NWEA and I-Ready, which will be used as tutorial tools for students who need improvement at the elementary level.

EA will utilize the Panoramic Multi-Tiered System of Support/RTI as a tracking platform. RTI is set up as a three-tier system of support, which is part of the Multi-Tiered System of Supports framework for all students, including English Language Learners as well as all those with disabilities.

EA's plan for ELL Students to determine the efficacy of the RTI program includes checkpoints, key indicators, & evidence of success. Regular Checkpoints will include 4 times yearly utilizing diagnostic assessment & progressing monitoring to obtain continuous feedback on the success of the intervention. Key indicators will include results of the assessment which will be given 4 times a year through data measurements, performance, & achievement. Evidence of success when student performance scores are discussed at the SBLC Meeting. Progress monitoring will take place in August, September, January, and April. EA will monitor the effectiveness of the EL program through the annual EL proficiency test and through continual monitoring of DIBELS.

Every communication sent home to parents will be sent in their home language. EA will also utilize a translator for phone blasts, allowing parents to hear it and read it. Parent-teacher conferences will include a translator. These translators will also be utilized at PTO meetings and any other events, including extra-curricular activities to ensure parents of ELL students have the best communication available to them.

References:

<http://previous.opsb.us/wp-content/uploads/2019/03/Full-Application-without-attachments-27746373-thenga-2019application.pdf>

<https://greatlakesacademy.org/success-for-all>

EPC.20

a. EA will service students who qualify as “Gifted/Talented” under Louisiana Bulletin 1508; those students who demonstrate high academic and intellectual aptitude or possess extraordinary talent in the visual or performing arts (Louisiana Believes). EA will utilize universal screening and regular and ongoing review of data, including an assessment to be given at the end of each week. EA will provide “data chats”: either Teacher-to-Student or Teacher-to-Parent. EA will utilize Child/Student Find procedures for the gifted students' category as is required of all disabilities. Child/Student Find procedures will include a systematic screening process for all students to be completed yearly. The screening process will include a review of multiple sources of data that provides a body of supporting evidence to help teams determine the need for further individual screening and/or a comprehensive evaluation. Examples of materials that may be included in the screening process include the MTSS/RTI screening data, teacher checklists of characteristics of giftedness, general education interventions completed and are needed, and group administered criterion or normed-referenced assessments [e.g., Cognitive Abilities Test (CogAT), Naglieri Nonverbal Ability Test (NNAT-2), OTIS-Lennon School Ability Test (OLSAT8)], as well as LEAP 2025. The OLSAT is a group administered aptitude test for grades K-12 used to estimate students' reasoning and problem-solving skills. The school counselor will be responsible for administering the OLSAT or NNAT assessments. Based on the systematic screening results, EA's diagnostician will determine if further individual screening is needed or if the student should be referred for a comprehensive evaluation. Individual screening involves multiple components. The components include:

- parent information,
- observations and checklists,

- a review of the continuum of programming including interventions that have been attempted,
- individual achievement assessments and/or academic measures, and
- creative thinking rating scales or assessments.

ELITE Academy will use the outlined process to determine intervention needs:

- documentation, using multiple sources of data, of difficulties and/or areas of concern.
- a problem-solving approach to address identified concerns.
- documentation of interventions, accommodations, strategies to improve area(s) of concern.
- intervention progress monitoring and fidelity.
- a team decision-making process for making intervention changes and referral recommendations based on the student's possible need for more intensive services and/or accommodations; and
- examples of pre-referral interventions and accommodations.

EA will use the following sources of information to consider when reviewing a student's history and current profile:

- Standardized testing and testing growth charts use national and local norms.
- Academic benchmarking data based on national norms and EL norms (if an EL referral)
- Checklists to identify gifted under-achievers (i.e., LEAP 2025)
- Attendance records
- Documentation of interventions
- Portfolio of academic products Characteristics of Giftedness/Creativity
- Teacher and parent rating scales
- Standardized gifted scales/assessments
- Checklists for under-represented gifted students
- Social/ emotional/pre-vocational information

(**Note:** Gifted students can face several circumstances that may constitute sources of risk to their social and emotional development. Issues can emerge because of a mismatch with social, school, or home environments).

- Pre-vocational skills checklists
- Social and emotional development: behavior benchmarking data, behavior rating scales
- Classroom observations

The most common profile of a gifted learner is their ability to learn things early and at a rapid rate. Most gifted students have excellent memorization skills which aids in their ability to connect previous knowledge with new information, thus accelerating their acquisition of new concepts

Reference: <https://www.davidsonacademy.unr.edu>

ELITE will utilize the Cambridge curriculum for Kindergarteners. Mathematics assessment test will be used. Two-step problem-solving and reading comprehension will, having them identify letters of the alphabet, write their first name using upper- and lower-case letters, learning sounds corresponding to vowels and consonants.

For 1st grade students : Have them identify letters of the alphabet. Recognize colors and parts of the body, be able to count to 50.

For 2nd grade students the Cambridge Math curriculum will focus on three major areas of mathematical study: numbers, data, and space.

Reference:

<https://www.commoncorestatestandards.com>

<https://cambridgefriendsschool.org/academic-overview/elementary-school/grade-2/>

EA will administer content-based instruction to Gifted students. Gifted students will be in the general classroom setting, & go through the “Pull Out/Push In” method twice daily on the designated day as stated in the daily schedule & in Appendix 8. Total instruction time is 80 minutes/weekly. For example, the student will be in the general classroom setting; then at 9:55 a.m., ELL students will be pulled out of that setting for 40 minutes to receive advanced learning. They will then be Pushed in to the general classroom to continue learning experience w/their peers. This will occur again at 12:40 p.m. The total instruction time is 80 minutes per day.

General education teachers will provide the pull-out support for gifted and talented learners. EA aims to hire educators who are certified as gifted and talented educators. EA will implement project-based learning, coordinate tiered assignments, use differentiated instruction, and create independent assignments & activities.

EA will use the MTSS/RTI system as a tracking platform for its gifted/talented students as well. It is a framework of support for all students, including the gifted and talented. To quantify the efficacy of this program using RTI will include checkpoints, key indicators, and evidence of success. Regular Checkpoints will include diagnostic assessment quarterly and progressing monitoring to obtain continuous feedback on its success. Progress monitoring will take place in August, September, January, and April. Key indicators will include results of the assessment which will be given 4 times a year through data measurements, performance, & achievement. Evidence of success when student performance scores are discussed at SBLC Meetings.

EA will monitor indicators such as test scores, peer-to-peer interactions, and social emotional learning of gifted and talented students to evaluate the efficacy of the gifted and talented programming.

Reference: <https://www.doe.la.gov/media/g0jbnrxn/28v101.pdf>

https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_intellectually_gifted_evaluation_guidance.pdf

EPC.21 School Discipline/Behavior Management

a. EA will promote safety first. School safety is defined as schools and school-related activities where students are safe from violence, bullying, harassment, and substance use (National Center on Safe Supportive Learning Environments retrieved 2/17/2019). Discipline is vital to the safety of all staff, students, and visitors. EA will formulate its discipline plan using RS: 17:252. These plans will support the school values, vision and local and state laws regarding discipline, behavior intervention and classroom management. EA’s discipline plans includes the implementation of the Positive Behavior Intervention System (PBIS). This is a process for creating school environments that are more predictable and effective for achieving academic and social goals. A key strategy of the PBIS process is prevention. Through instruction, comprehension and regular practice, EA’s stakeholders will have policies in places to achieve a consistent set of behavior expectations and rules. This process is supported by the LDOE and will be led and coordinated by the EA’s Principal/PBIS team.

PBIS will give both EA’s staff and students a powerful, effective way to build relationships and create a better learning atmosphere, thereby building a PBIS team can foster cultural success. Commitment, fidelity, and buy-in from all EA staff, students, and parents is needed. EA’s PBIS team will help to drive our initiative forward, both schoolwide and at the classroom level. This will be a schoolwide initiative in our student center learning environment; therefore, EA expects all stakeholders to do their part to ensure a respectful, bully-free, drug-free and violence-free school. The most basic duties of the PBIS Team include, establishing a schoolwide matrix, reviewing data, adjusting expectations, and promoting PBIS to students and staff. EA’s PBIS team will be diligent to ensure everyone is on the same page. EA’s team members will embrace the purpose of the team. Meanwhile, EA teachers will present expectations in a fun way, use color coding to incentivize students to maintain positive behaviors, and address behaviors; students who follow the expectations will earn rewards.

Reference: <https://safesupportivelearning.ed.gov>

b. EA has controls in place that address exclusionary discipline as well as our suspension and expulsion policy. When a student is removed from class, parents will be informed by phone, text, or email when possible. Parents will also receive a written notification that night in the student's Character Work folder. A parent is required to sign the notification and return it to school the next day. Teachers will be trained and required to model specific behavior management procedures to ensure school wide consistency. If a student commits any violations, they will receive the applicable infraction.

EA will administer in-school suspension for Level 2 infractions listed in the application. (Ex: fighting, bullying, damaging property, profanity, defiant behavior). The student would receive a referral sent to the Asst. Principal who investigates, contacts the parent and the student is removed from his/her regular classroom setting to an alternative classroom within the school & under the supervision of a teacher assigned to ISS, who will receive the lesson plan from the student's teacher. The student must complete their classwork while in ISS; receiving credit for completed work. This alternative practice avoids exclusionary discipline (suspension or expulsion) So, students won't lose their seat minutes and still be provided classroom instruction. This keeps rates consistent w/the expectations of the CSPC. EA will also comply with La RS: 17:252 and afford due process by use of policy and procedures such as due process complaint, filing, investigation, use of understandable and acceptable forms, mediation, and resolution.

All students' families may elect to appeal a decision to impose a long-term suspension or expulsion to the disciplinary committee and may elect to appeal a decision by the ELITE Academy Disciplinary Committee to the Board of Directors. The family may make a final appeal to the Board of Directors. The family may bring counsel with them if they so desire. In all events of expulsion, EA's Principal will work in conjunction with the family to find the best possible alternative educational setting.

c. For Students with Exceptionalities:

EA will adhere to the guide set forth by Louisiana Educational Rights of Students with Disabilities developed by LDOE. A Manifestation Determination Review (MDR) will be conducted to examine the relationship between a student's disability and their behavior that needs disciplinary action. To provide additional appropriate levels of support for each of our students, EA will utilize our trauma-informed health plan and guidance in conjunction with our discipline plan. A full-time social worker on campus will work with community partners to offer prevention programs in substance abuse or other areas as needed.

EA will enforce in-school suspension as a positive alternative to exclusionary discipline when doing so maintains a safe environment for its stakeholders. Students won't lose their seat minutes and still be provided classroom instruction. This keeps rates consistent w/the expectations of the CSPC. EA will also comply with La RS: 17:252 and afford due process by use of policy and procedures such as due process complaint, filing, investigation, use of understandable and acceptable forms, mediation, and resolution.

Students receiving special education services are subject to the same rules and regulations concerning appropriate conduct as all other students. All disciplinary actions shall be in accordance with Louisiana Department of Education Bulletin 1760. In all instances, the student behavior in question will be evaluated to determine whether or not it is a manifestation of his disability or condition. If a student with a disability is removed from school for fewer than 10 days, he will be provided with the same services as his non-disabled peers. A student can be removed from his setting for more than 10 days if the behavior is not a manifestation of the disability. If he is removed, in-home services will be provided on the 11th day. Certain offenses such as bringing drugs or weapons to school will cause the student to be placed in an alternative setting for up to 45 days.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, then that student will be disciplined according to those guidelines, as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

d. EA will use data from PBIS for reporting and progress monitoring. EA will use student discipline data to protect against disproportionately overidentifying subgroups of students based on race/ethnicity, social/emotional behaviors, students with exceptionalities, etc. Clear safeguards are communication

between teacher and parent utilizing our PBIS Team (SBLC) to disaggregate the data to determine interventions). EA will comply with all State regulated corrective action steps if indeed disproportionality/overidentification has occurred.

Reference:

<https://www.pbisrewards.com/blog/how-to-build-a-pbis-team/>

www.law.justia.com/codes/Louisiana/2011/RS/title17/RS17-252/

<https://www.louisianabelieves.com/docs/default-source/students-with-disabilities/model-discipline-policy-and-procedures-for-swds.pdf>

EPC.22 Appendix 5: School Model Master Plan (in accordance with RS 17:252)

EA will adhere to Louisiana RS 17:252 regarding School Model Master Plan.

EPC.23 PARENT AND COMMUNITY ENGAGEMENT

EA welcomes input from parents/guardians and the community. We will partner with community businesses, banks, non-profits, grassroots organizations, and community members to support student needs, build student social capital, and expose students to different cultures and opportunities within Calcasieu Parish. EA believes by involving parents and community, understanding will be achieved. EA's longevity, impact, and success rely heavily on the resources already in existence in Calcasieu Parish. In true partnership, EA is committed to hiring its total staff with parish residents.

Relationship building is important when it comes to communication and community building. Stakeholders may contact EA at any time to give feedback or may submit a form via the school's website. Additionally, EA will conduct parent surveys twice per year, and stakeholders may give feedback during monthly school board meetings open to the public. We will host an annual school townhall meeting during which attendees may share observations, suggestions, and concerns.

EA will offer methods of 2-way communication with all stakeholders by:

- Creating a list of stakeholders
- Distributing and assessing surveys for feedback
- Providing an open-door policy
- Sharing ways to schedule appointments including phone and email
- Providing opportunities to address community issues and feedback
- Distributing newsletters with calendar of events
- Setting goals for collaboration and partnerships
- Building coalition and continuum of engagement with key decision makers
- Scheduled open school Boards meetings
- Scheduled Parent/Teacher meetings

The options for parent and community access to meetings will include in-person meetings at set times, online access to the live meetings as well as meeting minutes will be provided on our school website, and Spanish language minutes will be available.

Appendix 6: Draft of ELITE's Grievance Policy is in a separate attachment

EPC.24 EA will serve a diverse population in grades K-8. As 2025-2026 will be our inaugural year, the Spring LEAP 2019 and 2022 average performance scores of 49.6% will be used as a baseline for goals to increase student performance in Reading, ELA, and MATH. EA selected 51% as a benchmark with an aim to set attainable goals based on district data. The goal is to exceed the 51% target, but have set a target that is reachable.

Plan to Improve student performance

- Implement personalized learning for all students. During the first several weeks of school, students will be administered benchmark assessments and universal screeners.
- Benchmark data results, learning styles inventory data, social, interest surveys, student and parent interview results will be utilized to determine individual student performance goals.
- Analyzed data will include a plan of tailored instruction designed to assist students with reaching performance goals.

Student performance goals will be aligned with school's performance goals. Each student will have performance goals that parallel with the expectations of the school's accountability expectations. This will drive progress monitoring.

Baseline of student performance Goals:

The overall goals for the 2025-2026 school year will be as follows:

- Minimum of 51 % of kindergarten students will be at or above fluency as evidenced by DIBELS assessment Benchmark
- Minimum of 51% of 1st and 2nd grade students will read at or above benchmark level as evidenced by DIBELS assessment
- Minimum of 51% of kindergarten students be or above benchmark level for math as evidence by NWEA assessment.
- Minimum of 51% of 1st and 2nd grade students will score Mastery or above in math as evidenced by NWEA assessment.
- Minimum of 51% of kindergarten students be at or above benchmark level for ELA as evidence by NWEA assessment
- Minimum of 51% of 1st and 2nd grade students will score Mastery or above in ELA as evidenced by NWEA assessment.

Establish Performance Goals

Teachers will set student performance goals based on diagnostic testing and progress monitoring (e.g., DIBELS and iReady), identify standards to target, and remediate, as needed.

- Teachers will set quantifiable achievement goals for students.
- Secondly, all students will have progress monitoring weekly/biweekly using the following tools: DIBELS, I-Ready, and NWEA to use at the end of the year assessment Leap 2025.
- Thirdly, the Multi-Tier Support System (MTISS) will be used to analyze and disaggregate data and student's achievement.

EA will utilize I-Ready to facilitate personalized learning according to student performance on the adaptive assessment.

The Curriculum Resource Teachers and classroom teachers will plan goals from the test results that was given and discuss placement for tutoring.

- Summer: Standardizing targets and assessments.
- Beginning of the year:
- Teachers will set at least two goals.
- Mid-year: Monitor Progress towards targets
- End of Year: Based on students' progress towards targets, Use the agreed upon definitions of effectiveness from the beginning of the year.

ORGANIZATIONAL PLAN AND CAPACITY

Staffing

OPC.25 Appendix 7 – Organizational Charts for the 1st and 5th Years of operation are in an separate attachment

References:

<https://resources.workable.com/janitor-job-description>

https://cdn.ymaws.com/coloradoleague.org/resource/collection/D9FBA768-D264-4224-AE23-F0B7A53FCAAF/charter-job_description_handbook.pdf

OPC.26 All faculty and staff of ELITE Academy will report to the school’s Principal. The bus transportation, food services, and custodian/janitorial services will be outsourced and will report to the school’s Principal. 4th Sector Solutions is proposing to provide back-office support services for EA and will report directly to the Board Chair. They will also indirectly report to the EA’s school Principal. We chose the Principal as the first line of direct reporting to represent, maintain, and sustain the financial, educational, and operational integrity of EA. The Principal will promote and oversee the school’s academic program which is aligned with the school model (Gradual Release of Learning) and determine its effectiveness. The Principal will report directly to the EA Board of Directors. The EA Board consists of various committees to effectively govern the leadership and operations of the school. The Board of Directors will oversee the Principal, who will oversee operations and all staff of EA. This line of reporting will ensure oversight of operations, academic performance, and budget. The principal will gradually release responsibility and over time delegate responsibilities to other leaders.

OPC.27 EA will hire qualified, highly performing, and diverse staff, who will be able to embrace the vision of our school. EA’s diverse staff will provide an environment conducive to motivation, support and acceptance for its population of students. Teacher recruitment will begin in January and by the end of April EA will have all teachers in place for the upcoming school year. The sources we will use are college campuses, social media, networking with several organizations in our community and various employment agencies, such as Teach for America to specifically seek out diversity. We will network with other people we know. A pre-screening will include a phone interview that will include sharing the vision and culture of EA and followed by a face-to-face interview. Each chosen candidate will make a teaching presentation via Zoom or similar video conferencing platform. If successful after presentation, candidate will interview with EA’s leadership team. A panel interview would take place and if applicable to status, references will be checked. EA will vet all candidates based on goals and needs and make offers. All job offers will accompany the appropriate form to complete and take to the Sheriff’s department for a background check. All background checks will be paid for by the applicant.

Timeline:

<u>SUBJECT</u>	<u>JANUARY</u>	<u>FEBRUARY</u>	<u>MARCH</u>	<u>APRIL</u>
Reading	1	1		complete
Mathematics	2	2		complete
Science	2		2	complete
Elective	2			complete

All English Learner (EL) certified, special education, and other high need teacher specialties will be recruited in the same manner as hiring other qualified and highly performing staff who will be able to embrace EA’s vision.

EA will offer its faculty and staff salaries that are comparable with the Calcasieu Parish School Board. EA’s annual school salaries range from \$40K to \$55K. Incentives and compensation systems include benefits as well as opportunities for employees to assume leadership roles. Those Teachers who show leadership abilities can become stipend coaches. This will raise salaries to \$55K or this will grow into a Dean of Students role. This role will be offered in future years. A portion of the stipend includes the time the teacher gives to additional face-to-face instruction and additional after-school (extended-day) tutoring for those students who are not successful in making progress.

EA employees will receive a 3% annual raise. All full-time employees will be provided health care benefits, with the assumption that 80% of the employees will file as single, 10-15% have a dependent or family, and 5% have a domestic partner. Each employee will be offered an insurance plan and mental health counseling.

School Leadership Team Capacity

OPC.28 Appendix 8 – Resumes and table with job descriptions for the ELITE’s proposed school leadership team are found on Page 108 - 141 of this document.

Professional Development

OPC.29 Much of the professional development will take place during the four weeks of summer training prior to the school year startup. Additionally, faculty will participate in professional development days in November, January, and March. Training topics will include culture, mission and vision, classroom management and procedures, lesson planning, classroom setup, and assessment tools.

EA will contract with external professional development providers who have greater expertise in topics than the expertise of school employees. The Professional development providers will be selected according to their expertise, cost, and EA’s needs.

ELITE will ensure all professional development is based on local, state and national policies and laws, including the Louisiana Charter School Performance Compact. We will:

- Create a process for operational and financial staff to identify and communicate their professional development needs and set targets for improvement.
- Identify and provide high-quality, continuing education opportunities for staff that include a variety of experiences such as webinars, workshops, mentoring/coaching, individual consultations, technical assistance, visits to other programs, and attendance at conferences.
- Ensure professional development does not provide conflicting advice or information.
- Create opportunities where staff for job-embedded professional development will have opportunities to share resources; plan transition activities; discuss data; reflect on new learnings; and receive coaching over an extended period.
- Track the impact of professional development and continuously improve their approach to meet the needs of their stakeholders (internally and externally.)

A return on investment will always be a top priority when considering professional development options in relation to EA financial goals. All costs will align with the school budget, which is a strategic plan over the course of several years.

Preparing Teachers and Staff for Diverse Student Population

The following model of Professional Development and coaching ensures that teachers receive adequate supports and are prepared to uphold school culture (racial, social, and cultural differences), deliver high quality instruction, improve student mastery of grade level standards. As stated above, much of the PD will take place during the four weeks of summer training prior to the start of the school year. In addition, faculty will participate in professional development days in November, January, and March.

Week 1 PD goal: Staff will adopt the mission statement, learn more about their colleagues as a team, and ground themselves in school culture. rooted in trauma-invested practice. Summer orientation and PD will focus heavily on learning and establishing school culture. Teachers and staff will learn and adopt the school mission and vision, as well as share their “why” of working in education. In like manner, staff will read and analyze a piece of literature while connecting it to our mission. To ground teachers in working with students of color, in particular a diverse student population, teachers will investigate the history and current climate of diverse backgrounds in pre-existing educational institutions. The first week will end with embracing a culture of practice to support high quality instruction and learning to create a shared culture within classrooms.

Week 2 PD goal: Staff will analyze, evaluate research, and practice cultural teaching strategies. Staff will use foundations created in week one to fully engage and learn more about the necessity and validity of culturally relevant teaching as well as the science behind language acquisition. EA is dedicated to all students including ELL’s and SPED, and the Talented and Gifted populations. This requires the staff to have a broad understanding of cognition and how a new language like academic English, is learned. This research also serves as groundwork to classroom management and RTI. The second week ends with the start of practicing teaching techniques including “teacher voice” and classroom facilitation methods and pedagogy.

Week 3 PD Goal: Staff will begin to work with curriculum and investigate Louisiana and common core standards to become aligned with Week 1 student orientation. Staff is exposed to curriculum and explores Louisiana and common core standards aligned with curriculum. Staff is introduced to their curriculum cohorts and exposed to unit unpacking protocol. The staff internalize teaching techniques through practice-based development. The staff will review school-wide procedures and begin to co-plan student orientation which has a duration of two days . RTI and school-wide discipline program shall be analyzed.

Week 4 PD Goal: Teachers will create physical spaces in classrooms and prepare instructional week one lesson plans. Staff will work to create lesson plans for the first five instructional days of the school year. Each lesson plan will include the following which will be placed on the white Board in the classroom: Bell Ringer, Objective of the day in student friendly language, an agenda, the core value found in the lesson, homework, and any other updates to be communicated.

Week 1	Week 2	Week 3	Week 4
Focus, Culture, Mission, Vision	Focus: Research Strategies	Focus: Classroom Management Procedures	Focus: Lesson Plans & Classroom Setup
Overview Your “Why” History/Current Climate Professionalism Culture of servant leadership, practice, and feedback -Reading -Prof. Dev. -Wit & Wisdom -Eureka Math -Science Phd	Overview: Language Acquisition (ELA Handbook) Serving Diverse Student population Trauma and trauma sensitivity Live Teaching Federal, State, and Charter School academic goals	Overview: Practice based Development Clear Directions Navigating Classroom Space Student Behavior (PBIS) Student Orientation Common Core Unit Unpacking Protocol	Overview: Complete 1 st five lesson plans- Internalize lesson plans Plan physical spaces of Classroom Create anchor charts Closing the achievement gap NWEA MTSS/RTI

<u>Subjects</u>	<u>Teachers</u>	<u>Date</u>	<u>Person Responsible</u>
Reading	Classroom Teachers, CRT's	Week of July 11 th	Consultant
Eureka Math	Classroom Teachers, CRT's	Week of July 18 th	Consultant
PHD Science	Classroom Teachers, CRT's	Week of July 11 th	Consultant
Louisiana Believes Social Studies	Classroom Teachers, CRT's	Week of July 18 th	Principal
ELA Handbook	Classroom Teachers, CRT's	Week of July 18 th	Principal/Assistant Principal
Ethics Training	Classroom Teachers, CRT's	Week of July 25 th	Principal/Assistant Principal
Cultural Diversity	Classroom Teachers, CRT's	Week of July 25 th	Principal/Asst Principal
Sensitivity Training	Classroom Teachers, CRT's	Week of July 25 th	Principal/Assistant Principal
Closing the Achievement Gap	Classroom Teachers, CRT's	Week of August 1 st	Principal/Assistant Principal

To determine if our teachers, leaders and other school employees are meeting their goals and expectations, EA will monitor progress through differentiated instruction, observations and cooperative learning (COMPASS). Personalized support will be provided for those teachers who are struggling to fulfill expectations.

Best practices include students and teachers individually and collectively participating in learning (classroom instruction or PD); students and teachers helping each other when attempting a new method or approach using self-monitoring tools such as data chats and professional learning communities which promotes growth mindset

ELITE teachers will have on-going professional development (Ex: in-services, webinars, coaching/mentoring, individual consults) with progress monitoring and observations to identify struggling teachers and use the appropriate intervention for their developmental progress. EA will ensure all teachers are on track with the support/tools they need to effectively meet their needs and the needs of their students. EA teachers' progress will be tracked through MTSS/RTI, DIBELS, LEAP Testing data and teacher-developed assessments.

Other school employees will be supported and measured through various processes. Administrative staff will receive feedback through parental and stakeholder surveys. These surveys will take place during the enrollment process as well as surveys taken throughout the year. An internal audit will be conducted to assess finance staff procedures and benchmarks.

Charter Board Governance

OPC.30 Board Member Roster

<u>NAME</u>	<u>ROLE</u>	<u>RESPONSIBILITIES</u>	<u>AREA OF EXPERTISE</u>
Dartheater Hall	Board Chair	Preside over Board meetings; Sign all documents relevant to the Board; Assist with legal matters; Outreach to the community; Review and monitor academic goals for the school;	Mgt & Operations Finance Community Relations.



		Chair the Academic committee	
Ethel Fields	Board Treasurer	Assist with oversight of the management of EA; Set long and short-term financial goals for EA; Review monthly financial reports from Back-Office support; Provide oversight of facilities; Chair the Finance Committee.	Finance, Mgt. & Operations, Community Relations.
Hilda Marcel	Board Secretary	Preside at Board meetings in the absence of, or request of the Board Chair; Record Board meeting minutes; Preparing notices for all meetings, Assist in preparing meeting agenda; Custodian of records	Marketing Mgt. & Operations Finance Community Relations.
Cynthia Guillory	Member at Large	Assist w/oversight of the management of EA. Ensure legal compliance (incl. all required filings) and sound risk management practices.	Law/Legal Matters Mgt & Operations Community Relations
Stephanie Segura	Member at Large	Ensure that operational policies and procedures are adhered to. Coordinate fundraising activities & donor campaigns.	Finance Org. Mgt & Operations Community Relations.
Merielle T. Henry	Member at Large	Assist w/oversight of the management of EA. Ensure legal compliance (including all required filings) and sound risk management practices. Perform other duties as requested and assigned by the President.	Org. Mgt & Operations Law/Legal Matters Community Relations
Norma Lubin	Member at Large	Assist w/oversight of the management of EA. Ensure that operational policies are adhered to. Assist Board Chair with Academic Committee.	Academics Community Relations Operations Mgt

OPC.31 Appendix 9: Charter Board Resumes are found on Pages 142-161 of this document.

OPC.32 At present, there are no relationships that would present actual or perceived conflicts. The Thrive Community Enrichment and Development Board (TCEDC) established a conflict-of-interest policy in 2020

that outlines its expectations to avoid conflicts of interest. The policy states guidelines for each Board member is to disclose anything that could present an actual or perceived conflict of interest. The policy states guidelines for each Board member's to disclose anything that could present an actual or perceived conflict of interest. The Board will contact school's attorney or the LAPCS (Louisiana Association of Public Charter Schools) for ethical issues specific to ELITE. The Board will get annual training to keep informed of any new ethics laws or decisions that are established. Also, the Board will be trained in the areas of: The Board consists of members that include a district judge. This could possibly be perceived in the public's eye as a conflict of interest with said judge being a public figure. However, this seat plays a vital role in assisting and guiding the Board in maintaining the laws and policies set forth in accordance with the CPC. Nevertheless, all board members will sign a disclosure statement and engage in annual ethics training. Board members will be responsible for reporting any conflicts of interest that may arise. In accordance with the Louisiana Board of Ethics' Ethics Code, this will mitigate any actual or perceived conflicts; and with open communication to the public through introducing the school and our purpose to the community, hosting an open house for all stakeholders, campaigns, along with open Board meetings to the public, mutual understanding can be achieved.

The Board will be trained in the areas of:

- Codes of Conduct as a Board member
- Business Ethics – addressing situations that might arise to guide a Board member in making right choices should a conflict of interest arise.
- Awareness of Duty of Disclosure to maintain open lines of communication

In Reporting:

1. Board Members will file annually a Tier 3 financial disclosure statement with the Board of Ethics as to personal financial information from the previous year, for all years served.
2. Board Members will disclose to the Board of Ethics any situation in which they or their immediate family might benefit from a proposed action, according to La. R.S. 42:1102(13)), 42:1124.3
3. Regarding employment, no Board Member will be employed by or through any school operated by that Board or Operator.
4. Board Members are prohibited from being employed by the charter school for 2 years following termination or resignation from the Board.
5. Board Members will not employ any immediate family members – exception permitted for classroom teachers. Source: La. R.S. 17:3991, 42:1111(A)(1), 42:1121(A)(2), 42:1119; 28 La. Adm. Code, Bulletin 126, §§ 2101-2107. **(As our application states, the Principal is responsible for the hiring of classroom teachers).**
6. Board Members will be held accountable for upholding all Nepotism laws of the Code of Ethics of the state of Louisiana. will be :
7. Regarding compensation, Board Members will not receive compensation (anything of economic value) for services to the school other than reimbursement of actual expenses. Further, Board Members will not solicit or accept personal gifts from any person or entity doing business, or seeking to do business, with the school. (Board Members may not accept food and drink at a single event or meeting (as a form of compensation for services or from those doing business, or seeking to do business, with the school) that has a total value greater than approximately \$50.00). Source: La. R.S. 17:3991, 42:1111(A)(1), 42:1115.1; 28 La. Adm. Code, Bulletin 126, §§ 2101-2107.
8. Regarding Recusal: A Board Member MUST recuse himself/herself from participating in any transaction in which he or she has a personal substantial economic interest. This prohibition also extends to situations in which a Board Member knows any of the following persons has a substantial economic interest in a transaction (Such as immediate family members; any entity of which the Board Member is an officer, director, trustee, partner, or employee; anyone with whom the Board Member is negotiating with or has an arrangement for prospective employment; any

legal entity of which the Board Member controls or owns an interest greater than 25%. Board Members may participate in the discussion or debate concerning the transaction but **must disclose the conflict of interest and are prohibited from voting on the matter**, in accordance with La. R.S. 42:1112, 42:1120.

9. Board Members who work for an entity that does business with the school are prohibited from receiving anything of economic value for services rendered to or for any person for any person during service as a Charter Board Member if that member owns an interest in greater than 25%, unless such services are neither performed for nor compensated by any person that has or is seeking to have a contractual, business, or financial relationship with the Board Member's agency. (The Exception to this Rule: A person who works for a company that does business with the school may serve as that school's Board Member when the following factors are met:
- ✓ The Board Member must be a salaried or wage-earning employee;
 - ✓ The Board Member's salary must remain substantially unaffected by the school's contractual relationship with the Board Member's company;
 - ✓ The Board Member must own less than a "controlling interest" in the company; and
 - ✓ The Board Member cannot be an officer, director, trustee, or partner in the company.

Reference: <https://lacharterschools.org/wp-content/uploads/2019/10/Board-Legal-Handbook-1.pdf>

OPC.33 The Thrive Community Enrichment and Development Board (TCEDC) will be responsible for overseeing the academic, financial, and legal business of the EA, and support the Principal. The Board will set policies, goals, and expectations of EA and oversee its Principal; who will oversee the day-to-day operations of the school, and all staff. This line of reporting will ensure oversight of operations, academic performance, and budget. There will be seven (7) Board of Director members each with distinct oversight duties. All Board members were selected because of their experience, passion for the vision, mission, and direction of the founders and the mutual desire to see change in our community for the betterment of our students' education.

Utilizing areas of proficiency, the Board will support and monitor essential areas of the organization. Each member will participate in the monitoring of the entire organization controllable. Board members will thoroughly weigh matters to make better informed decisions. The TCEDC Board members will actively attend meetings to oversee, assess and execute any actions necessary. It is also the board's responsibility for building and maintaining strong relationships with the community at large.

The Board's structure will ensure accessibility to stakeholders. It will abide by open meeting laws that will be publicly announced, using media platforms, parent notifications via website, notices placed on the outside doors of the school, and via phone for English and non-English languages. EA will allow access to public records as stated in La. R.S. 44:1 (Louisiana Association of Public Charter Schools, Legal Handbook). Our Board and its committees will exercise caution and abide by the Open Meetings Law, especially when discussing any matter that will impact the school's Board, employees, and students (including governance facilities, budget, and academics). The Board understands that its failure to comply with Open Meetings Law can subject individual Member's to civil penalties and render null any decisions made by the Board. The Boards and Committees will give public notices annually. The annual notice will be posted at the school of the planned, regular Board or Committee meetings at the beginning of each school year or calendar year. There will be written public notice of any regular, special or rescheduled meeting 24 hours in advance of the meeting. (*Louisiana Association of Public Charter Schools, Legal Handbook*)

EA will have extensive oversight by our Board of Directors. The following committees will provide resources, training and support required to maintain all accountability and renewal standards; identifying areas needed for review, modification, and monitoring for charter renewal. All findings including how EA is progressing toward CSPC benchmarks will be reported to the Board quarterly for evaluation.

The Academic Excellence Committee will assess student performance. This committee will ensure that the full Board and the CEO have a shared vision of academic excellence and a clear road map to achieve it. The committee will ensure that all directors understand the academic promises in the charter and

accountability plan, and how well the organization is performing against those promises. They will educate the full Board to conduct proper oversight of the academic program. This committee is responsible for measuring organizational outcomes against stated goals for metrics such as performance on state tests, performance on nationally normed standardized tests, and performance on interim assessments (e.g., DIBELS, or interim assessments created by the school), and the school improvement plan. They will disaggregate data around progress toward renewal and create processes to raise student grades, including the use of MTSS and RTI systems and would train staff on processes.

The Board Personnel Committee is tasked to provide guidance, oversight, and support to the Principal (and the Board as a whole) as it develops and implements student performance data reviews, employee policies and procedures, staff performance management, staff retention, and staff professional development. Typical annual recurring goals will:

1. Ensure annual staffing analysis and planning to identify necessary expertise, roles, and organization of roles to achieve strategic goals and other major priorities.
2. Ensure a comprehensive, fair, and equitable employee performance management system.
3. Ensure comprehensive, fair, and equitable compensation system.
4. Ensure Personnel Policies manual is updated and distributed to all staff and policies and procedures are implemented in a consistent manner.
5. Ensure accurate and fair annual evaluation of the Principal.

The Finance Committee will provide financial oversight for EA. This committee will oversee the adherence to the annual operating budget approved by the Board. The Finance Committee will request to receive a list of required reports noting the level of detail, frequency, deadlines, and recipients of these reports. They will exercise internal controls and accountability policies by creating, approving, and updating (as necessary) policies that help ensure the assets of the organization are protected; ensuring policies and procedures for financial transactions are documented in a manual, and the manual is reviewed annually, and updated, as necessary. Ensure approved financial policies and procedures are being followed. The committee will recruit and recommend the auditor for the school's annual financial audit. Review the draft audit and Form 990 as presented by the auditor. Present the audit report to the full Board of directors (if the auditor does not do this). Review the management recommendation letter (SAS112) from the auditor and ensure follow-up on any issues mentioned.

OPC.34 EA's measurable organizational goals will be in alignment with the Charter School Performance Compact. EA's goal for each year of our contract term will include:

- EA will govern by the principle of equity in its enrollment of all students. The school's goal is to maintain the required percentages of economically disadvantaged students (95%) and student with disabilities (10.6%) in accordance with BESE Policy 126. This goal will be achieved through on-going recruitment, advertisements, town halls and door-to-door contact.
- EA will attain at least 80% or higher in maintaining student enrollment, being inclusive and equitable in its practices through creating a culture that is familiar with the concerns and needs of its stakeholders, initiating parent surveys prior to school year's end, on-going communications between Principal/teachers and parents, and community events.
- EA's SPS/Letter Grades goal will achieve at least 51% of K thru 2nd grade in Reading, ELA, and Math as defined by BESE Policy 111.
- EA's student attendance goal is to have an average rate of 90% or higher for the 2025/2026 school year and in subsequent years.
- EA's goal will not exceed 15% of the total student population in out-of-school suspensions for the 2025/2026 year and will maintain that percentage in subsequent school years.
- EA's goal will not exceed < 3% of the total student population in expulsions for the 2025/2026 year and will maintain that percentage in subsequent school years.
- EA will comply with all federal and state requirements for students with disabilities (IEP, IAP) and for EL Learners (LEP); teaching them in the least restrictive environment, having clear safeguards

and protocols in place for the ongoing review of student data to protect against disproportionate and/or over-identification of students who may have been marginalized to a subgroup.

- EA will hire and retain 70% diverse staff. Teacher retention rates will be maintained by providing them with support through professional development, thereby empowering them to succeed, offering salaries comparable to other school districts in the area, offering an insurance plan, 401K, and mental health counseling,
- EA intends to offer at least 2 PD opportunities per year, which includes annual professional development opportunities. The effectiveness of the PD training will be monitored through differentiated instruction, observations and cooperative learning using the COMPASS tool. The goal is an 80% positive staff survey result.
- EA will comply to all policies, and all legal and contractual obligations regarding state testing procedures.
- The goal of the school is to build reserves over time equal to at least 10% of annual expenses, and in every year exceeding the Financial Performance Score Indicators included in the Louisiana Charter Schools Performance Compact – specifically, a fund balance of 2% in year one, increasing to at least 6% by year 5 and 7.5% thereafter.

OPC.35 The Board will abide by the Louisiana Charter School Performance Compact (CSPC) to ensure EA is on track to meet its academic, organizational, and financial goals. The Board will follow-up with the Principal to review data, understand current performance levels and identify processes to improve student learning. The Principal will report student performance (Academic and Culture) with the Board from the LDOE reports on State assessment data, student attendance data, suspension/expulsion rate, and student retention. This will be reported monthly and annually. The Principal will also report how ELITE is progressing toward CSPC benchmarks every 90 days, so that any underperformance will not be caught unaware.

The ELITE Academy Board will look at student performance scores across subgroups, such as economically disadvantaged students and students with disabilities. The board will then request additional information about the underperformance and provide the principal with resources needed to support increased performance. Indicators will include performance scores and meeting timelines for student specific plans such as IEP's. EA will monitor implementation of IEPs for students with disabilities, IAPs for gifted and talented students, and supports for English learners to ensure that services are provided appropriately. If these steps do not result in improved performance, the board would determine whether the school leader is adequate, indicating the potential change in leadership.

The Principal will also report to the Board on staff performance, student performance data released from the LDOE, staff retention, staff satisfaction data from surveys, and professional development plans.

All Professional Development activities will be in the School Plan, and staff retention will be reported monthly and will be verified by the proposed back office support (4SS). The Board will work with the Principal to identify processes, system and staff changes to put a plan in place for improvements.

Financial Performance: Annual audits, budgets for the year, fund balance; monthly financial reports including balance sheet, statement of activities, budget to actuals and cash flow projection. Funds will be spent in a manner that aligns with the school's vision and core values.

To ensure EA is meeting its renewal standards, we will abide by the Louisiana Charter Performance Compact. These action steps will be taken if the school is not on track to meeting renewal standards:

- People (Assess and evaluate staff and faculty and student data)
- Process (create, adopt and implement process)
- Systems – MTSS/RTI (train staff and utilize MTSS/RTI system)
- Data – Analyze and disaggregate the data

EA will have extensive oversight by our Board of Directors. The following committees will provide resources, training and support required to maintain all accountability and renewal standards; identifying

areas needed for review, modification, and monitoring for charter renewal. All findings including how EA is progressing toward CSPC benchmarks will be reported to the Board quarterly for evaluation.

Scheduling of the Board’s Review of Renewal Standards – Timeline: The timeline is a schedule of the renewal process designed to allow adequate time for EA’s Principal and the Board to prepare and receive information in a timely manner, and to be submitted in accordance with the published deadline dates. Decisions and recommendations for extensions and renewals will be made in accordance with Bulletin 126 and based on longitudinal information over the charter term as collected and reported in the Annual Review. Specifically, our charter school’s School Performance Score (SPS) and its various components comprise the section of the Annual Review that lays out expectations for academic performance. EA’s accountability results, considered against the academic standards for extension and renewal in policy will inform whether the governing agency recommends our school for extension or renewal as well as the minimum number of years for the new contract term.

Time Frame	Description
Annual Preparation (1st Quarter of Each Year)	Plan for Systematic Review of Documents
Ongoing	Preparation for School Visits
	<ul style="list-style-type: none"> * Classroom observations * Staff interviews * Audit of student files and records * Review of policies and procedures * Health and safety review * Facilities review * Discussions with school and Board leadership

By the end of the 4th Year – EA submits an Intent to Renew. The Letter of Intent to renew the Charter will solidify our intention to renew a charter school with either the LEA or the Board of Elementary and Secondary Education (BESE) and allow us to plan accordingly.

OPC.36 The TCEDC Board Chair will perform three (3) evaluations of the school’s Principal per year. Two evaluations will be informed (72 hours), and one uninformed. All evaluations for the first year will be oriented toward adaptation and goal setting. These evaluations will comply with academic, organizational, and financial performance in accordance with the CSPC. Additionally, 4th Sector Solutions (3rd-party financial management company) will be used to evaluate the principal’s financial management responsibilities. EA’s leadership team will identify teachers that may need additional support with utilizing coaches/CRT’s working one-to-one with a teacher, to model and observe classroom best practices and to support reflection and professional conversation. The aim is to build a partnership to develop evidence-based teaching practices. EA’s leadership team will identify those teachers who need additional support in the lack of classroom management, low classroom test scores, and students’ remarks. Additionally, the leadership team will conduct daily classroom observations, daily walk throughs coaching and mentoring of those teachers who need additional support.

The TCEDC Board will oversee the Principal and utilize her knowledge to provide the necessary support for sustainability and growth. Prior to the evaluation process, all Board members will participate in training on the COMPASS rubric, dashboard, and analysis of data. Training will be led by (LAPCS). The COMPASS rubric will be used as the evaluation instrument for the Principal. Identified metrics will be used to support the scoring of the school’s progress and Principal’s job performance.

After careful review of the annual evaluation, if the principal is underperforming, the Board will support the leader through professional development/training. If underperformance continues, the board will give the school leader a formal warning; and if there is not adequate improvement, the Board will decide whether

or not to dismiss the Principal. If dismissed, the Board will begin its search for a new Principal. In the event that EA has hired an Assistant Principal, this individual will assume the role of Interim Principal. The candidates will be vetted according to standards and Board guidelines for the interview process.

Reference: (<https://www.louisianabelieves.com/docs/default-source/key-compass-resources/2014-2015-compass-teacher-rubric.pdf?sfvrsn=8>)

OPC.37 EA plans to use a third-party provider for financial management, financial reporting and human resources administration for EA. The EA plans to potentially consider contracting with 4th Sector Solutions (www.4thsectorsolutions.com) to provide financial management and reporting services. 4th Sector has twelve years of experience serving Type 1, 2, 3, and 5 charter schools across the state of Louisiana. Its services include financial management and reporting, human resources administration, school operations support, foodservice administration, and facility financing. 4th Sector's founder and CEO has over 20 years of experience serving the charter school sector nationally. ELITE will also employ an individual on its staff dedicated to monitoring the financial stability of the school. (the Operations/Finance Manager).

The Board will review and approve the school's annual budget each year. In the third fiscal quarter (January or February), the 4th Sector finance team will meet with the Principal to review potential enrollment, staffing, and funding scenarios, and discuss any new educational program initiatives the Principal and/or principalship team are considering. The budget model used by 4th Sector is extremely comprehensive, allowing for person-by-person budgeting and detailed other than personnel projections. Based on the Principalship input, along with historical accounting data, the finance team will prepare draft budgets for review by the Principal. The finance team will continue to work with the Principal on different scenarios in order to optimize spending on school priorities. The agreed upon budget will be presented to the Board Finance Committee for review. The finance team will then make appropriate adjustments based on input from the Board Finance Committee, and present a final version to the Board, for the Board's approval and adoption in May or June. The Board will comply with the Louisiana Local Government Budget Act (RS. 39:1307) by ensuring that (i) the public has an opportunity to participate in the budgetary process prior to the adoption of the budget, (ii) it publishes a notice stating the proposed budget available for public inspection and stating the date, time and place of public hearing, at least 10 days after the notice, (iii) the budget is adopted after at least one public hearing; and (iv) it has published a notice certifying completion of these actions. All actions to adopt, finalize, amend and implement the budget will be discussed and approved in an open meeting.

Proposed budgets will include a contingency, which is designed for two purposes: (1) to minimize the effect to the program for negative events such as emergency facility repairs, changes in MFP funding formulas, enrollment shortfalls or unforeseen education needs; and (2) to build a reserve for future emergencies or facility financing needs. The goal of the school is to build reserves over time equal to at least 10% of annual expenses, and in every year exceeding the Financial Performance Score Indicators included in the Louisiana Charter Schools Performance Compact – specifically, a fund balance of 2% in year one, increasing to at least 6% by year 5 and 7.5% thereafter. The school will also seek to over-enroll students at the beginning of the year if possible, to account for any normal attrition or mobility. Once the school has an operating history, budgets are built with attrition assumptions consistent with past practice.

After the budget is adopted, 4th Sector's finance team will meet monthly with the Principal to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the Principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always considered to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the Principal to determine if the additional resources should be re-deployed on current year priorities or saved for future year. 4th Sector's finance team

has extensive experience supporting Principals in this process, having conducted hundreds of such monthly budget reviews over many years.

The Board will then receive a standard monthly financial reporting package that will include a financial dashboard (that included income statement, balance sheet, enrollment and staffing indicators), a contextual narrative summary of the school's finances, a year-to-date budget vs. actual comparison, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the Board Treasurer or Finance Committee prior to each monthly Board meeting. Any proposed actions to re-balance the operating budget will be reviewed and discussed with the Board Finance Committee.

INTERNAL CONTROLS AND PROCEDURES

EA will use a chart of accounts that is consistent with the Louisiana Accounting and Uniform Governmental Handbook (LAUGH). By using the account codes consistent with LAUGH, ELITE will be able to export its financial data from its accounting system and report it accurately and in the proper format for quarterly submissions and in the Annual Financial Report (AFR). In addition, the 4th Sector finance team has extensive experience complying with generally accepted accounting principles and providing financial information to authorizers and other government authorities in the proper format. The Board of EA will retain a third-party audit firm experienced in independent charter school audits to review the school's financial information and adherence to the school's financial policies and express an opinion on the financial statements. The report also includes a report to management detailing any issues and corrective action needed.

The Board of Directors will exercise its oversight responsibilities by reviewing the periodic financial reports, requesting additional information as needed to understand the school's financial position fully and question any procedures or items on the financial statements. The Board will approve the annual budget and any large, non-standard purchases, as well as review the school's annual financial audit. The Board will select a treasurer with knowledge of finance or accounting, and that person will oversee the Board's Finance Committee. The Treasurer and Finance Committee will ensure that the Board monitors the school's finances.

The school will perform a series of reconciliations, including monthly bank account reconciliations, throughout the year to ensure that employees are being paid their agreed upon amounts, that amounts paid are consistent with forecasted expenditures, that all payments to vendors are fully recorded in the school's accounting system and that all cash receipts are both recorded and consistent with amounts owed to it by state, federal, and local sources. The school will keep track of expenditures that meet its capitalization thresholds and will perform periodic inventories to ensure that the school has proper control over these physical assets. The finance team will also conduct a mid-year internal audit to ensure accurate accounting and adherence to the school's adopted fiscal policies.

There will be a segregation of duties to ensure effective internal controls. In general, the approval function, the accounting/reconciling function, and the asset custody function will be separated among the 4th Sector finance team members. A specific example of segregation of duties implemented by the school is that the person who approves purchases will not be the person who issues the vendor payments, and the person who issues the payments will not be the person who performs the monthly bank reconciliation. In the unusual situation when there are functions that cannot be separated, a detailed supervisory review of related activities will be required as a compensating control activity. The Board will utilize the following fiscal controls and financial management policies to remain informed and oversee the school's financial position:

Review and approve the school's Accounting Policies and Procedures Manual: The Accounting Policies and Procedures Manual will be drafted by 4th Sector (upon agreed upon contract) based on existing charter school best practices and using input from the Principal and Finance Committee. The base document is over 60 pages, including over 50 detailed policies and over 25 detailed procedures. The policies cover such areas as Internal Controls, Financial Management, Assets and Liabilities, Revenue, Cost Accounting, Property Management, Procurement, Travel, and Consultants and Contractors. Procedures include General

Accounting, Cash Management, Grants Management, Payroll, Internal Controls, Property and Equipment, Accounts Payable, and Management Reporting. The Board will set appropriate thresholds for contract or purchase approval, check signing authority, bank account opening requirements, and asset capitalization.

- Monthly meetings between the Finance Committee, Principal and the 4th Sector finance team: The Board Treasurer and/or Finance Committee will meet monthly with the finance team and the Principal to review the school's financial records in detail, including the most recent variance report of actual versus budgeted revenues & expenditures and balance sheet data. The Finance Committee can express any concerns they have at this time and make additional report requests as needed to ensure that they are comfortable with the financial information and financial condition of the school.
- Review of monthly financial statements: The Board will review the school's financial statements, including a balance sheet, income summary, detailed statements that compare actual versus budgeted expenses, statement of cash flows, and financial forecast at the monthly Board meeting.
- Annual budget approval. The Board will review and approve the school's annual budget each year.
- Audit compliance. The Board will hire an independent financial auditor and ensure that an annual audit is completed. The Board Treasurer, with the support of the 4th Sector finance team, will prepare the management's response to any audit findings (if applicable).
- Fiscal Risk Assessment compliance. 4th Sector Solutions will report monthly to the Board on four of the domains of the Fiscal Risk Assessment:
 - a. Good Business Practices:
 - i. Timely submission of budget forms
 - ii. Submission of the Annual Financial Report
 - iii. Audit opinion on internal controls
 - iv. Consecutive audit findings
 - v. Fraud
 - b. Fiscal Management: Questioned Costs
 - i. Single audit report
 - ii. Program monitoring
 - iii. Fiscal monitoring
 - c. Auditing Outcomes:
 - i. General Financial Statements: Audit opinion
 - ii. Federal Programs: Audit opinion
 - iii. Federal programs compliance with laws and regulations: Audit opinion
 - d. Balanced budgets and fund balances:
 - i. General fund deficit spending
 - ii. General fund balance as a percentage of revenue

To ensure the Board understands the performance of 4th Sector Solutions as it relates to compliance with the terms of agreement between 4th Sector and the school with the school and the fiscal requirements annually a scorecard will be produced to confirm compliance. If at any point the terms are not being met the Board will create a corrective action plan for 4th Sector to implement. 4th Sector will have 60 days to make the necessary adjustments if they fail to do so the Board at its discretion will contract with another provider and terminate the contract with 4th Sector.

Overall, the culture of financial control and discipline will be established by having qualified finance staff implement appropriate control procedures and produce complete and accurate financial statements. This culture will also be enhanced by having a finance team with extensive experience supporting and responding to educational program initiatives desired by the school's leadership team while always maintaining a balanced budget. Working with an established financial management and reporting contractor also creates redundancy, so the school is not dependent on any single individual like a school business

manager. The 4th Sector finance team also provides transparency and segregation of duties, providing an additional level of control to protect the Board and the school.

If agreed upon, EA plans to contract for financial services with 4th Sector Solutions a recognized leader in financial management of charter schools in Louisiana. ELITE will also employ an individual on its staff dedicated to monitoring the financial stability of the school. (Please see the attached job description of the Operations/Finance Manager in Attachment #11).

OPC.38 TCEDC will utilize LAPCS to secure additional reinforcements for Board development. The training of the Board will be led in a democratic process just as other aspects of the TCEDC. A structure will be designed to allow two-way communication for Board members to express their training needs. These methods will include, but not be limited to, surveys, small groups, and one-on-one conversations. The Principal will work with the Board Chair to provide the necessary training to accomplish growth among the Board members.

All Board members will receive differentiated, whole group and individualized training sessions. Training sessions will prioritize topics to support the goals of the Board. Topics will include, but not be limited to, policy, finance, evaluation of the Principal, Board committees, Robert’s Rules of Order, Operations, and Audits.

Training sessions will also be embedded into monthly Board committee meetings. Board members will attend conferences and attend Bi-Annual Board Retreats. TCEDC Board will also utilize any other third-party resources such as Board on Track to provide guidance in order to increase its performance. Board member recruitment will directly align with the school’s strategic plan and goals. TCEDC seeks to recruit Board members with experience and expertise in the following areas:

Academics	Legal Issues
Fundraising	Governance
Finance/ Accounting	Community Relations
Management & Operations	Communications/Marketing
Real Estate	

TCEDC Board will share key information with candidates such as a Board Member Agreement and bylaws in the interview process, which will state the Board’s expectations, efficiency and transparency.

The New Board Member Onboarding Process is as follows:

- The Board Chairman and Board Secretary will implement the onboarding process.
- Gathering the necessary reports to distribute to the new Board members, such as:

Most recent annual report	Organizational cart
External audit reports	Contact information for all Board directors
Bylaws and charters	Board meeting minutes of the last few meetings
Statement of Board member responsibility	

New Board members will be paired with a “mentor” – a Board contact who can help them understand what to expect, answer their questions and help them get acclimated to their position.

OPC.39 Board Meeting Schedule

The TCEDC regular Board meetings will take place at 6 p.m. at 1701 Ryan Street, Lake Charles, Louisiana every 4th Tuesday of the month. The meetings will follow procedures necessary to comply with the Open Meetings Laws and Open Records Act. Notifications of any open meetings will be posted on the outside of

the school building's doors. In addition, all students will take home notification letters to their parents; notification will be placed on the school's website.

OPC.40 Appendix 10 – Proposed Charter Board's Governance Bylaws are attached in a separate document.

FPC.41 EA is considering 4th Sector Solutions (4SS) – <https://4thsectorsolutions.com>– as a potential business partner to support school operations and ensure financial stability and regulatory compliance. ELITE will also employ an individual on its staff dedicated to monitoring the financial stability of the school. (the Operations/Finance Manager). Additionally, the Finance Committee of the governing board will provide financial oversight for ELITE. The Board Treasurer will head the Finance Committee.

These are two of the three criteria for a LA charter school's performance evaluation; therefore, choosing a proven and reliable business partner is a key factor in the school's success. Through its Baton Rouge, New Orleans, and New York offices, 4th Sector Solutions provides shared services to dozens of schools and non-profit organizations including:

- financial management and reporting,
- human resources
- school operations management,
- data compliance,
- food service administration services.

4SS has a reputation throughout the charter school and non-profit community as one of financial and operational excellence, providing an outstanding financial performance compliance record for its client organizations. Its team of 20+ staff includes functional areas such as finance and accounting, operations, human resources, and foodservice program support. If selected 4th Sector will provide for the management of non-academic services such as bus transportation, food, and services.

TRANSPORTATION

EA plans to contract with a transportation provider for yellow bus service for students. Service proposals will be solicited through a formal request for proposals process. The request for proposals will define the requirements for Operation Personnel/ Qualified Drivers, Training and Equipment, as outlined in Bulletin 119 Louisiana School Transportation Specifications and Procedures. Any responses that do not address all requirements will be deemed non-compliant and not considered for further evaluation. The school plans to offer AM/PM, special education, and other routes necessary to provide for the educational program described in the application, including transportation for students living in temporary situations.

The EA Transportation plan to meet the needs of our special population subgroup will be in accordance with the SBMP Transportation Guide as per the standards of LDOE's Louisiana Believes. This plan will consider the following steps:

1. Pull a list of all students riding on special transportation vehicles
2. Review that list of students and determine
 - How many are on active Medicaid
 - How many have IEPs
 - How many of the IEPs have the special transportation box checked
3. Determine if any students with IEPs should have the "special transportation" box checked – but for whatever reason – don't. If you find any, take steps to update those IEPs
4. If the majority of your special transportation students do not meet the above criteria – special transportation reimbursement may not be worth the effort for you.
5. Additionally, you can review the IEPs of these students and see if they are receiving services on a daily basis or a weekly basis. If the majority of your students are only getting services on a weekly

basis – even if all those students meet the other requirements – special transportation may not be worth the effort for you because only a limited number of these trips would be eligible.

- If a student takes daily medication, be sure this is accurately included in the IEP. Being in an IHP is not sufficient – it must be included on the IEP. Once it is, that daily medication administration satisfies the requirement of a service being provided that day.

Once you have ensured all existing IEPs are correct for special transportation, take steps to ensure your pupil appraisal and IEP writing teams understand these requirements so that all IEPs moving forward are correctly set-up for special transportation when necessary.

Documentation is key for special transportation. Critically consider your documentation options. You need to consider:

- How will your service documentation (that backs-up that the student received a service that day) merge with your bus logs? This will be especially time-consuming if you keep both sets of documentation on paper.
- Do you have confidence in your special transportation staff to keep accurate documentation? If not, you may want to consider a digital bus log offered by companies like Zonar (software to manage bus fleets).
- Where will you store and who will organize and manage your documentation?
- Who will review your documentation to ensure its in order and how often will they do so?

Reference: https://www.louisianabelieves.com/docs/default-source/public-school/special-transportation-guide.pdf?sfvrsn=f3596418_2

FPC.42 EA will utilize various strategies and methods for student recruitment with our own pre-registration events, social media, churches, brochures, other community organizations, newspaper coverage, billboards, television, and radio ads. EA will utilize the following timeline to engage parents and/or guardians and have their students apply to our school:

Process	Date
Application mailed	January 2025
Early Registration for parents who want to continue their student’s education at EA	February 2025
Lottery	April 2025
Deadline for applying	July 2025

This process will begin January 6, 2025, through May 31, 2025, by rotating these strategies to ensure EA meets our yearly student enrollment benchmarks. We will begin our School Enrollment Promotion in the Summer (June, 2025), and continue open enrollment throughout the school year. In order to retain our student population, We will use advertisements, lottery, social media, and billboards.

EA will coordinate efforts to make sure that any potential barriers to access enrollment are eliminated; including an enrollment process that ensures equitable access for families of all backgrounds and needs. We have provisions in place to accommodate families who don’t have internet access or who lack transportation during the recruitment and enrollment process. EA will host numerous ongoing recruitment events in the areas where the target population resides, shops, attends worship services, or frequents for social/recreational purposes. School brochures and applications will be distributed and the TCEDC Board Members and Principal will be in attendance and available for assistance with the application and/or to answer questions at these events. Additionally, EA “ambassadors” Board members, and the Principal will canvass the neighborhoods of the target population for door-to-door solicitation & distribution of brochures & applications. Handicapped parking spaces and ramps are in place at the school campus and available for all students or adults with physical disabilities.

Some students experience frequent changes in address due to family economic issues, displacement due to hurricanes, or other hardships and family dynamics. For these students, EA will make additional efforts to contact parents via email (if available), as well as utilizing social media and other marketing strategies to inform them regarding enrollment procedures.

Please refer to the table below for EA’s Recruitment Plan for 2025 & 2026.

Activity	Person Responsible	Timeline	
Sigma Gamma RHO School Kick off	Principal	4 th Quarter 2024 thru January 2024	
Community Meetings (Educational Town Hall Meetings)	Principal	Met in June 2022 August 2024	
Pop Up Classes	Principal	August 2024	
Community Panel & Speech	Principal	October 2024 November 2024	
Canvas Neighborhoods & Malls	Principal/Board Members	Monthly once approved	
Canvassing at Walmart, Kroger’s and Albertson	Principal/Board Members	December 2024	
Church Presentations	Principal/Board Members	August 2024	September 2024 January 2025
Holiday Book Giveaway and Informational at Living Word Christian Center	Principal/Board Members	December 2024 and December 2024	
Interview on KPLC TV	Principal/Board Members	Already aired April, 2022/January 2023. Future interview TBD	
Interview at KBYS, KRVS, KRLR, Rock 104.5 KYKZ, 107.5 Jamz, 92.1 KTSR	Principal/Board Members	Already aired January 2023. Future airings TBD	
Online surveys	Board Members	February 2024, April 2023	
Social Media	Board Members	In progress and On-going since October 2022 to present	
ECA Block Party (Distribute brochures/applications/promo materials. (Food & music provided.)	Board Members/ Principal	July 2024	
La Familia Resource Center	Thrive Board Members & Principal	TBD	
Day Care Centers	Thrive Board Members & Principal	TBD	

The Registrar (the attendance clerk/office manager) can also function in this role) has the responsibility of the enrollment and registration process. It will begin with distribution and submission of applications. Upon submission of an application the information will be reviewed for eligibility. Proof of residence and age requirements will be verified. At each phase of the admission process the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored, and reports created to determine a lottery, waitlists, and letters of acceptance. At the end of the Open Enrollment period, if there

is an over subscription for any grade level a lottery will be conducted. All accepted applicants will be provided with registration requirements. All necessary documentation is collected for review and verification. The following items are generally required for all students:

- | | |
|---------------------------------------------------------------------------------------|---------------------------------------|
| *Authorization for request of cumulative folder | *Birth certificate |
| *Proof of residence | *Report card, transcript |
| *Social security card | *Current immunization/medical history |
| *When appropriate, ESE, ESOL/ELL, literacy folder, and any conduct/discipline actions | |

Procedure: Once all current students are registered and classes have been assigned, class size will determine the need for subsequent marketing efforts. Applications are accepted on an ongoing basis and maintained on a waiting list. Communication with perspective students is generated as appropriate. Designated personnel for the enrollment & registration process will be: School Registrar (experienced with state reporting), Data Entry Clerk, and School Secretary. The lottery process will be officially conducted using the JCampus enrollment software. The registrar will be in charge of informing the parents of their opportunity for enrollment. The Data Input Specialist will monitor and administer the lottery. The lottery will be governed by a few basic rules:

- All students who are on the wait list will be allowed to enter the lottery.
- Waitlisted siblings will be entered into a separate lottery by grade and drawn before non-sibling applicants for that grade. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move into the sibling lottery and will be given preference so the family may all attend the same school.
- The lottery will be conducted by the second Saturday of April of each year. Each student's lottery draw will determine the number that student has on the non-sibling or sibling wait list for the following school year.
- After the available slots are filled, EA will keep drawing the names of the remaining applicants in the appropriate category and place them on a wait list in the order they are drawn. EA has an interest in making sure that prospective students and their families understand the mission and focus of the school and are interested in being a part of the school community; therefore, EA will:
 - Require students to complete the grade preceding the grade the student plans to enter.
 - Strongly encourage parents/guardians to attend informational sessions.
 - Ask students and parents or guardians to sign the EA Community Contract that demonstrates their agreement with the school's mission and values.

FPC.43 EA has already identified those schools referenced and targeted through Louisiana Believes as low social-economic, with sub-groups of economically disadvantaged and students with disabilities. These schools have 95% of students receiving reduced or free lunch. EA has utilized various strategies and methods for recruitment of economically disadvantaged students and students with disabilities, such as social media, brochures, newspaper, television, churches, and town hall meetings. We will also use billboards, malls, parks, radio ads, door-to-door, phone calls, and pre-registration events.

To retain our student population, EA will use advertising, a lottery, social media, billboards, and surveys for open registration. All interested families will be able to meet with the staff of EA and learn about the innovative model, offerings, responsibilities, and expectations of the school. Should there be more families indicating interest in seats than what is available, EA will hold an admissions lottery, ensuring that a random selection process is used in admission. After all seats have been assigned, a waiting list will be established for the remaining students who have registered in the event that a seat should open up.

FPC.44 EA has secured a facility. The campus of EA is a multi-building property, located at 1701 Ryan St. and 1639 Ryan St. in Lake Charles, LA. This property was originally designed for educational purposes, as well as offering recreational and community service programs.

This property includes extensive infrastructure for academic and non-academic pursuits of students. The campus of EA will positively affect the quality of the students’ education by stimulating their desire to learn and grow. The programming and activities that are part of the curriculum are aimed at instilling discipline, ethics and values in students that would help them to develop their personality to become better citizens of the world.

EA will launch with 90 students per grade (three kindergarten classes, three first grade and second grade classes); then scale by one grade per year until reaching eighth grade. Conversations with a national Community Development Financial Institution (CDFI) indicate a need for a minimum of 75 square feet per student. In the first year, we will therefore need a minimum of 20,250 square feet (serving 270 students) and a minimum of 60,750 square feet at scale (serving 810 students). With our co-teaching model and project-based approach EA estimates our space needs at approximately 850 square feet per classroom for classes of 30 students. At opening we will have nine K thru 2nd grade homeroom classrooms, and at scale 15 homeroom classrooms in the Lower School and 16 homeroom/ core academic classrooms in the Upper School.

In addition to homeroom/core academic classrooms mentioned above, EA will additionally require a gym, full-size cafeteria and kitchen, enrichment spaces (art, music, etc.), a main front office, multiple smaller offices and meeting spaces, two larger teacher work rooms with copiers, and a large storage room. The gym and/or cafeteria will function as the core common areas for assembly, family events, games and performances. Other amenities will include bathrooms for staff and students, which for kindergarten and 1st grade will ideally be inside classrooms. EA will construct spaces with built-in storage and, where appropriate, soundproofing and plumbing. Design of the learning spaces will focus on maximizing natural light, student accessibility, and aesthetics to support our global competence focus including community art and use of natural materials wherever possible. The school will also prioritize outdoor spaces including playgrounds, play fields, and a school garden.

21 spacious, well-ventilated classrooms	Faculty Lounge
Well-equipped computer laboratory	Kitchen Facility
Well stocked library	Recreation & Activity Areas – including a gymnasium and a 3-lane bowling alley
1,000-seat Auditorium / Concert Venue	Multiple conference rooms & informal gathering rooms
Executive Office Spaces for Administration & Operations Staff	Sports grounds for football, basketball, badminton, volleyball
Handicap Ramps & Accessibility	Provision for indoor activities such as table tennis and dance
Elevators	Audio visual rooms
Many exits for Fire & Safety precautions	

Our facility is a direct fit for the academic, recreational, and operational needs for ELITE Academy (as listed above). It is conveniently geographically located for all students to be able to access in the city. Also, the amenities in the facility correspond with the vision of our school, such as: the thousand-seat auditorium which will be used to facilitate school’s assemblies, PTA meetings, graduations, ceremonies, concerts, plays etc. The facility contains a 21st century technology computer lab to help assist our students in our STEM program. We will have ample executive and administrative office space which also accommodates operational staff and 21 spacious well-ventilated classrooms to ensure a comfortable and safe learning environment for our students.

- Faculty Lounge and Cafeteria Facility to serve meals for our students.
- Extracurricular Activities
- 3 Lane bowling alley

- State of the art gymnasium which will allow us to offer basketball, badminton, and volleyball as well as other sports for our students.

The facility also offers provision for indoor activities such as table tennis, dance studio, and audio video rooms to promote our foreign language portion of our curriculum.

Jeff Kudla (jeff@kudlaarchitect.com) has proposed a rough order of magnitude budget of \$850k. This number will accommodate a fire suppression system, fire alarm modifications, enclosing the stairwells with fire rated construction, and other modifications required by the building code. Will need to add a sprinkler system. Mr. Kudla's fee to provide architectural services would be at hourly rates until a defined project scope is determined. and then would convert to 7.5% of the construction contract cost to perform the work with the initial hourly billing credited against the percentage fee.

Should ELITE Academy cease as a charter school, the Board of Directors will follow procedures in accordance with Title 28, Part CXXXI6 Bulletin 126, page 21-22 regarding the disposition of facilities and equipment due to closures of any BESE-Authorized charter School.

Reference: <https://www.doa.la.gov/media/kfwo4dgg/28v139.pdf>

FPC.45 The revenue assumptions were based on the revenue calculator provided by the Louisiana Department of Education. In the event that ELITE Academy retains the services of 4th Sector Solutions, 4SS has identified miscellaneous Start-Up Grants in the amount of \$15.45K, as well as a deferred startup loan from their company in the amount of \$40K.

4th Sector Solutions has provided financial management to schools in Louisiana since 2008 serving multiple stand-alone schools and Charter Management Organizations during that time. 4SS finance and operations staff have over 50 years of combined experience working with schools in Louisiana. Our team draws on that experience to create expense assumptions based on the unique characteristics of the school's application along with our knowledge of what is required to operate a school compliant with the requirements of the Louisiana Department of Education, other State agencies and local requirements. If a partnership is agreed upon, 4SS will proceed with meeting monthly with the Principal to review actual accounting data, any revenue and expense changes that have occurred, and updating the school forecast model gives the school and 4SS team frequent opportunities to adjust, if it is necessary, to the real time needs of the school. In the event the forecast is worse than the budget, the finance team will work with the Principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always considered to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the Principal to determine if the additional resources should be re-deployed on current year priorities or saved for future years. 4th Sector's finance team has extensive experience supporting Principals in this process, having conducted hundreds of such monthly budget reviews over many years. 4th Sector's experience supporting schools was used to develop the estimated facility costs. This estimate was used in development of the financial model provided as an attachment. All of the revenue budgeted is either Minimum Foundation Program, Federal entitlement, National School Lunch or State non-competitive funding. There are no non-guaranteed funds budgeted.

FPC.46 Our approach to budgeting and to cutting costs if faced (as schools so often are) with a budget shortfall are as follows:

Proposed budgets will include a contingency, which is designed for two purposes:

- (1) to minimize the effect to the program for negative events such as emergency facility repairs, enrollment shortfalls or unforeseen education needs; and
- (2) to build a reserve for future emergencies or facility financing needs. The goal of the school is to build reserves over time equal to at least 10% of annual expenses. The school will also seek to over-enroll students at the beginning of the year if possible, to account for any normal attrition or mobility. Once the school has an operating history, budgets are built with attrition assumptions consistent with past practice.

After the budget is adopted, 4th Sector's finance team will meet monthly with the Principal to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always considered to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the Principal to determine if the additional resources should be re-deployed on current year priorities or saved for future year. 4th Sector's finance team has extensive experience supporting Principals in this process, having conducted hundreds of such monthly budget reviews over many years.

The Board will then receive a standard monthly financial reporting package that will include a financial dashboard (that includes income statement, balance sheet, enrollment and staffing indicators), a contextual narrative summary of the school's finances, a year-to-date budget vs. actual comparison, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the Board Treasurer or Finance Committee prior to each monthly Board meeting. Any proposed actions to re-balance the operating budget will be reviewed and discussed with the Board Finance Committee.

FPC.47 EA plans to use a third-party provider for financial management, financial reporting and human resources administration for EA. The EA plans to potentially consider contracting with 4th Sector Solutions (www.4thsectorsolutions.com) to provide financial management and reporting services. 4th Sector has twelve years of experience serving Type 1, 2, 3, and 5 charter schools across the state of Louisiana. Its services include financial management and reporting, human resources administration, school operations support, foodservice administration, and facility financing. 4th Sector's founder and CEO has over 20 years of experience serving the charter school sector nationally. **Appendix 12 is N/A.**

FPC.48 The Board will review and approve the school's annual budget each year. In the third fiscal quarter (January or February), the 4th Sector finance team will meet with the Principal to review potential enrollment, staffing, and funding scenarios, and discuss any new educational program initiatives the Principal and/or principalship team are considering. The budget model used by 4th Sector is extremely comprehensive, allowing for person-by-person budgeting and detailed other than personnel projections. Based on the Principalship input, along with historical accounting data, the finance team will prepare draft budgets for review by the Principal. The finance team will continue to work with the Principal on different scenarios in order to optimize spending on school priorities. The agreed upon budget will be presented to the Board Finance Committee for review. The finance team will then make appropriate adjustments based on input from the Board Finance Committee, and present a final version to the Board, for the Board's approval and adoption in May or June. The Board will comply with the Louisiana Local Government Budget Act (RS. 39:1307) by ensuring that (i) the public has an opportunity to participate in the budgetary process prior to the adoption of the budget, (ii) it publishes a notice stating the proposed budget available for public inspection and stating the date, time and place of public hearing, at least 10 days after the notice, (iii) the budget is adopted after at least one public hearing; and (iv) it has published a notice certifying completion of these actions. All actions to adopt, finalize, amend and implement the budget will be discussed and approved in an open meeting.

Proposed budgets will include a contingency, which is designed for two purposes: (1) to minimize the effect to the program for negative events such as emergency facility repairs, changes in MFP funding formulas, enrollment shortfalls or unforeseen education needs; and (2) to build a reserve for future emergencies or facility financing needs. The goal of the school is to build reserves over time equal to at least 10% of annual expenses, and in every year exceeding the Financial Performance Score Indicators included in the Louisiana Charter Schools Performance Compact – specifically, a fund balance of 2% in year one, increasing to at least 6% by year 5 and 7.5% thereafter. The school will also seek to over-enroll

students at the beginning of the year if possible, to account for any normal attrition or mobility. Once the school has an operating history, budgets are built with attrition assumptions consistent with past practice.

After the budget is adopted, 4th Sector's finance team will meet monthly with the Principal to review actual accounting data, any revenue and expense changes that have occurred, and update its forecast model for the balance of the year. In the event the forecast is worse than the budget, the finance team will work with the Principal to identify expense reductions (e.g., non-personnel expense reductions that are least critical to academic performance, non-replacement of any open positions, staff reductions, and use of contingency) that would re-balance the forecast. As part of this process, school educational priorities are always considered to minimize any negative educational effects from a budget shortfall. In the event that the forecast is better than budget, the finance team will work with the Principal to determine if the additional resources should be re-deployed on current year priorities or saved for future year. 4th Sector's finance team has extensive experience supporting Principals in this process, having conducted hundreds of such monthly budget reviews over many years.

The Board will then receive a standard monthly financial reporting package that will include a financial dashboard (that included income statement, balance sheet, enrollment and staffing indicators), a contextual narrative summary of the school's finances, a year-to-date budget vs. actual comparison, a revised forecast for the balance of the year, a balance sheet and monthly cash flow projection. This financial package will be reviewed in detail by the Board Treasurer or Finance Committee prior to each monthly Board meeting. Any proposed actions to re-balance the operating budget will be reviewed and discussed with the Board Finance Committee.

FPC.49 The standards for insurance coverage are provided in **Appendix 13**, which is included on pages 124 – 126 of this document. The school has \$20,000 budgeted for Liability insurance in year one.

HSA.1 thru HSA.8 – N/A

CPA.1 – N/A

ESPA.1 thru ESPA.6 – N/A

VOA.1 thru VOA.9 – N/A_ WE ARE NOT APPLYING AS A VIRTUAL OPERATOR

ELITE has plans in place in the event of pandemic occurrences, inclement weather conditions (i.e., hurricanes, etc.), or any other unforeseen event/condition that warrants the use of a contingency plan to be set in motion, EA will use Google Classroom as the Learning Management System for virtual learning. This system is user-friendly and will equip all stakeholders with the tools to become successful online learners. EA has adopted the Hybrid Plan practices of Gateway Charter Academy School of Dallas, Texas. It will be the teacher's responsibility to bring the class together with focused instruction and then conduct guided instruction to the whole class. EA's curriculum will include staggered attendance, wearing of masks, temperature checks, and social distancing in the classrooms. This will include a teacher and a co-teacher (one to teach face-to-face and the other to teach in a virtual setting). There will be hotspots available for disadvantaged students who are unable to afford Wi-Fi.

Based on the LDOE attendance policy, EA will adhere to a full-day of instruction requirement, which includes in the Hybrid Plan a minimum of 4-hour instruction (LDOE half day), to accommodate doctor's appointments, emergency situations, and other special circumstances. The mode of instruction will vary by grade level and subject matter.

For EA purposes, descriptor of asynchronous instruction is detailed below:

- Asynchronous instruction provides students with teacher assigned lessons, tasks or assignments to work on at their own pace.

- All assignments, content, files and discussions will be available on digital platforms which are accessible on a mobile device, laptop or desktop computer. This will not require all participants to be virtually present at the same time but does require daily engagement by the student.
- All pre-assigned work and resources will be available to students through Google Classroom (K-8th grade). Participants will not have to be virtually present simultaneously, but daily engagement by students is required.
- Pre-recorded videos will be the primary delivery method of direct instruction from the teacher. Students and parents will access most lessons and lesson materials through a virtual learning system. All students and parents (K-8th) will utilize Google Classroom.

Each teacher will have iPads issued to distribute to students. (K thru 2nd grade will be issued iPads; and 3rd thru 8th grades will be issued laptops.)

- Parents and students will have training on Google Classroom to become familiar with it for virtual learning purposes.
- Phone blasts using BlackBoard, Zoom and Schoology technology will be used to inform parents and the community of iPad training opportunities.
- Announcements of virtual learning will be published on the school's website.

To support student learning, there will be direct instruction requirements for students to engage with teachers at specific times. Teachers will also maintain specified office hours. Office hours are designed as additional support and resource for the student and families. This will not replace the instructional hours required. Teacher office hours will be planned, clearly defined, published in advance, and sufficient for student progress. Teachers will deliver direct instruction daily, and students will know how and when they can interact with teachers. Schedules for instructional time will be established at each individual campus and by grade levels to ensure we are differentiating to meet the needs of all our learners.

Campuses will create schedules in consideration of the following:

- Core academic courses and electives will be offered at all grade levels.
- Individual Education Plans (IEP) for students with disabilities will be followed regardless of learning environment.

Elementary Schools: Instruction in literacy, math, science, and social studies will be provided daily; and instructions for Special classes (Electives), PE class or Technology Applications will be provided daily. Students receiving specialized support such as special education resource or dyslexia pullouts will receive services for 30 minutes, three times per week. Schedules for these services will be sent out to the students and parents.

Hybrid Model Timeline

Preparation: Hybrid Plan Training will be provided to teachers during the professional development they will receive during teacher orientation prior to the beginning of the school year. Professional development for the Hybrid Plan will be announced to parents and students during the first open house of the school year. The date and time of that training will be communicated. The actual Hybrid Plan Training will take place during family night for parents/students to on-board them with the Hybrid Plan.

Activation of the Hybrid Plan

The EA Board Chair will inform the Principal/Principal to activate the Hybrid Plan in the event a decision is made by the LDOE and announced by the state's governor to transition to hybrid learning. The Principal will notify the teachers of the decision to transition to hybrid learning. Teachers will have six (6) weeks of Lesson Plans already in place. EA will continue to use the co-teaching model; one teacher will teach from the physical classroom and the other teacher will teach the virtual classroom. EA will then notify all parents that the Hybrid Plan has been activated. Announcements will go out to parents via phone, email, the school's website, and hand-outs will be given to students to take home. Announcements will include a second orientation of the Hybrid Plan that will be given to parents and students.

Technology – Each student will receive an iPad or laptop to assist them in their learning. Each

device will have a control number on it for tracking purposes. Each device will be set-up and equipped with parental controls to ensure students will be protected from unsafe and inappropriate content. Devices will be equipped with the necessary information, programs and features so that students will be able to have a user-friendly experience with virtual learning. Teachers will keep record of each iPad or laptop provided to each student for tracking purposes. The technology group will be responsible for keeping the website updated daily with any new information received from the principal.

Virtual Learning

Google Classroom will be used for virtual learning. There will be hotspots available for disadvantaged students who are unable to afford Wi-fi. EA's Virtual Learning Overview instruction for the 2023-24 school year will be robust, organized, and a consistent experience for all students. The following standards will anchor its design and implementation:

- Teachers will have planned availability for students – including scheduled office hours.
- Direct instruction will be delivered by teachers – students will be able to get teacher support when needed, and students will know how and when they can interact with their teachers.
- Students will receive clear, comprehensive directions daily on how to use academic materials..

The Students' Internet Protection Act (CIPA) is a federal law that applies to LEAs and schools that receive discounted telecommunications, such as Internet access, under the Federal Communications Commission's (FCC) E-Rate program. CIPA requires that LEAs have an Internet safety policy and technology to block access to obscene or harmful content. According to CIPA guidelines, EA will ensure the use of content filtering and monitoring for all school devices, networks, as well as all school-owned devices. EA will use best practices as required by CIPA and will monitor the online activities of our minor students; as well as provide education about appropriate online behavior. The Internet safety "policy" will address the following five components:

- Access by minors to inappropriate matter on the Internet. This is the buffer that will be installed on every computer, laptop or iPad. EA will utilize MTSS/RTI.
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communication (including instant messaging)

Unauthorized access, including so-called "hacking" and other unlawful activities by minors online

- Unauthorized disclosure, use, and dissemination of personal information concerning minors
- Measures restricting minors' access to materials harmful to minors.

REFERENCE: Louisiana's Data Governance and Student Privacy Guidebook,
[https://www.louisianabelieves.com/docs/default-source/data-management/student-privacy-planning-guide-\(web\).pdf](https://www.louisianabelieves.com/docs/default-source/data-management/student-privacy-planning-guide-(web).pdf)

The Hybrid Plan:

- Identify the deficits in hybrid learning with educators and students.
- Equip staff, students, and parents with all applicable resources necessary for engagement, troubleshooting, and learning goals.
- Train staff on how to monitor loss of learning incidents, when to intervene, and how to make decisions based on case-by-case basis. This includes, loss, broken or stolen computers/iPad.
- Staff will track all incidents of reoccurring incidents. This includes required parental agreements for care and upkeep of computers distributed to students. This will be included in student handbook. In the case the agreement has been breached, parent will be responsible for replacement cost.

For students who do not have a device in the home, EA will prioritize the issuance of a student device. Families requesting virtual instruction without having reliable internet service will be prioritized for the issuance of school-provided hot spots.

EA will set up a mock hybrid learning situation with a training module provided to familiarize students and parents with the expectations of virtual learning in Google Classroom and tools to become a successful online learner.

Teachers will have Hybrid Plan packages available to distribute to each student. Phone blasts will be used to inform parents to come to the school to pick up their packets. (Note: In case students do not have access to the internet or cellphones, EA will deliver packets to students' homes or have them delivered via USPS.

How to access Zoom:

- Go to zoom.us
- Click the "Sign Up, It's Free" button.
- Enter your school email address. You'll then get an email from Zoom with a button to activate your account

REFERENCE: <https://www.weareteachers.com/zoom-for-teachers/>

Schoology (Accessed through EA's portal)

- Go to schoology.com
- Enter your Access Code. This is a 10-digit code in XXXX-XXXX-XXXXX format that you receive from one of your instructors.
- Fill out the form with your information.
- Click Register to complete

REFERENCE:

Gateway Charter Academy School, Dallas, Texas

<https://4.files.edl.io/028f/08/10/20/200940-1d6a461d-3c4e-4688-a874-f187801cf03f.pdf>

<https://www.powerschool.com/classroom/schoology-learning/>

EA will use the Edgenuity program for all core subjects. EA will send out phone blasts using BlackBoard, Zoom and Schoology to inform parents and the community of iPad training opportunities.

- Announcements of virtual will be published on the school's website.



Appendix 1

The following pages consist of a Table listing with letters and lists of community support from citizens and Community Leaders and business owners in Calcasieu Parish and also the recommendations of teachers from the Houston Area who are in support of the ELITE Academy.

Dartheater Hall,
Board Chair
Thrive Community Enrichment and Development
Corporation For ELITE Academy

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APPENDIX 1

March 10, 2021

To: Elite Charter Academy

From: Denise Jones,

Parent Re: letter of

Support

After many years of struggling with my son's education, we hit a wall. As a desperate mom, I was discouraged, frustrated and alone. The education system in our area is not conducive for my children. They were behind, not motivated and depressed. I was at my end when a friend of mine told me not to lose hope, my prayers have been answered. She began to tell me about Elite Charter Academy coming to lake Charles. I was ecstatic! Here is an opportunity for a better education for my children. I shared this information with my kids and I can't describe the joy in their eyes! Elite Charter Academy many parents and teachers have longed for this opportunity. I will be the first to sign my children knowing he will have a better future ahead. With Kindest Regards,

Denise Jones

APPENDIX 1

*From The Desk of
Katherine Breaux*

March 9, 2021

Dear Board Members of Elite Charter Academy,

As a widow mom, you want the best for your children. I have three robust boys! I worry about them constantly. I'm especially stressed over their education. I feel like my hands are tied and there's nothing I can do. Well, I was wrong. I learned this amazing program is coming to our city and all I could do is cry. The very fact that the school is coming has taken a great deal of pressure off my shoulders. I spoke to my boys about this. Their attitude was surprisingly open. They asked many questions of what the school would offer. That, in and of itself has NEVER happened before. This is when I lost it - my youngest son asked if they had anything to help with him being so sad since he lost his dad. He said, "I need someone to talk to but I don't know who mom, we need help with this". I grabbed my son and held him, as a matter of fact, we all did a group hug, which is unheard of! I will work two jobs to make sure they get the education needed. To know Elite Charter Academy is coming to Lake Charles is amazing. It's money well spent! Even in the midst of losing my husband, my family will be healed.

In Appreciation,
Katherine Breaux



APPENDIX 1

On behalf of Elite Charter Academy:

My husband and I only have a high school education, We didn't want this for our daughter. She's bright and she loves learning. It was very clear to us that she wasn't getting what she needed from the school system here in Lake Charles. But our hands are tied until we discovered Elite Charter Academy is on the rise. My husband and daughter are excited beyond measure. We had to find a school where Miya could grow and thrive, now we can be assured we have the best school coming, right here in our own backyard. Relief is an understatement; but grateful is better suited for us! We can't wait.... We simply are beyond

ourselves! Thank you, Elite Charter Academy, in advance for caring and investing into our children for they truly are our future.

Renee M. Landry

On behalf of Elite Charter Academy:

As a widow mom, you want the best for your children. I have three robust boys! I worry about them constantly. I'm especially stressed over their education. I feel like my hands are tired and there's nothing I can do. Well, I was wrong. I learned this amazing program is coming to our city and all I could do is cry. The very fact that the school is coming has taken a great deal of pressure off my shoulders. I spoke to my boys about this. Their attitude was surprisingly open. They asked many questions of what the school would offer. That in and of itself has NEVER happened before. This is when I lost it, my youngest son ask if they had anything to help with him being so sad since he lost his dad. He said, "I need someone to talk to but I don't know who mom, we need help with this". I grabbed my son and held him, as a matter of fact, we all did a group hug which is unheard of! I will work two jobs to make sure they get the education needed. To know Elite Charter Academy is coming to Lake Charles is amazing. It's money well spent! Even in the midst of losing my husband, my family will be healed.

Carmen Blackmon



APPENDIX 1

Thursday, March 11, 2021

To Elite Charter Academy:

I had a serious discipline problem with my son. He's a troubled child with a temper. He didn't get along with other children and teachers, they had a difficult time managing him. I don't know what to do with my son. I have to be honest, I feel like I failed my son. I looked at him and apologized for not being able to find a school he likes. Two weeks later I heard about Elite Charter Academy. My hope returned and I felt for the first time we were going to be ok. I can't wait for the Academy to open. We'll probably be the first in line! Thank you for thinking of kids like my boy.

Yours Truly,

Denise Cox and Family

On behalf of Elite Charter Academy:

Being an African American family of boys, there's multiple strikes against them. In our society and culture our boys are at a deficit being black males. I am a single black father with a vision for my family. Growing up in the 60's, segregation was the norm for me. It shaped me as a man. I promised myself as a young black man that I would equip my children to be prepared, and successful. When I learned of Elite Charter Academy, I knew I was on the right track. I have the opportunity to shape my boys in excellence. ECA, will offer exactly what my boys need. As a father, I am determined to put my boys in in this school. They can't open fast enough. Their service is much needed for us as parents of every economic status. We need Elite Charter Academy. Thank you for your service in advance.

Derek D. Spisak



APPENDIX 1

On behalf of Elite Charter Academy:

My wife typically oversees the children's education. One day I came home to utter chaos in the home. Everyone was frustrated, angry and very unhappy. When I got to the bottom of it, none of our children liked their school. They were not challenged, the teachers were not interested and the activities were always unorganized. As a father, I called a family meeting to see what we could do to resolve this issue when my middle child said she was at her friends house where her friends parents were talking about this school called Elite Charter Academy coming to our city. I called the parents and they began to spill the beans! I felt like this is it! I shared the information with my wife and she was in total agreement. This is what we need so we need this school to open as soon as possible My kids like and future depend on it.

Edward Herbert

January 24, 2021

Lake Charles, Louisiana is in need of another school that has smaller classroom size and is ready to enroll students who are in need of a one on one learning environment. I am in complete agreement of having another charter school here in Lake Charles, LA.

My son is attending another public school in Lake Charles, LA and I am not happy with the educational system. Most of the educational systems were not prepared for the pandemic or the natural disasters that occurred. The schools engaged in last minute preparations; thus, this did not benefit our children or parents in the preparation of their school experience.

I would like for my son to attend this new charter school because of the smaller class size and the location. Because of the hurricanes and snowstorm disasters many of our schools do not have enough resource to work with our children.

Your truly

Dorothy Cox



January 30, 2021

Good afternoon!

I support the proposed application for another charter school in the Lake Charles area. This proposed location is an ideal site for a new school. My belief is that the children in Lake Charles, LA will have a wonderful experience in smaller classroom settings. Which most schools do not have. Thank you.

Sincerely

Abraham Taylor

February 20, 2021

TO WHOM IT MAY CONCERN:

I am the mother of twin girls in Iowa, LA. It has come to my attention that the Elite Charter School has applied for an application for a new charter school in Lake Charles, LA. I work in Lake Charles and I am extremely excited for a new school. I will enroll my children in this new school. The proposed location is an ideal site and the proposal teaching model is student centered and I feel my children will excel in that learning environment. I whole heartedly support this school's application for a charter school.

Sincerely,

Kim Bellard



3/1/21

To the Elite Charter School:

As a grandmother and am genuinely concerned with the welfare of our children today. I believe our children are shaped by what is placed before them and should have an equal opportunity to experience a solid education with all the tools available for them to learn, grow, explore, and soar, like we had when I was a child. They need a level playing field open so that they all can experience success. They need to see beyond where they are now to a higher vision, dreams, and expectation. I think the opening of this new school will allow those who have had no opportunity in the past to begin to dream. I am in favor of this new charter school being opened in our area.

Thank you!

D Gillum

2/2/2021

On behalf of Elite School:

The education of our children is lacking in this area, especially in the predominantly black schools. We need a change. Our children are not learning at the rate of others due to many different challenges. And then with the pandemic and two hurricanes in 2020, learning progress overall has really gone down. I support the opening of this new charter school in Lake Charles because of the integrity of those who brining this together. The dedication and commitment to our community over the past years has proven that they care. I think with the board and the staff they will bring onboard to this school will be an improvement to the Lake Charles area. I believe this new charter school will help open the minds of a lot of our children who have been through so much. And I think it will be especially helpful for our children of color.

Lake Charles Resident



I would like to see children attend a school where they can learn and grow and be a part of something greater than themselves. From what I have heard, I think becoming a part of this school will enrich a child's learning experience and their confidence to achieve. We've already had enough average schools in this area, and all children have not fully benefited from them. I am ready to see change in this community and will support this new charter school in the Lake Charles area.

Thank you!

ON BEHALF OF ELITE CHARTER ACADEMY

As a concerned citizen/parent-guardian I fully support the opening of ELITE Charter Academy. After hearing about it, I support its vision and mission. I feel that my children will have more individual attention with the smaller classroom size. I am excited about them having the opportunity to experience foreign language, the Boys and Girls Club, bowling, robotics, STEM, energy conservation, and many other extra-curricular activities. I am in favor of a school that does not tolerate just average learning but strives for superiority. I believe my child will be in a safe learning environment with the best teachers, administration, food service, janitorial service, and bus transportation. I am in favor of the opening of this new charter school.

PRINT:

Stacie Hebert
 Sandra Goodly
 Karen Powell
 Bridget Jackson
 Krystal Steward
 Ethel Fields
 Merelle Henry
 Veronica Lubin
 Jesse J. Curry
 Debbie Brown
 Dorothy Cox
 Kimberly Pate
 Karen Samuel
 Michelle Washburn
 Michelle Hawthorn
 Stephanie Secura
 Christopher Clifton

SIGN:

Stacie Hebert
 Sandra Goodly
 Karen Powell
 Krystal Steward
 Ethel Fields
 Merelle Henry
 Veronica Lubin
 Debbie Brown
 Dorothy Cox
 Kimberly Pate
 A
 Stephanie Secura
 Christopher Secura

ON BEHALF OF ELITE CHARTER ACADEMY

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PRINT:

Waleshia Lubin
 Alexis Brown
 Veronica Lubin
 Denise Gregory
 Alice Lute
 Rose Lute
 Zachary Lute
 Granel Lute
 Shelly Lute
 Brittany Lute
 Jacey Lute
 Amber Lute
 Dione Myles
 Tanisha Thompson
 Eanthe Lynch
 Sheena Harris
 Debra K. Talbot

SIGN:

Waleshia Lubin
 Alexis Brown
 Veronica Lubin
 Denise Gregory
 Alice Lute
 Rose Lute
 Zachary Lute
 Granel Lute
 Shelly Lute
 Brittany Lute
 Jacey Lute
 Amber Lute
 Myles
 Annice Simon
 Patricia Chilson
 Myra West
 Shonda Talbot

TV

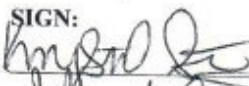
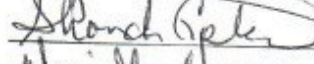
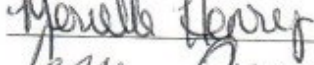
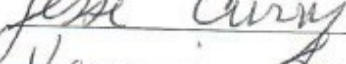
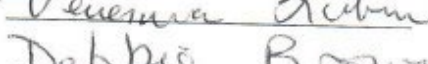
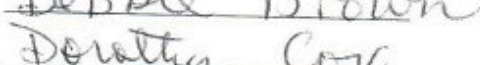
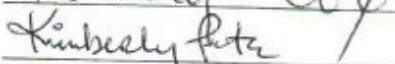

ON BEHALF OF ELITE CHARTER ACADEMY

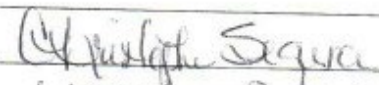
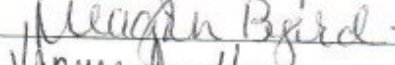
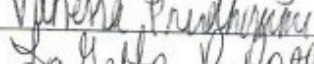
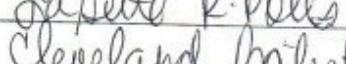
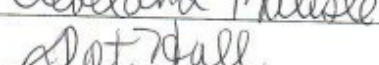
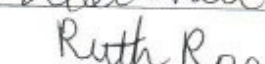
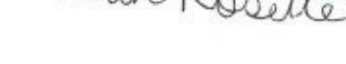
As a concerned business owner of this community, I fully support the opening of this Charter Academy. I believe the students will be in a productive and safe learning environment. After hearing about it, I support its vision and mission. I feel that this charter school will be an enhancement to the community. The curriculum being offered will enhance the student to have a growth mindset and become global citizens. I am on board with their mission that average is not tolerated but the goal of this school will strive for superiority.

PRINT:

Krystal Steward
 Shonda Goberd
 Menelle Henry
 JESSE CURRY
 Veronice Lubin
 Debbie Brown
 Dorothy Coy
 Kimberly Pate
 Kevin Samuel
 Kaitlin Clark
 Michelle Henderson
 Cepha Olfere
 Makalya Byrd
 Vanessa Prudhomme
 LaBette R. Potts
 Cleveland Baxiste
 Alet HALL
 Ruth Rosette

SIGN:



MSG&COMPANY®

"...Perfect Practice Make Perfect Solutions..."
----- Dr. Mark S. Gillum -----

Dr. Mark S. Gillum
DRMSG*Med D DMA
3808 Fulton St. Houston, Tx. 77009
tallmark77252us2004@yahoo.com

June 23, 2021
Editor of the American Press (Lake Charles)
4900 Hwy 90 East Lake Charles LA 70615
news@americanpress.com

Editor of The American Press:

I am writing to express my support for Charter School(s); as creative profound entity(ies) within Lake Charles, LA. I am currently a resident of Houston, TX, with professional educational credentials attributed to the arts, mathematics, and andragogy (Adult Literacy Education). My years of professional educational experience covers 45(forty-five) years; while instructing, tutoring, counseling, and mentoring students in charter, public, parochial, college/university settings. My years of being connected with Charter School entity(ies) has been amazingly beneficial, and a hallmark of excellence with the ability to expose children of various diverse racial, socio-economic backgrounds; as well as diverse learning capabilities. Charter School(s) provide an educational choice to families with rigorous academics, and core values of safety, community, diversity, fun and explorable excitement, as well as personal growth. These attributes found in established Charter Schools, around the country, propagate high standards with an arts integrated approach to teaching a diversification of curriculum(1a). Preparing students for success in Charter School setting(s), and beyond into career(s); while forging their lives to become productive viable citizen(s).

I am confident; while supporting the approval and establishment of Charter Schools to be an educational, unmeasurable, and diversifiable hallmark of excellence for and within the City of Lake Charles, LA.

Sincerely,

Dr. Mark S. Gillum

Dr. Mark S. Gillum
DRMSG*Med D DMA



Editor of the American Press (Lake Charles)
4900 Hwy 90 East Lake Charles LA 70615
news@americanpress.com

Dear Editor of the American Press;

I am a resident of Texas and also an educator who has taught in the state of Texas, in a charter school for sixteen years. **I want to explain why charter schools are so important in our neighboring communities, all across the country. Charter schools provide a distinct, tailor-made education and distinguishable learning opportunities to empower economically disadvantaged children, in order for them to thrive in a changing world.** Charter schools are created to close the opportunity gap and deliver an excellent education to every student, and not just privileged students.

Statistics show, in the 2019 school year, there were 7427 **charter schools** throughout the **United States**. Charter schools are **tuition-free schools—open to all** students, regardless of where they live; however, they are usually located in economically disadvantaged neighborhoods to help serve the children who don't receive or can't afford a quality education. The charter school model empowers teachers to provide **innovative**, high-quality instruction and gives them the **autonomy** to design a classroom that fits their students' needs. Charter schools have the **flexibility** to create a school culture that fosters student performance and parent satisfaction. These schools are held **accountable** to the **performance** standards they agree to in their charter and by their communities.

Charter schools are typically exempt from state and district rules and regulations, which most public school district leaders see as a downfall; however, this gives the charter school leverage where they are most likely to **teach** more creatively and adapt their **teaching** style to fit students' needs by choosing a curriculum that will be most engaging and rewarding for their performance.

There are many reasons why we should be on the cutting-edge of strategically planting charter schools within our communities. Economically disadvantaged students should have a chance at a high-quality educational experience, tailored to match their unique needs, interests, and abilities just like any other students.

Lee Anna Valentine
Middle School Teacher at a Charter School
Runsail2003@yahoo.com



Eddie Lewis, Jr
1015 Pithon Street
Lake Charles, LA 70602

To whom it may concern,

As an elected official of the Calcasieu Parish Police Jury, I am in full support of Elite Charter Academy opening in the City of Lake Charles. It is my desire for students in Calcasieu Parish to have more options in choosing their educational path. Specifically, in my district where I serve more economically disadvantaged families, I have seen growing concerns from parents regarding failing schools that are not meeting the academic expectations of their children. Elite Charter Academy will be a welcomed asset to my district as well as the whole community of the City of Lake Charles, LA.

Sincerely, 

Eddie Lewis, Jr
Calcasieu Parish Police Juror
Email: elewis@calcasieuparish.gov
Phone: 337-540-2898



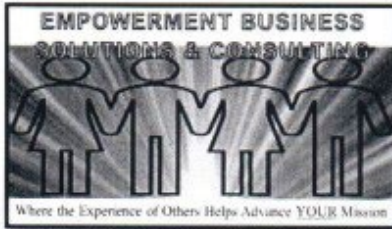
August 21, 2021

To whom it may concern,

My name is Thomas Merritt, I am a Police Officer at the Lake Charles Police Department. I am a concerned citizen and I endorse Elite Charter Academy to open in the City of Lake Charles, LA. Our city is in need of another school with a different education model. There are schools in our city that have been failing our children. These schools are D & F schools. For the reason, I believe we need a different model for our children to be successful in their educational growth.

Thank you,

Thomas Merritt
Trishia Court
Lake Charles, LA 70601



Empowerment Business Solutions & Consulting
1321 9th Street
Lake Charles, LA 70601
consultant@empowermentbsc.com
www.empowermentbsc.com (337) 214-1397 phone

October 2021

To Whom It May Concern,

This letter of support is being written on behalf of Elite Charter Academy (and/or its founding committee). Calcasieu Parish is in desperate need of additional educational opportunities for its youth & at-risk families in the aftermath of five (5) federally declared disasters, four of which were natural disasters, occurring within a single 18-month period. Those being the COVID-19 shutdowns, Hurricanes Laura, then Delta, Winter Storm Uri and then the historic record-breaking rains of the May 2021 floods. Our public school system is facing staffing & resource shortages like never before. Therefore, if there is a body of educators and community philanthropists that can prove they are willing to and able to provide another avenue of quality education, I as a business executive implore you to consider their application for immediate approval.

However, as a professional data/performance analyst and Executive Director of a local Non-Profit in Calcasieu Parish, I can tell you this region was suffering from poor academic standards long before the impacts of the above-mentioned recent devastations. Parents and residents have been made to endure failing schools in the double digits for 5 or more consecutive years. Based on the initial/forecast planning presented by this founding committee they have realistic and attainable plans to offer educational goals far above the current performance standards of existing charter schools. Thank you in advance for your consideration and please know that Elite Charter Academy has a host of community support from professionals in diverse fields all willing to lend our talents to see a true change in the educational offerings for our youth.

Sincerely,

Faith Sylve Hooks, M.S.

Senior Consultant

Consultant@Empowermentbsc.com www.empowermentbsc.com

Ellaweená M Woods
1909 4th Street
Lake Charles, LA 70601
337-526-0465

RE: Elite Charter Academy
In Support of Elite Charter Academy

To Whom It May Concern:

I, Ellaweená G Woods; Am total support of Elite Charter Academy. I highly support the Academy because of its Vision, Mission and Purpose as they embrace the much needed educational disparities, that evidently exist in our region's public schools in regard to our economically disadvantaged minority children.

I, applaud Elite Charter Academy for finding the wisdom and the strength to do what's right: "Educate", our children in this complex world.

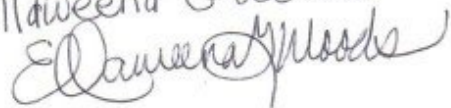
As I reflect back on my experiences and my observations as a:

- 14 years as a Speech Pathologist/Audiologist
- 2 years Assessor/Evaluator for Calcasieu Parish Schools
- 8 years as a LPC School Middle School Counselor
- 33 years as a Real Estate Agent - Present
- 14 years as a Middle School Principal.
- 46 years as the owner of N&W Construction Company

→

- 2005 Applicant for School Superintendent of Calcasieu Parish School Board
- 3 years as Mental Health Dept Head for the State Marine Institute
- 2011 Owner/Founder of Ellaween's Thrift Shop
- 2012 - Present; Substitute Teacher for Calcasieu Parish School Board
- 10 years as a Mental Health Professional at Beyond Words, Inc.
- Present: A Community Activist/Volunteer in my Community for numerous organizations.

In closing, I can certainly say that I am in good standards to recognize and support Elite, Charter Academy as they prepare to instruct, guide, and teach our children in the way they should go in dealing with the complexities of life; socially, culturally, academically, physically and emotionally.

Sincerely,
Ellaween G Woods




OFFICE OF
CYNTHIA CLAY GUILLORY
JUDGE

Fourteenth Judicial District Court
STATE OF LOUISIANA
Lake Charles

TELEPHONE (337) 437-3363
FAX (337) 437-3390
CALCASIEU
PARISH

November 8, 2021

Dear BESE Board & Others:

I submit this letter to you my staunch support of ELITE CHARTER ACADEMY under the leadership and guidance of Thrive Community Enrichment and Development Corporation where I serve as a proud Board Member. Elite Charter Academy is desperately needed in the Lake Charles Community to assist with the growing number of under-educated youths in our community. As a Juvenile & Family Court Judge, I see firsthand the youth that have been left by the wayside in our present educational system. For whatever reason, the importance of a quality education has not been stressed to our families in our area.

Many of our children have been left behind either due to mental health concerns, or discipline issues. Unfortunately, our minority populated, or economically disadvantaged students are in failing schools. As a result, many of our youth involving themselves in delinquent acts and crime. Elite will offer them an alternative with the mission of "a school where average is not tolerated, but superior is the standard!"

Should you have any questions or would like to speak to me, please do not hesitate to contact me. With kindest personal regards, I remain . . .

Sincerely,


Cynthia Clay Guillory
Division J Juvenile & Family Court Judge



Appendix 2

The following page is a sample student schedule for Elementary Grade



ELITE ACADEMY
Lakewood, LA



ELITE ACADEMY
Lakewood, LA

**DAILY SCHEDULE
(K thru 5th grade)**

TIME FRAME	SUBJECT/ACTIVITY	TOTAL MINUTES
7:45 - 8:00	MORNING WORK – ELA/MATH	15
8:00 - 8:15	SOCIAL SKILLS/SEL	15
8:15 - 9:15	CKLA	60
9:15 - 9:45	ELA FOUNDATIONS CENTERS	30
9:45 - 9:55	RECESS - RESTROOM BREAK	10
9:55 - 10:35	ENRICHMENT M/W - P.E.; T/TH – Pull-Out/Push In; F - SOCIAL SKILLS/SOCIALWORKER; FOREIGN LANGUAGES	40
10:35 -11:35	MATH	60
11:35 - 12:10	LUNCH	30
12:10 - 12:40	RTI	35
12:40 - 1:20	ENRICHMENT M/W -MUSIC; T/TH - LAB; Pull Out/Push In F – SOCIAL SKILLS/SOCIAL WORKER	40
1:20 - 1:30	RECESS - RESTROOM BREAK	10
1:30 - 2:30	ELA GUIDEBOOK	60
2:30 - 3:15	SOCIAL STUDIES/SCIENCE CHARACTER DEVELOPMENT	45
3:15 – 4:00	PLANNING/ FOR TEACHERS	45
Daily Instructional Minutes		
Extended Day/Tutoring – 3:30 – 4:30 pm		
ELA: 90 minutes per day		
Math: 66 minutes per day		
Science: 30-45 minutes		
Social Studies: 45 minutes		
Physical Education: When students do not attend PE, the classroom teacher will provide organized exercise to meet the 30 minutes per day requirement.		
Performing/Visual Arts: The teacher will incorporate PA/VA activities into ELA and Social Living instruction to meet the 60 minutes per week of PA and VA.		



Appendix 3

The following page is a sample student schedule for a 6th Grade ELL Student

Appendix 3

**Daily Schedule
ELL STUDENT 6th/Moderate-Progressing
Student**

7:45	English 45 min
8:33	Reading 45 min
9:21	Science 50 min
10:14	Physical Ed 45 min
11:03	Lunch 30 min
11:36	Math 90 min
1:10	Resource: Computer Tech or PVA ELL-Pull Out/Push In for English 60 min (30/30)
2:13	Social Studies 50 min
3:15	DISMISSAL
	TEACHER PLANNING

DAILY Instructional Minutes = 385

ELA/Reading: 120 minutes

Math: 90 minutes

Science: 50 minutes

Social Studies: 50 minutes

Physical ED: When the student does not attend PE, the classroom teacher will provide organized exercise to meet the 30 mins per day requirement

Resource Class or Performing/Visual Arts - The ELL Pull Out/Push In will take place during this time. The teacher will incorporate PVA activities into ELA instruction: 60 min total



Appendix 4

The following page is a sample student schedule for a 6th Grade Student with Exceptionalities

Appendix 4

Appendix 4



ELITE ACADEMY

Daily Schedule

Student w/Exceptionalities - 6th Grade
(Autism)

7:45	English/ELA 45 min
8:33	Science 50 min
9:21	Phy Ed 45 min
10:14	Math 1st Half 90 min
11:03	Lunch 30 min
11:36	Occupational Therapy-PULL OUT/PUSH IN (Social Interaction/Behavior & Class Performance) PVA (Art) 30/30 min. each
1:10	Reading 45 min
2:13	Social Studies 50 min
3:15	DISMISSAL
	TEACHER PLANNING

DAILY Instructional Minutes =385

ELA/Reading: 120 minutes

Math: 90 minutes

Science: 50 minutes

Social Studies: 50 minutes

Physical ED: When the student does not attend PE, the classroom teacher will provide organized exercise to meet the 30 minutes per day requirement

Resource Class or Performing/Visual Arts - The ELL Pull Out/Push In will take place during this time. The teacher will incorporate PVA activities into ELA instruction



Appendix 5

The next 5 pages are the School Master Model Plan for Discipline

ELITE ACADEMY SCHOOL MASTER PLAN FOR DISCIPLINE

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Elite Academy School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Elite Academy School 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 (It may also include other groups, e.g., food services workers).

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, i.e., “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 Elite Academy School 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 Elite Academy School 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 the current Code of Student Conduct of Elite Academy School 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.



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

Elite Academy School adopts the following clearly defined behavioral expectations in these five (can be less) basic rules. (Keep them simple and positive, e.g., "Keep your hands to yourself." "Respect others." "Be kind.")

1. _____
2. _____
3. _____
4. _____
5. _____

These 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 at Elite Academy School 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.

Elite Academy School 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.

The principal of Elite Academy School shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

Elite Academy School 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.

Elite Academy School 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

Elite Academy School 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. Elite Academy School 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. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

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

Elite Academy School 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 Elite Academy School.

Inter-Agency Cooperation

Elite Academy School 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.

[For correctional facilities only: N/A School/Program shall implement this Master Plan in to the extent possible and with the understanding that such facilities will adhere to all policies and procedures of the Department of Corrections/Office of Youth Development.]

Student Records

Elite Academy School 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 Elite Academy School 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 Elite Academy School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Elite Academy School 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.

[For schools/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.]

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 _____ School Board.

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.

Signatures:

Principal

Leadership Team Member



Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member



ELITE ACADEMY

The following pages are ELITE Academy's draft of its CODE OF CONDUCT, highlighting the discipline policy of the school that complies with the School Model Master Plan



CODE OF CONDUCT

CODE OF CONDUCT

High Standards for Academics, High Standards for Behavior

A CULTURE OF ACHIEVEMENT

ELITE ACADEMY is unequivocally committed to providing a safe and orderly environment in which students can maximize their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

In order to create a safe and structured environment we have developed the following disciplinary policies. These policies are in place so that our teachers and staff can provide a solid educational foundation to EVERY student enrolled in our school. These policies will ensure that teachers can take full advantage of every instructional minute in the day and that our students will leave our school fully prepared for the challenges and rewards of the world.

We appreciate your support with our discipline policy and teachers and staff make themselves available for questions or clarifications as needed.

CULTURE OF POSITIVE BEHAVIOR: K-2

Since most of our incoming kindergarteners have not had any formal schooling, it is our responsibility to ensure we employ a developmentally appropriate student disciplinary plan. A clear and consistently implemented Code of Conduct is essential to providing students with the necessary academic and character foundation necessary to be successful in middle school, high school, college and life. We will build a school-wide culture that teaches and rewards positive behavior. Since our teachers will spend the majority of the day with the same students, it is important they have highly structured and similarly coordinated classrooms. Additionally, it is important that a common language is used to teach expectations to ensure consistency of expectation and discipline policies school-wide.

- STAR learning position
- Classroom expectations
- Hallway expectations

All students will be required to adhere to the value and behavior expectations of the school.

SOAR character foundation values:

- Self-Determination: We can overcome all obstacles.
- Open-minded: We are receptive to new ideas and information.
- Achievement: We aim for excellence in all that we do.
- Respect: We respect each other and ourselves.

ELITE learning position:

E – Exemplary

- L – Leaders
- I – Integrity
- T – Training
- E – Excellence

CONSEQUENCES

Grades K-2

Teachers will enforce the school’s behavioral expectations in their classrooms through the use of the ELITE CHARTER ACADEMY Color Chart. Classroom teachers will explain this system to their parents during open house and also in writing. Classroom consequences include loss of privileges, including, but not limited to students sitting silently or away from their peers during class or during snack time, recess, enrichment, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

In grades K-1, Parents will be given daily reports on their student’s behavioral performance. All students begin the mornings and afternoons on green; the color chart is re-set at lunch. Students have the opportunity to earn a “star” for their behavior in both the morning and afternoon. Students can always earn their way back up the color chart- however, once a student lands on Red, they cannot earn a star on their daily report home.

In second grade, students’ color chart is re-set each morning. Students may earn a star for their behavior each day. Reports are sent home nightly. Students can also earn points that accumulate throughout the week.

In grades K-2, students are able to earn their way back up the behavior chart for positive behavior.

Color chart system:

Color	Behavior	Example Consequences/Rewards
Blue	Student has gone above and beyond in their behavior that day. “Brilliant”	<ul style="list-style-type: none"> * Positive note sent home * Positive phone call home * Student receives sticker reward * Student receives star on daily report
Green	Student has had a good behavior all day.	<ul style="list-style-type: none"> * Positive note sent home * Student receives star on daily report * On track for weekly reward.
Yellow	Student has had two warnings regarding their behavior.	<ul style="list-style-type: none"> * Student loses 5 minutes of recess. * Student does not receive star on daily report if ends day on yellow. * Student receives note home re: their choices * Student may take a 1-minute time-out at reflection desk
Red	Student has received another warning for their behavior while on yellow.	<ul style="list-style-type: none"> * Student is sent to re-set desk in classroom for 5 minutes. * If the student returns and is able to re-integrate into class, he can move his color back up to yellow. * Student loses all of recess. * Student loses 10 minutes of Choice Time. * Student loses 10 minutes of Character & Fitness * Student does not receive star on daily report.
Double Red-	Student refuses to go to re-set desk.	<ul style="list-style-type: none"> * Call or note home * Loss of all of recess.



Removal from class.	Student receives another warning after being sent to in-class re-set desk. Student commits serious infraction.	* Loss of Choice-time. * Removal from class for short period to get back on track, 5-10 minutes in re-set desk in office.
Second removal of the day	Student has been disruptive to the learning of others for a second time during the day. Student commits serious infraction.	* Removal from class * Parent called to pick up student.

In second grade, the main difference in the use of the color chart is re-set each morning, but not at lunch. If a student commits a minor offense, they will receive a warning, and have their color changed once. Multiple minor offenses that lead to a color change to red lead to a serious infraction. Some examples of minor offenses include:

- Failure to comply with school behavioral expectations;
- Failure to follow directions;
- Being in unauthorized area/not having hall pass;
- Having unauthorized food, gum, etc.
- Refusal to complete academic work.

If a student commits a serious infraction of our core values, a student will receive a community violation, and have their color changed immediately to red. Some examples of serious infractions include:
Fighting/violent behavior

- Threatening peers
- Bullying and/or harassment of peers
- Disrespectful/defiant behavior toward school personnel including eye rolling, sucking teeth, or other such body language, defiance or rudeness;
- Theft
- Damaging or destroying school supplies/property
- Offensive behavior/use of profanity or obscene language toward peers and staff.

Consequences for infractions escalate as follows:

When a student commits a serious infraction, and is moved to red, the student will be removed from class and have his or her parent called immediately. The child can return to class when they have shown that they are ready to get back on track.

If a child returns to class and commits another infraction such that they are put on red again, the student will be removed from class and have his or her parents called immediately. The student will not be returned to class until the school and the parent have spoken.

If a student earns two serious infractions in a day, the parent will be contacted immediately and be required to attend a mandatory conference with the School, before the student is allowed to return back in class.

REMOVAL FROM CLASSROOM

When a student is removed from class, parents will be informed by phone, text or email when possible. Parents will also receive a written notification that night in the student’s {Character Work} folder. A parent is required to sign the notification and return it to school the next day.

Teachers will be trained and required to model specific behavior management procedures to ensure school wide consistency.



BEHAVIOR MANAGEMENT PROCEDURE

1. Teacher teaches and models positive behavior
2. Teacher clearly communicates the explicit directions they need the student to follow.
3. Teacher utilizes a strategy called “positive framing” to provide positive support to students who are complying with the directions.
4. Teacher takes immediate and corrective action when students are not complying with directions given directions.

Suspensions and Expulsions

All suspensions and alternative instruction must be effectuated substantively and procedurally in accordance with state and local guidelines/laws. The above-mentioned “suspension” and “expulsion” will be considered to mean the following: “Short term suspensions” shall refer to the removal of a student from school for disciplinary reasons for a period of four or fewer days. “Long term suspensions” shall refer to the removal of a student from school for disciplinary reasons for a period of five or more days. “Expulsions” shall refer to the permanent removal of a student from ELITE CHARTER ACADEMY for disciplinary reasons.

Students who have been suspended from school may not participate in any school functions for the duration of their suspension.

Short-term Suspensions:

A student who is determined to have repeatedly broken the ELITE CHARTER ACADEMY Commitment to Excellence Contract or has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the School Leader determines that an exception should be made based on the individual circumstances of the incident and the student’s disciplinary record. Depending upon the severity of the infraction, the student may be subject to a long-term suspension, expulsion, or referral to the appropriate law enforcement agencies.

Procedures for Short-Term Suspensions:

The School Leader may impose a short-term suspension. Before imposing a short-term suspension, the School Leader shall verbally inform the student of the suspension, the reason for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain charges. The School Leader shall immediately notify the parent(s) or guardian(s) in writing or by phone that the student has been suspended from school. Notification shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in the suspension and shall offer the opportunity for an immediate conference with the School Leader, if one has not already taken place. The notification conference shall be conducted in the dominant language used by the parent(s) or guardian(s).

Students are subject to a short-term suspension if they:

- Endanger the physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury.
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.



- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others, including behavior outside of school or on the bus.
- Vandalize school property causing at least minor damage.
- Engage in insubordination or disrespectful behavior
- Use obscene or abusive language or gestures.
- Engage in acts of verbal or physical sexual harassment
- Leave classroom or building without permission.
- Use school computers for non-school related use, including viewing or accessing inappropriate websites.
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Steal, or attempt to steal, or possess property known by the student to be stolen.
- Abuse school property or equipment.
- Pull the fire alarm when there is not an emergency.
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school.

In addition, a student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the School Leader's discretion.

Long Term Suspensions

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the School Leader determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document, or subject to referral to law enforcement authorities, and/or to expulsion.

Procedures for Long-Term Suspension

The School Leader may impose a long-term suspension. In extreme circumstances, the School Director may expel the student from school. Upon determining that student's action warrants a possible long-term suspension, the School Leader shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The School Leader shall immediately notify the student's parent(s) or guardian(s) in writing or by phone. Notification shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in a long-term suspension (or expulsion) and shall offer the opportunity for an immediate conference with the School Leader. The notification conference shall be conducted in the dominant language used by the parent(s) or guardian(s). The School Leader shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice at the conference and can present evidence. In addition, at least one other faculty member should be present to hear the student's defense and may advise the School Leader. The School Leader shall personally hear and ultimately determine the hearing.

Expulsion

If a child is being considered for expulsion from ELITE CHARTER ACADEMY, the School Leader shall contact the parent by phone or provide written notice to the student and his or her parent(s) or guardian(s) that the student is being considered for transfer to another school. Such notice also shall set a time and place for a conference with the School Leader and shall inform the parent(s) or guardian(s) of their right to



be accompanied by an individual of their choice. If, following the conference, the School Leader determines that the student's actions warrant an expulsion they will notify the Board of Directors about the administration's decision.

Should they choose, the parent or guardian may appeal the administration's decision to the Board of Directors and an expulsion hearing will be scheduled for the parent/guardian in a timely manner. The parents, should they so choose, may also present materials to the Board. If at the conclusion of the hearing the Board determines the expulsion is warranted the child will then be expelled. If the Board of Directors feels that the expulsion should be overturned the child will be permitted to remain at school.

Students are subject to a long-term suspension or expulsion if they:

- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action
- Repeatedly engages in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school*
- Fight another student
- Assault a staff member
- Make a false bomb threat or pull a false emergency alarm
- Commit, or attempt to commit arson on school property
- Vandalize school property causing major damage
- Commit any act which school officials reasonably conclude warrants a long-term suspension
- Continuously make false allegations against school officials

* The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a case-by-case basis. Weapon as used in this law means "firearm," as defined by 18 USC §3214(3)(d) effectuates this federal law.

Repeat Offenders

Students who continue to be suspended whether in-school or short or long term may be expelled from ELITE CHARTER ACADEMY. Students who have been suspended 3 or more times in their entire duration at Bridge Academy will be expelled or will be asked to transfer to another school.

Alternate Instruction

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom. All IDEA mandates will be followed for students with disabilities.

MISCELLANEOUS GUIDELINES

Field Trips

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary



extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.



APPENDIX 6

The following pages provided respond to the

Grievance Policy of

ELITE Academy



GRIEVANCE POLICY

ELITE Charter Academy will follow the guidelines and policy of Louisiana Believes as set forth by the Louisiana Department of Education (LDOE) in regard to students with disabilities.

DISPUTE RESOLUTION

The special education dispute resolution system is designed to ensure that all students with disabilities are provided a free appropriate public education. The LDOE is committed to assisting schools and parents in their efforts to resolve disagreements in the least adversarial manner possible. Therefore, the LDOE encourages parents or other concerned individuals to first contact their school district's director or supervisor of special education before utilizing the state-level dispute resolution processes.

The LDOE has developed several processes, described below, for resolving disagreements about the provision of a free appropriate public education, payment for services obtained, or a child's eligibility, evaluation, level of services, or placement. Forms for requesting any of the processes described below can be found in the LDOE's on-line document library.

IEP FACILITATION

IEP facilitation is available to parents and school districts. Typically, an IEP Facilitator is brought in when parents and school district staff are having difficulties communicating with one another regarding the needs of the student. The IEP Facilitator assists in creating an atmosphere for fair communication and also oversees the successful drafting of an IEP for the student. Either the parent or the school district can request IEP facilitation; however, since the process is voluntary, both sides must agree to participate. The process can be initiated by request to the Legal Division, and the service is provided at no cost to the parent or the school district.

INFORMAL COMPLAINTS/EARLY RESOLUTION PROCESS

Parents of children with disabilities may file informal complaints. The implementation of the informal complaint/Early Resolution Process (ERP) draws on the traditional model of parents and school districts working cooperatively in the educational interest of children to achieve their shared goals of meeting the educational needs of students with disabilities.

- Informal complaints may be made to the LDE or directly to the school district. To submit an informal complaint to LDE, please email specialeducation@la.gov.
- Informal complaints made to the LDE shall only be made through the LDE's Intake Coordinator(s) who shall refer the complaint to the ERP representative of the school district immediately, if possible, but not later than two calendar days after receiving the complaint.
- Within 15 days of filing an informal complaint, the parent and the school district shall sign a resolution agreement or an agreement in writing to extend the resolution period. If no resolution agreement or extension agreement is signed, the school district's ERP representative shall provide the parent with a description of the LDE's Dispute Resolution Options, acknowledged by written receipt.

FORMAL COMPLAINT INVESTIGATION

- A parent, adult student, individual, or organization may file a signed written complaint by U.S. mail, facsimile, email, or TDD with the LDE.



- Formal administrative complaints procedures are developed under the supervisory jurisdiction of the LDE to address allegations that a school district is violating a requirement of Part B of the IDEA.
- Formal complaints must be written and signed. Unless the parties have already attempted informal early resolution on the same issues, the complaint will be forwarded to the school district for an opportunity for local level resolution through the ERP before complaint investigation.
- The party filing the complaint shall forward a copy of the complaint to the school district or public agency serving the student at the same time the party files the complaint with the LDE.
- The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received. The LDE will provide the school district an opportunity to respond to the complaint or recommend a proposal to resolve the complaint through the ERP or mediation.
- Upon expiration of a 15-day resolution period, the complaint is reviewed, and the school district is required to provide a response and supporting information to the investigator. Depending upon the nature of the complaint, the LDE may conduct an on-site visit. The complainant is given the opportunity to provide additional information to the LDE either orally or in writing during the course of the investigation. All relevant information is reviewed, and a determination is made as to whether the school district is violating a requirement of applicable Federal or State statutes, regulations, or standards.
- The LDE has 60 days from receipt of the complaint or 45 days from the end of the ERP period to issue a written decision to all parties on each of the allegations in the complaint.

MEDIATION

Mediation is available to resolve a disagreement between parents and the school districts regarding the identification, evaluation, placement, services, or the provision of a FAPE to a child with a disability. Parents or school districts may request mediation before, at the same time, or after requesting a due process hearing or complaint investigation. Requesting mediation will not prevent or delay a due process hearing or complaint investigation and participating in mediation will not impair or waive any other rights of parents.

Mediation is a method for discussing and resolving disagreements between parents and school districts with the help of an impartial third person who has been trained in effective mediation techniques. Mediation is a voluntary process, and all parties must agree to participate in order for the mediation session to occur. The mediation sessions are scheduled in a timely manner and held in a location that is convenient to the parties in the dispute. Mediation services are provided by the LDE at no cost to parents and school districts.

A mediator does not make decisions; instead, he or she facilitates discussion and decision-making. The discussions in a mediation session are confidential and may not be used as evidence in subsequent due process hearings or civil court proceedings. If the mediation process results in full or partial agreement, the mediator will prepare a written mediation agreement that must be signed by both parties. In addition to describing agreements made in the course of mediation, the mediation agreement will state that all discussions that occurred during the mediation are confidential and may not be used as evidence in a due process hearing or civil court proceeding. The signed agreement shall be legally binding on both parties and enforceable in a court of competent jurisdiction.

In order to initiate the process, a parent or school district must send a request for mediation to the Legal Division. The Legal Division will assign a mediator who will contact both parties to schedule a meeting at a convenient time and location. Mediation requests may be made by calling (225) 342-3572 or by sending written notice by fax to (225) 342-1197 or mailing written notice to the Louisiana Department of Education, P.O. Box 94064, Baton Rouge, Louisiana 70804-9064, Attention: Legal Division.

DUE PROCESS HEARING

Only the parent of a child with a disability, an attorney representing the parent, or a school district may request a due process hearing regarding a student with a disability. A due process hearing is a formal proceeding in which evidence is presented to an independent hearing officer to resolve a dispute between the parents of a child with a disability and the school district regarding the identification, evaluation, eligibility, or placement of or the provision of a free appropriate public education to a child with a disability.

A request for a due process hearing must be made within one year of the date that the alleged action forming the basis of the hearing request was known or should have been known. This one-year limit does not apply if the parents were prevented from requesting the hearing because the school district specifically misrepresented that it had resolved the problem or the school district withheld pertinent information from the parent that it was required to provide under the IDEA.

To request a due process hearing, parents or school districts must submit a signed, written request with the required information to the Louisiana Department of Education, Attention Legal Division, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064; the request must also be provided to the responding party. The written request must include the requestor's name, address, and telephone number; the child's name and address (if different); the name of the child's resident school district and the school district the child attends; a statement of the reason for the hearing request, including a description of the problem and a statement of the facts relating to the problem; and a proposal for resolution to the problem, to the extent known.

A request for a due process hearing will not be processed unless it contains all of the information listed above. Once a request for a hearing is received, the LDE will issue an acknowledgement of receipt and forward the request to the Division of Administrative Law, an independent state agency that conducts due process hearings for the LDE. The Division of Administrative Law will assign an Administrative Law Judge (ALJ) to the case, and he or she will be provided with a copy of the hearing request. Otherwise, the request remains confidential. The ALJ will then coordinate a prehearing conference to discuss the hearing process and establish a schedule for activities related to the hearing.

RESOLUTION MEETING PROCESS

The school district is required to convene a resolution meeting within 15 days of receipt of a request for a due process hearing. If the parent and the school district have not resolved the due process complaint within 30 calendar days of receipt of the request, the due process hearing timeline begins. The 45-calendar-day timeline for issuing a final decision begins at the expiration of the 30 calendar-day resolution period. The parent and the school district may agree in writing to waive the resolution session or to use the mediation process instead of conducting a resolution meeting. If the resolution session is waived, the 45-day hearing timeline begins on the date of the waiver.

DUE PROCESS HEARING PROCEDURES

The parties will not be able to raise issues at the hearing that were not included in the hearing request unless the other parties agree to allow the addition of new issues.

Both parties have the right to:

- be accompanied and advised by legal counsel and by individuals with knowledge and training with respect to special education or the problems of students with disabilities;
- present evidence, confront, cross-examine, and compel the attendance of any witnesses;



- prohibit the introduction of any evidence at the hearing that has not been disclosed at least 5 business days prior to the hearing;
- separate the witnesses so that they do not hear other witnesses' testimony; and,
- be provided with an interpreter, if appropriate.

The parent also has the right:

- to decide whether the child who is the subject of the hearing will attend the hearing;
- have the hearing opened or closed to the public; and,
- obtain a written or an electronic verbatim transcript of the proceedings, as well as a written or electronic copy of the ALJ's written decision, including findings of fact, conclusions, and orders without cost to the parent.

Before the hearing, the parent is entitled to a copy of the child's educational record, including all tests and reports upon which the school's proposed action is based. In addition, at least 5 business days before the date of the hearing, the parent and the school district must disclose to each other the evaluations each intends to use in the hearing. Specifically, copies of all evaluations and recommendations based on those evaluations must be exchanged by that deadline. If either the parent or the school district fails to make these disclosures on time, the hearing officer may bar the evidence from the hearing. If an evaluation is underway and has not been completed, it is necessary to inform each other and the independent hearing officer.

The decision of the hearing officer is made on substantive grounds based on a determination whether the school provided the child with a free appropriate public education. If the request for a hearing includes or is based on alleged procedural violations, the hearing officer may find that the child did not receive a free appropriate public education only if he or she finds that the procedural violations occurred and they:

- impeded the child's right to a free appropriate public education;
- significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of free appropriate public education; or
- deprived the child of educational benefits.

As part of his or her decision and order, the ALJ may order the school district to comply with the procedural requirements.

The independent hearing officer must conduct the hearing and mail the parent and the school district a written decision within 45 calendar days from the end of the resolution period. The 45-day timeline may be extended if the independent hearing officer grants a request for a specific extension of time from the parent or the school district.

The independent hearing officer's decision is final, and the orders must be implemented unless the parent or the school district files a civil action in State or Federal court of competent jurisdiction within 90 days of receipt of the notification of the findings and decision of the hearing officer.

The LDE is responsible for the costs of conducting the hearing. Both parties are responsible for the costs of their participation in the hearing (e.g., witness fees, attorney's fees, costs of copying documents, etc.).

Reference:

<https://www.louisianabelieves.com/students-with-disabilities/dispute-resolution>



with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges.

Forgery

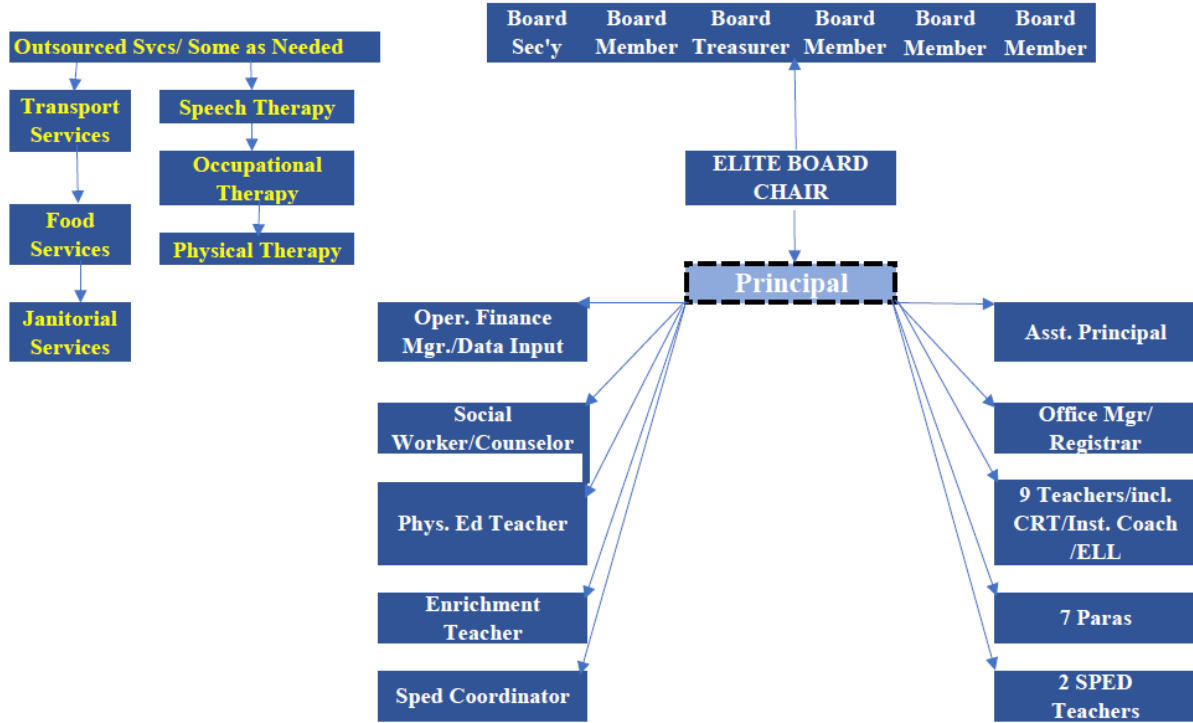
Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.



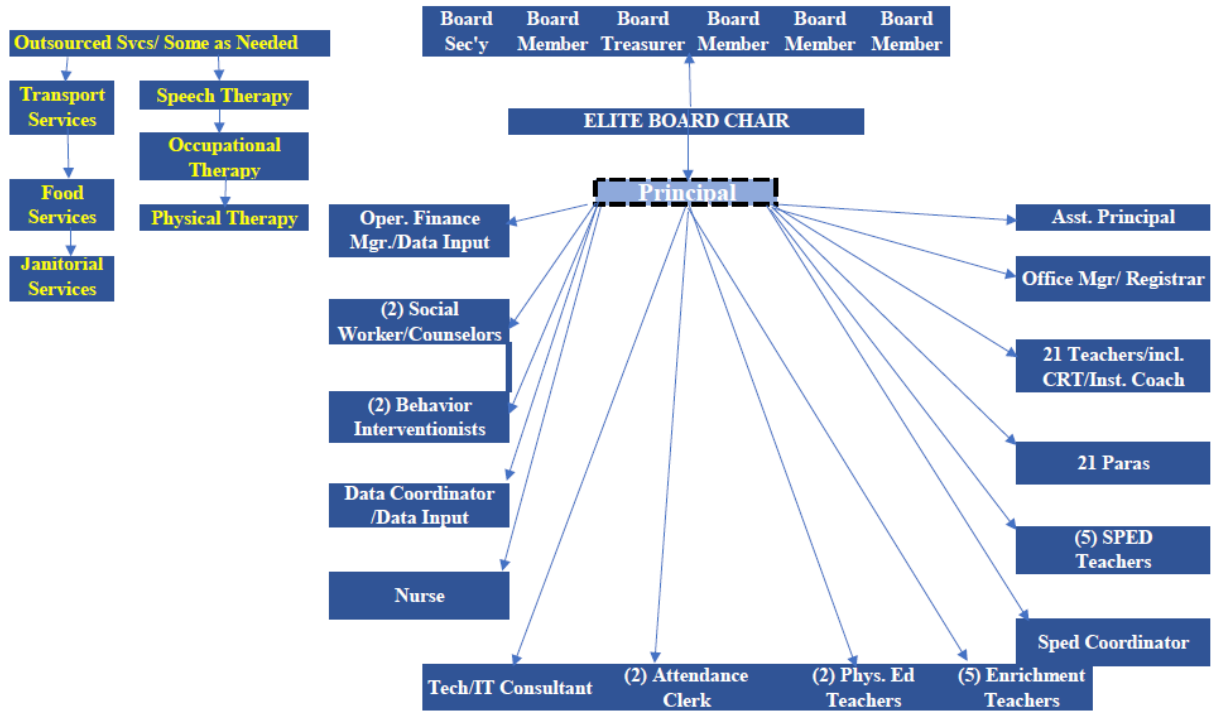
APPENDIX 7

The following 2 pages shows the Organizational Chart for
The 1st Year and the 5th Year of Operation at ELITE Academy

Appendix 7 - Organizational Chart for 1st Year of Operation
ELITE Charter Academy
1st Year 2025 - 2026



Appendix 7 - Organizational Chart for 5th Year of Operation
ELITE Academy
5th Year 2029 - 2030



Appendix 8
School Leadership Team

<u>NAME</u>	<u>PROPOSED ROLE</u>	<u>EXPERTISE</u>	<u>RATIONALE</u>
Dr. Mary Deveaux	Principal	Academics/ Operations Leadership and Organizational Mgt.	* Effective leadership * Communicate & execute the school's vision
Not Identified	Asst. Principal	Staff Mgt/Teacher Coordination & Student Discipline	* Assist in effective leadership roles *Overall mgt.
Not Identified	Financial/Operations Manager	Perform accounting, bookkeeping & Coordination of operations. Administrative supervision.	* Enforce procedures for accountability & integrity of financial records *Enforce operational procedures.
Not Identified	Social Worker	Case management; student/family needs assessments and documentation	* Identify correlation between student behaviors & the impact of family dynamics
Not Identified	Counselor	Management of Student Schedules/Grades and assessments.	* Identify correlation between student behaviors & meeting educational needs
Not Identified	Data Input Specialist	State Reporting of assessment data and enrollment figures.	* Ensure accuracy of data reported

Dr. Mary Deveaux
Proposed Principal for ELITE Charter Academy

Dr. Mary Deveaux has been selected for the proposed position of Principal of the ELITE Charter Academy. She is highly skilled, dedicated, and experienced. She has a proven track record of successful results over the course of her career. As a Case Manager, Assistant Principal, Teacher, and Curriculum Specialist, she has worked collaboratively and effectively with staff at all levels to create a cohesive environment that is conducive to learning. We believe she is qualified to be the School Leader for ELITE Charter Academy.

Expertise:

- 10 + years of experience participating in the development, evaluation, and measurable improvement of educational programs.
- Served as a teacher, mentor and resource to students, and teachers.
- Fostered innovative instructional programs that help students overcome deficiencies and close achievement gaps.
- Well-versed working in environments that are both culturally and economically diverse
- setting an example that fosters respect, acceptance, and appreciation of others. Some examples of highlights throughout my career include:
- Collaborating to develop instructional methods and interventions that raised student achievement.
- Providing strong teacher mentorship and leadership both formally and informally.
- Implementing cost reduction practices by evaluating unnecessary budget expenditures.
- Conducting extensive research, publishing papers and delivering presentations on the merits of Student Portfolio utilization.
- Presenting a broad range of professional development programs to adult learners ranging from CEO's, Directors, and Managers to Administrative staff.
- Outstanding verbal and written skills.
- Has a passion for children and youth and believes all students can learn and succeed.

Mary C. Hardy Deveaux
607 Woodland St, Iowa, Louisiana 70647
drmary1952@icloud.com
Phone: (337) 842-0722

Case Manager (2023 - Present)

State

- Accomplishes clients' care by assessing treatment needs; developing, monitoring, and evaluating treatment plans and progress; facilitating interdisciplinary approaches; monitoring staff performance.
- Admits new clients by reviewing records and applications, conducting orientations.
- Determines clients' requirements by completing intake interviews, determining need for therapeutic medical, psycho-social, and psychiatric evaluations, reviewing therapist evaluations treatment objectives, and plans.
- Establishes treatment programs by setting schedules and routines; coordinating services being provided; arranging resources, including transportation and escort.
- Monitors cases by verifying clients' attendance; observing and evaluating treatments and responses; advocating for needed services and entitlements; obtaining additional resources; intervening in crises; providing personal support.
- Maintains clients' records by reviewing case notes, logging events and progress.
- Communicates clients' progress by conducting weekly interdisciplinary meetings and evaluations, disseminating results and obstacles to therapeutic team and family.

Emergent Methods (2022 – 2023)

FEMA

- Accomplishes clients' care by assessing treatment needs; developing, monitoring, and evaluating treatment plans and progress; facilitating interdisciplinary approaches; monitoring staff performance.
- Admits new clients by reviewing records and applications, conducting orientations.
- Determines clients' requirements by completing intake interviews, determining need for therapeutic medical, psycho-social, and psychiatric evaluations, reviewing therapist evaluations treatment objectives, and plans.
- Establishes treatment programs by setting schedules and routines; coordinating services being provided; arranging resources, including transportation and escort.
- Monitors cases by verifying clients' attendance; observing and evaluating treatments and responses; advocating for needed services and entitlements; obtaining additional resources; intervening in crises; providing personal support.
- Maintains clients' records by reviewing case notes, logging events and progress.
- Communicates clients' progress by conducting weekly interdisciplinary meetings and evaluations, disseminating results and obstacles to therapeutic team and family.

Resource Management Services (2019- Present)

Assists clients in developing goals for treatment. Assisting clients in restoring, rehabilitating, and developing social and interpersonal skills. Assist with developing support networks and coping strategies. To improve functioning in client's social environment. Helped to implement crisis management plan and



provided crisis management plan and provided crisis intervention services as needed.

Assistant Principal (2016- 2019)

Held ultimate responsibility for operational excellence across non-instructional areas: front office management, student information systems, child nutrition, transportation, health services, business office, and facility maintenance for 450 students and 60 certified and classified staff.

Responsible for new construction management, technology coordination, student recruitment and enrollment. Responsibility includes coaching, mentoring, and day-to-day capacity building
Overseen discipline for grades nine through twelve.

Developed and assessed the procedures, mechanisms, and strategies for the school's advising component of student engagement. Facilitate changes as necessary to maintain continuous advising quality to ensure best practices are being implemented, documented, and supported.

Supervised, hired, evaluated, and trained all new staff. Collaborated closely with school counselor to ensure students are on track for graduation. Advised students of pathways and courses to take.

Curriculum Resource Specialist (2015-2016)

Develop and conducted in-service training for all teachers regarding the curriculum, researched-based strategies and best practices.

Performed periodic classroom visitations, assists teachers in the improvement of instructional performance, performed periodic binder reviews, and monitor improvements.

Trained new teachers in the use of Student Information System (SIS) and school-based resources and procedures.

Served as a resource to school administrators and content area teachers in identifying reading needs, adapting instructional materials.

Flex Instructor (2011-2015)

Killeen Independent School District, Killeen TX

- Displays excellent communication skills delivering student centered instruction.
- Creates a positive emotional climate and active learning environment for students.
- Exhibits comprehensive knowledge of curriculum and instructional methods in content areas and pedagogy.

Exceptional adaptability; teaching elementary, middle and high schools and special education environments.

Adjunct Professor (2011-2013)

Central Texas Community College, Killeen TX

- Improved the Army College Testing program significantly using clinical teaching methods.
- Directed the methods and manner of instruction for pre and post educational models for 315 adult students.
- Administered diagnostic assessments, identified deficient areas and generated responsive curriculum engaging research-based methods in accordance with (IAW) Department of the Army (DA) and Department of Defense (DOD) standards.
- Demonstrated awareness of military customs, courtesies, and culture and a proven ability to work collaboratively with installation, community, and educational agencies.

Assistant Principal and Response to Intervention Coordinator, Middle Grades (2005-2011)

District Curriculum Coordinator, Middle Grades (2000-2005)

Math Teacher and Facilitator, Elementary Grades (1996-2000)



Miami Dade County Public Schools, Miami Florida

- Enhanced student performance achieving “Exemplary” status 2007-2008 and 2008-2009 school years respectively.
- Directed activities of 8-curriculum specialist in the delivering the full range of curriculum training and support to campus teams totaling over 900 staff members in the North West Region.
- Facilitated district-wide training for supplemental software programs e.g., Success Maker, Gizmos and Four-Square Writing,
- Increased student performance twenty percentage points, on standardized assessments at assigned campuses.
- Organized professional development in Differentiated Instruction in Reading and Mathematics, State Benchmarks, Closing the Achievement Gap Using Schools Data, Using Standardized Test Scores, and Continuous Improvement Models, IAW local, state, and federal regulations.
- Established portfolios as a best practice to affect, attitudes, performance and achievement in mathematics.
- Mentored over fifty initially licensed teachers in all phases of clinical teaching and instruction.

Adjunct Professor (2007-2010)

Corinthian College, Hialeah Florida

- Planned, prepared, and delivered post-secondary instruction in Reading, Literature, and Composition.
- Supplemented classroom instruction through tutoring, differentiation, and research-based strategies.
- Managed student participation in pure and applied research operations per accreditation requirements. Maintained professional competence in academic discipline through continued study, research, and professional affiliations.

ACADEMIC ACCOMPLISHMENTS

Doctor of Philosophy Degree, Mathematics, and Science Education (2007)

Curtin University of Technology, Western Australia

- Conducted extensive research on the merits of student portfolio utilization. Steered the design of small-scale experimental and non-experimental evaluations of education programs, policies, and practices.
- Presented paper entitled “Enhancing Classroom Environment and Student Outcomes Among Elementary Mathematics Student Using Portfolios” for the American Education Research Association, Montreal, Canada.
- Presented research outcomes titled “Use of Portfolios for Enhancing Classroom Environment, Students’ Attitudes, and Achievement in Grade 5 Mathematics”.

Master of Arts, Elementary Education (1992)

Vermont College of Norwich, Montpelier, Vermont

- Completed studies relative to Kindergarten thru sixth grade instructional methods and strategies.
- Evaluated early childhood educational concepts and modalities.

Bachelor of Arts, Psychology (1982)

Michigan State University, East Lansing, Michigan

- Gained specific knowledge of human behavior, cognitive function, and psychological disorders.
- Acquired competency in Functional Behaviors Assessment, psychological research, and cognitive



assessment.

SPECIALIZED ENDORSEMENTS

Louisiana Department of Education Elementary Education Grades 1 thru 6 (June 2020)

Louisiana Department of Education Mid-Management Educational Leadership Grades K thru 12 (August 2020)

Florida Department of Education Elementary Education Grades 1 thru 6 (June 2029)

Florida Department of Education English Speakers of Other Languages (ESOL) (June 2029)

Florida Department of Education Mid-Management Educational Leadership Grades K thru 12 (June 2029)

REFERENCES

References are available upon request.



**LAKE CHARLES COLLEGE PREP
2018-19**

2018-2019 LEAP 2025 Progress Results – HIGH SCHOOL

(Percent of Tests Demonstrating Top Growth* and Scoring Mastery and Above)

ELA (Grades 3-8) English I & II	2018 % Top Growth 37	2018 % Mastery & Above 27
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Math (Grades 3-8) Algebra I & Geometry	2018 % Top Growth 36	2018 % Mastery & Above 24
--------------------------------------------------	--------------------------------	-----------------------------------------

Percentage of Students at each Achievement Level

(Fall 2018 & Spring 2019 Tests)

English I						English II					
Total Students	Percent of Students at Each Achievement Level					Total Students	Percent of Students at Each Achievement Level				
	A	M	B	AB	U		A	M	B	AB	U
≥150	≤1	24	37	22	16	≥80	2	20	36	25	16

Algebra I						Geometry					
Total Students	Percent of Students at Each Achievement Level					Total Students	Percent of Students at Each Achievement Level				
	A	M	B	AB	U		A	M	B	AB	U
≥150	≤1	20	34	38	8	≥110	≤1	13	34	46	5

U.S. History						Biology					
Total Students	Percent of Students at Each Achievement Level					Total Students	Percent of Students at Each Achievement Level				
	A	M	B	AB	U		A	M	B	AB	U
≥120	≤1	6	20	33	40	≥120	2	3	31	34	30

SOUTHWEST LOUISIANA CHARTER ACADEMY

**Percentage of Students at each Achievement Level – GRADE 4
(Spring 2019 Tests)**

English Language Arts
Percent of Students at Each



Total Students Tested in ELA	Achievement Level				
	A	M	B	AB	U
≥80	≤1	21	40	20	17

Mathematics				
Percent of Students at Each Achievement Level				
A	M	B	AB	U
≤1	24	27	24	24

Science				
Percent of Students at Each Achievement Level				
A	M	B	AB	U
≤1	9	37	31	21

Social Studies				
Percent of Students at Each Achievement Level				
A	M	B	AB	U
≤1	7	25	36	32

ELA (Grades 3-8)	2019 % Top Growth	2019 % Mastery & Above
, English I & II	38	24

Math (Grades 3-8)	2018 % Top Growth	2018 % Mastery & Above
, Algebra I & II	40	17

**MIAMI-DADE COUNTY/EUGENIA B. THOMAS SCHOOL
2009-10**

WRITING ASSESSMENT

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Writing Assessment Results (Sunshine State Standards and Alternate Assessments)			
Percent of Students Scoring 3 and Above			
	School %	District %	State %
	2009-10	2009-10	2009-10
ALL STUDENTS	99	94	95
WHITE	100	98	96
BLACK	N	93	93
HISPANIC	99	94	94



ASIAN	N	97	97
AM. INDIAN	N	97	94
MULTI-RACIAL*	N	94	96
DISABLED	N	81	81
ECONOMICALLY DISADVANTAGED	99	93	93
ELL	100	84	86
MIGRANT*	N	81	89
FEMALE*	100	96	97
MALE*	99	92	93

READING, MATH AND SCIENCE ASSESSMENTS

On the FCAT SSS reading, mathematics, and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

Level 5: Performance at this level indicates that the student has success with the most challenging content of the Sunshine State Standards. A Level 5 student answers most of the test questions correctly, including the most challenging questions.

Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the test questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Results of alternate assessments have been merged with the FCAT scores for reporting purposes.

Reading Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	81	72	0	59	72	1	62	72	1
WHITE	83	72	0	78	72	1	72	72	1
BLACK	N	72	N	44	72	1	44	72	2



HISPANIC	80	72	0	62	72	0	59	72	1
ASIAN	N	72	N	81	72	0	78	72	1
AM.INDIAN	N	72	N	68	72	1	64	72	2
MULTIRACIAL*	N	72	N	75	72	1	68	72	1
DISABLED	N	72	0	33	72	2	36	72	3
ECONOMICAL LY DISADVANTAGED	77	72	1	54	72	1	53	72	2
ELL	74	72	0	47	72	0	44	72	1
MIGRANT*	N	72	N	37	72	2	41	72	2
FEMALE*	85	72	0	62	72	1	65	72	1
MALE*	78	72	0	57	72	1	60	72	2

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An “N” indicates that no test results were reported.

Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	79	74	0	66	74	1	68	74	2
WHITE	79	74	0	82	74	1	78	74	1
BLACK	N	74	N	51	74	1	50	74	2
HISPANIC	79	74	0	69	74	1	66	74	1
ASIAN	N	74	N	88	74	0	87	74	1
AM.INDIAN	N	74	N	73	74	1	70	74	2
MULTIRACIAL*	N	74	N	80	74	3	71	74	1
DISABLED	N	74	0	38	74	2	41	74	3

ECONOMICAL LY DISADVANTA GED	73	74	1	61	74	1	59	74	2
ELL	72	74	0	58	74	1	52	74	2
MIGRANT*	N	74	N	54	74	2	54	74	2
FEMALE*	78	74	0	66	74	1	68	74	1
MALE*	79	74	0	66	74	1	69	74	2

*Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An “N” indicates that no test results were reported.

Science Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2009-10 Resul ts	State Objecti ve	% Not Teste d	2009-10 Resul ts	State Objecti ve	% Not Teste d	2009-10 Resul ts	State Objecti ve	% Not Teste d
ALL STUDENTS	60	N/A	1	37	N/A	2	44	N/A	3
WHITE	77	N/A	N/A	59	N/A	2	58	N/A	3
BLACK	N	N/A	N	23	N/A	3	24	N/A	5
HISPANIC	58	N/A	0	39	N/A	1	37	N/A	3
ASIAN	N	N/A	N	64	N/A	1	62	N/A	2
AM. INDIAN	N	N/A	N	58	N/A	1	46	N/A	4
MULTIRACIAL *	N	N/A	N	59	N/A	3	50	N/A	3
DISABLED	N	N/A	N	21	N/A	4	25	N/A	6
ECONOMICAL LY DISADVANTA GED	48	N/A	3	31	N/A	2	32	N/A	4
ELL	47	N/A	1	18	N/A	2	18	N/A	3
MIGRANT*	N	N/A	N	16	N/A	2	21	N/A	3
FEMALE*	58	N/A	1	34	N/A	2	41	N/A	3



MALE*	62	N/A	1	41	N/A	2	48	N/A	4
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Note: An "N" indicates that no test results were reported.

At this time, a state objective is not specified for science achievement

**Assessment Results by Grade: Percent Scoring at Level 3 or Above
(FCAT Sunshine State Standards and Alternate Assessments)**

School	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	79	81	81	85
Grade 4	88	87	83	89
Grade 5	85	84	77	69
Grade 6	82	77	65	71
Grade 7	85	84	80	79
Grade 8	73		85	
Grade 9				
Grade 10				

**MIAMI-DADE COUNTY/EUGENIA B. THOMAS SCHOOL
2009-10**

WRITING ASSESSMENT

For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Writing Assessment Results (Sunshine State Standards and Alternate Assessments)			
Percent of Students Scoring 3 and Above			
	School %	District %	State %
	2009-10	2009-10	2009-10
ALL STUDENTS	99	94	95
WHITE	100	98	96
BLACK	N	93	93
HISPANIC	99	94	94
ASIAN	N	97	97

AM. INDIAN	N	97	94
MULTI-RACIAL*	N	94	96
DISABLED	N	81	81
ECONOMICALLY DISADVANTAGED	99	93	93
ELL	100	84	86
MIGRANT*	N	81	89
FEMALE*	100	96	97
MALE*	99	92	93

READING, MATH AND SCIENCE ASSESSMENTS

On the FCAT SSS reading, mathematics, and science tests, students can attain one of five possible achievement levels, ranging from Level 1 (lowest) to Level 5 (highest).

Student Achievement Level Descriptions

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Level 4: Performance at this level indicates that the student has success with the challenging content of the Sunshine State Standards. A Level 4 student answers most of the test questions correctly but may only have some success with questions that reflect the most challenging content.

Level 3: Performance at this level indicates that the student has partial success with the challenging content of the Sunshine State Standards, but performance is inconsistent. A Level 3 student answers many of the test questions correctly but is generally less successful with questions that are most challenging.

Level 2: Performance at this level indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Level 1: Performance at this level indicates that the student has little success with the challenging content of the Sunshine State Standards.

Results of alternate assessments have been merged with the FCAT scores for reporting purposes.

Reading Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	81	72	0	59	72	1	62	72	1

WHITE	83	72	0	78	72	1	72	72	1
BLACK	N	72	N	44	72	1	44	72	2
HISPANIC	80	72	0	62	72	0	59	72	1
ASIAN	N	72	N	81	72	0	78	72	1
AM.INDIAN	N	72	N	68	72	1	64	72	2
MULTIRACIAL*	N	72	N	75	72	1	68	72	1
DISABLED	N	72	0	33	72	2	36	72	3
ECONOMICAL LY DISADVANTAGED	77	72	1	54	72	1	53	72	2
ELL	74	72	0	47	72	0	44	72	1
MIGRANT*	N	72	N	37	72	2	41	72	2
FEMALE*	85	72	0	62	72	1	65	72	1
MALE*	78	72	0	57	72	1	60	72	2

* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An “N” indicates that no test results were reported.

Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	79	74	0	66	74	1	68	74	2
WHITE	79	74	0	82	74	1	78	74	1
BLACK	N	74	N	51	74	1	50	74	2
HISPANIC	79	74	0	69	74	1	66	74	1
ASIAN	N	74	N	88	74	0	87	74	1
AM.INDIAN	N	74	N	73	74	1	70	74	2
MULTIRACIAL*	N	74	N	80	74	3	71	74	1



DISABLED	N	74	0	38	74	2	41	74	3
ECONOMICAL LY DISADVANTA GED	73	74	1	61	74	1	59	74	2
ELL	72	74	0	58	74	1	52	74	2
MIGRANT*	N	74	N	54	74	2	54	74	2
FEMALE*	78	74	0	66	74	1	68	74	1
MALE*	79	74	0	66	74	1	69	74	2

*Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

Science Assessment Results (Sunshine State Standards and Alternate Assessments)									
	Percent of Students Scoring 3 and Above								
	School %			District %			State %		
	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested	2009-10 Results	State Objective	% Not Tested
ALL STUDENTS	60	N/A	1	37	N/A	2	44	N/A	3
WHITE	77	N/A	N/A	59	N/A	2	58	N/A	3
BLACK	N	N/A	N	23	N/A	3	24	N/A	5
HISPANIC	58	N/A	0	39	N/A	1	37	N/A	3
ASIAN	N	N/A	N	64	N/A	1	62	N/A	2
AM. INDIAN	N	N/A	N	58	N/A	1	46	N/A	4
MULTIRACIAL*	N	N/A	N	59	N/A	3	50	N/A	3
DISABLED	N	N/A	N	21	N/A	4	25	N/A	6
ECONOMICAL LY DISADVANTA GED	48	N/A	3	31	N/A	2	32	N/A	4
ELL	47	N/A	1	18	N/A	2	18	N/A	3
MIGRANT*	N	N/A	N	16	N/A	2	21	N/A	3
FEMALE*	58	N/A	1	34	N/A	2	41	N/A	3
MALE*	62	N/A	1	41	N/A	2	48	N/A	4



* Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An "N" indicates that no test results were reported.

At this time, a state objective is not specified for science achievement

**Assessment Results by Grade: Percent Scoring at Level 3 or Above
(FCAT Sunshine State Standards and Alternate Assessments)**

School	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	79	81	81	85
Grade 4	88	87	83	89
Grade 5	85	84	77	69
Grade 6	82	77	65	71
Grade 7	85	84	80	79
Grade 8	73		85	
Grade 9				
Grade 10				

District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	70	66	79	77
Grade 4	72	71	74	74
Grade 5	67	69	62	60
Grade 6	63	61	54	52
Grade 7	65	63	60	57
Grade 8	53	50	64	62
Grade 9	44	45	65	67
Grade 10	38	32	73	65

District	Reading		Math	
	2009-10	2008-09	2009-10	2008-09
Grade 3	70	66	79	77
Grade 4	72	71	74	74
Grade 5	67	69	62	60
Grade 6	63	61	54	52
Grade 7	65	63	60	57
Grade 8	53	50	64	62
Grade 9	44	45	65	67
Grade 10	38	32	73	65

<p>MIAMI-DADE COUNTY/EUGENIA B. THOMAS SCHOOL</p> <p>2008-09</p>

WRITING ASSESSMENT



For this assessment, students are given 45 minutes to read their assigned topic, plan what to write, and then write their responses. Scores range from 1.0 (lowest) to 6.0 (highest). Alternate assessments have been merged with the FCAT scores for reporting purposes.

Writing Assessments Results (Sunshine State Standards and Alternate Assessments)						
Percent of Students Scoring 3 and Above						
	School %		District %		State %	
	2008-09	2007-08	2008-09	2007-08	2008-09	2007-08
ALL STUDENTS	99	98	93	92	94	92
WHITE	N	95	96	96	95	94
BLACK	N	N	92	90	92	90
HISPANIC	99	99	93	92	93	91
ASIAN	N	N	96	96	96	95
AM. INDIAN	N	N	96	94	94	93
MULTIRACIAL*	N	N	97	97	96	94
DISABLED	N	N	79	75	80	76
ECONOMICALLY DISADVANTAGED	100	99	92	90	92	89
ELL	99	97	83	79	86	81
MIGRANT*	N	N	88	87	89	85
FEMALE*	100	99	95	94	96	95
MALE*	99	98	91	89	91	89

READING, MATH AND SCIENCE ASSESSMENTS

Reading Assessment Results (Sunshine State Standards and Alternate Assessments)									
Percent of Students Scoring 3 and Above									
	School %			District %			State%		
	2008-09 Results	State Obj.	% Not Tested	2008-09 Results	State Obj.	% Not Tested	2008-09 Results	State Obj.	% Not Tested
ALL STUDENTS	83	65	0	57	65	1	62	65	2
WHITE	N	65	0	76	65	0	72	65	1
BLACK	N	65	N	43	65	1	44	65	2
HISPANIC	82	65	0	60	65	1	57	65	1
ASIAN	N	65	N	78	65	0	77	65	1
AM. INDIAN	N	65	N	72	65	0	66	65	2
MULTIRACIAL*	N	65	N	73	65	0	70	65	1



DISABLED	N	65	0	31	65	2	36	65	3
ECONOMICALLY DISADVANTAGED	76	65	0	51	65	1	52	65	2
ELL	78	65	0	45	65	0	42	65	1
MIGRANT*	N	65	N	34	65	1	40	65	2
FEMALE*	84	65	0	60	65	1	64	65	1
MALE*	82	65	0	55	65	1	59	65	2

Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An “N” indicates that no test results were reported.

Mathematics Assessment Results (Sunshine State Standards and Alternate Assessments)									
Percent of Students Scoring 3 and Above									
	School %			District %			State%		
	2008-09 Results	State Obj.	% Not Tested	2008-09 Results	State Obj.	% Not Tested	2008-09 Results	State Obj.	% Not Tested
ALL STUDENTS	79	68	0	64	68	1	67	68	2
WHITE	N	68	0	80	68	1	77	68	1
BLACK	N	68	N	49	68	1	49	68	2
HISPANIC	78	68	0	67	68	1	64	68	1
ASIAN	N	68	N	87	68	0	86	68	1
AM. INDIAN	N	68	N	76	68	0	72	68	2
MULTIRACIAL*	N	68	N	78	65	0	71	68	1
DISABLED	N	68	0	35	68	2	39	68	3
ECONOMICALLY DISADVANTAGED	70	68	0	58	68	1	57	68	2
ELL	79	68	0	57	68	1	51	68	2
MIGRANT*	N	68	N	52	68	1	53	68	2
FEMALE*	79	68	0	64	68	1	67	68	1
MALE*	79	68	0	64	68	1	68	68	2

Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An “N” indicates that no test results were reported.

Science Assessment Results (Sunshine State Standards and Alternate Assessments)			
Percent of Students Scoring 3 and Above			
	School %	District %	State%



	2008-09 Results	State Obj.	% Not Tested	2008-09 Results	State Obj.	% Not Tested	2008-09 Results	State Obj.	% Not Tested
ALL STUDENTS	49	N/A	1	36	N/A	2	43	N/A	4
WHITE	N	N/A	N	58	N/A	1	55	N/A	3
BLACK	N	N/A	N	22	N/A	3	22	N/A	5
HISPANIC	49	N/A	0	38	N/A	2	35	N/A	3
ASIAN	N	N/A	N	63	N/A	1	61	N/A	2
AM. INDIAN	N	N/A	N	52	N/A	0	46	N/A	4
MULTIRACIAL*	N	N/A	N	54	N/A	1	48	N/A	3
DISABLED	N	N/A	N	20	N/A	4	23	N/A	6
ECONOMICALLY DISADVANTAGED	30	N/A	0	29	N/A	2	29	N/A	4
ELL	35	N/A	2	17	N/A	2	17	N/A	3
MIGRANT*	N	N/A	N	17	N/A	2	19	N/A	3
FEMALE*	45	N/A	1	33	N/A	2	40	N/A	3
MALE*	52	N/A	0	39	N/A	2	45	N/A	4

Indicates subgroups not included as separate sub-populations in the Adequate Yearly Progress (AYP) calculation.

Note: An “N” indicates that no test results were reported.

At this time, a state objective is not specified for science achievement.

Assessment Results by Grade: Percent Scoring at Level 3 or Above (FCAT Sunshine State Standards and Alternate Assessments)

School	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	81	80	85	89
Grade 4	87	80	89	77
Grade 5	84	75	69	69
Grade 6	77	75	71	72
Grade 7	84		79	
Grade 8				
Grade 9				
Grade 10				

District	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	66	67	77	75
Grade 4	71	66	74	69
Grade 5	69	63	60	58
Grade 6	61	58	52	48
Grade 7	63	60	57	57



Grade 8	50	50	62	63
Grade 9	45	39	67	59
Grade 10	32	30	65	61

State Totals	Reading		Math	
	2008-09	2007-08	2008-09	2007-08
Grade 3	72	73	78	77
Grade 4	75	70	76	71
Grade 5	72	68	63	62
Grade 6	67	64	56	53
Grade 7	68	65	61	61
Grade 8	55	54	67	67
Grade 9	48	47	69	66
Grade 10	37	38	69	68

**Percentage of Students Scoring at Each FCAT Achievement Level,
2008-09***

GRADE 05	SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	22	29	39	7	3	26	32	32	8	2	21	32	34	10	2
WHITE	22	30	44		4	11	26	40	18	5	12	29	41	15	4
BLACK						36	36	24	3	1	37	38	22	3	0
HISPANIC	23	29	38	8	3	24	32	34	8	2	27	35	30	7	1
ASIAN						14	17	40	20	9	12	24	38	18	7
AM. INDIAN						10	26	48	16		16	37	32	13	3
MULTIRACIAL*						10	33	39	15	3	16	34	36	11	3
DISABLED	54	23	15	8		53	28	16	2		43	32	20	4	1
ECO. DISADVANTAGED	34	36	28	2		31	34	29	5	1	30	37	27	5	1
ELL	42	23	31	4		67	21	10	1		55	32	12	1	0
MIGRANT*						45	39	15	1		42	37	19	2	0
FEMALE*	22	33	36	6	3	25	34	31	7	2	21	34	33	9	2
MALE*	22	25	42	9	2	26	30	33	9	2	21	31	34	11	3

Note: A blank cell indicates subgroup too small to report or no test results were reported.

*Indicates subgroups not included as separate sub-populations in the AYP calculation.

GRADE 08	SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						34	32	27	6	1	27	32	32	8	2
WHITE						16	27	41	12	4	15	29	41	11	3
BLACK						50	32	16	2		47	34	17	2	0
HISPANIC						31	33	29	6	1	33	34	28	5	1
ASIAN						14	22	37	17	10	13	24	41	16	6
AM. INDIAN						6	44	44		6	21	33	36	8	2
MULTIRACIAL*						18	27	40	11	4	20	32	37	9	2
DISABLED						66	23	10	1		57	27	14	2	0
ECO. DISADVANTAGE D						41	33	22	3	1	39	34	23	3	1
ELL						76	17	6	1		69	24	7	0	0
MIGRANT*						49	33	14	2	1	50	33	16	1	0
FEMALE*						34	33	27	5	1	27	34	31	6	2
MALE*						34	31	28	6	2	27	29	33	9	2

Note: A blank cell indicates subgroup too small to report or no test results were reported.

*Indicates subgroups not included as separate sub-populations in the AYP calculation.

GRADE 11	SCIENCE														
	School %					District %					State %				
	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS						40	31	25	4	1	31	32	30	6	1
WHITE						19	29	40	10	2	19	32	39	9	1
BLACK						55	29	14	1		52	32	15	1	0
HISPANIC						38	32	26	4		39	33	25	4	0
ASIAN						17	28	41	11	2	18	28	39	13	2
AM. INDIAN						16	47	26	11		28	31	34	7	1
MULTIRACIAL*						21	32	36	9	3	23	33	34	8	1
DISABLED						72	19	8	1		65	23	11	1	0

ECO. DISADVANTAGED						46	31	20	3		45	33	20	2	0
ELL						81	16	3			79	17	4	0	0
MIGRANT*						32	54	14			56	31	12	2	0
FEMALE*						42	33	22	3		33	35	28	4	1
MALE*						37	29	28	5	1	29	29	33	8	1

Note: A blank cell indicates subgroup too small to report or no test results were reported.

*Indicates subgroups not included as separate sub-populations in the AYP calculation

	READING														
	School %					District %					State %				
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	8	11	31	38	13	23	21	30	20	6	18	20	31	22	8
WHITE	5	10	31	42	11	9	15	31	31	14	11	17	32	28	11
BLACK						32	26	28	12	2	30	26	29	12	2
HISPANIC	9	10	32	36	12	21	21	31	21	6	23	22	31	19	5
ASIAN	5	0	5	53	37	10	14	26	31	19	10	14	29	30	16
AM. INDIAN						13	18	36	24	10	15	20	34	24	7
MULTI-RACIAL*						11	17	31	29	13	13	18	34	26	9
DISABLED	35	17	28	20	0	50	22	20	7	1	45	22	22	9	2
ECO. DISADVANTAGE D	7	16	37	33	6	27	23	31	16	3	25	24	32	16	3
ELL	29	13	30	23	5	64	16	15	5	0	50	21	22	6	1
MIGRANT*						44	22	25	7	1	36	26	28	9	1
FEMALE*	7	10	32	37	14	20	21	31	21	7	16	20	32	23	8
MALE*	10	11	30	38	12	25	21	29	19	6	21	21	31	21	7

Note: A blank cell indicates subgroup too small to report or no test results were reported.

*Indicates subgroups not included as separate sub-populations in the AYP calculation

	MATH														
	School %					District %					State %				
GRADE ALL	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5	L1	L2	L3	L4	L5
ALL STUDENTS	8	15	27	33	17	17	20	32	23	9	14	19	32	25	11
WHITE	11	11	30	34	13	7	13	29	32	19	8	15	32	30	15
BLACK						26	26	31	15	4	25	26	31	14	3
HISPANIC	7	16	27	33	16	15	19	33	24	9	17	21	32	22	8



ASIAN	0	0	0	32	68	6	9	22	32	32	5	9	24	32	29
AM. INDIAN						10	14	29	30	17	11	18	33	27	11
MULTIRACIAL*						9	14	32	29	16	11	18	33	27	12
DISABLED	30	30	22	13	4	44	24	21	8	2	39	24	24	11	3
ECO. DISADVANTAGED	10	21	28	30	10	20	22	32	19	6	21	23	33	18	5
ELL	15	21	28	26	10	40	23	23	11	3	36	25	25	11	2
MIGRANT*						27	23	32	14	3	24	25	32	16	3
FEMALE*	8	14	27	33	17	16	21	33	22	8	14	20	33	24	10
MALE*	7	16	27	33	17	18	19	31	23	10	15	18	31	25	12

Achievement Level Descriptions

Achievement levels are performance standards set by the **National Assessment Governing Board (NAGB)** that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public. The levels, *Basic*, *Proficient*, and *Advanced*, measure what students should know and be able to do at each grade assessed.

Achievement level percentages reflect the percentage of students within the total population or in a particular student group that meet or exceed expectations of what students should know and be able to do. Specifically, it is the weighted percentage of students with NAEP composite scores that are equal to or exceed the achievement-level cut scores specified by the **National Assessment Governing Board (NAGB)**.

- Advanced** Superior performance.
- Proficient** Solid academic performance for each grade assessed. Students reaching this level have demonstrated competence over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
- Basic** Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
- Below Basic:** Is for those students whose scores fall below the cut score for *Basic*. The following chart compares the achievement levels between NAEP and the FCAT:

FCAT Achievement Levels	NAEP Achievement Standards
5	Advanced



ELITE ACADEMY
Lake Charles, LA

4	Proficient
2-3	Basic
1	Below Basic

NAEP		MATH – STATE LEVEL RESULTS													
		% of Students		Average Scale Scores		% below Basic		% Basic		% Proficient		% Advanced		% Basic & Above	
GRADE		Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on	Flori da	Nati on
04															

Assistant Principal

(This Role has not been yet identified)

Essential Duties and Responsibilities

1. Adheres to and enforces board policy, school guidelines, and administrative directives.
2. Supports the overall school improvement process including teacher observation, modeling best practice, and analyzing student data.
3. Supports the implementation of Response to Intervention and monitors its continued implementation.
4. Enforces guidelines to maintain proper discipline and conduct.
5. Assists in the development and administration of policies dealing with discipline, conduct, and attendance.
6. Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
7. Assists the Principal with student expulsions.
8. Works with and assists faculty in the development of effective classroom discipline and organization.
9. Maintains an effective and safe school environment.
10. Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, parent communications, and other paperwork as assigned.
11. Assists in the selection and mentoring of staff.
12. Supervises support services as assigned.
13. Works as a team member to meet the system---wide needs of the district.
14. Assists in supervision of special events.
15. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with standards, policies, and procedures.
16. Seeks out and participates in educational and professional development and motivates and encourages such developments for school -classified employees.
17. Recognizes problems and impediments and reports them promptly with options for solutions to the site principal; promotes and assists with constructive resolutions.
18. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
19. Establish presence in the community for outreach and recruiting purposes.
20. Performs other duties as assigned by the Principal or School Administrator

Culture-Related:

- Developing and implementing professional development for staff to create and maintain a positive learning environment
- Ensuring a professional and college preparatory climate across all campuses
- Coaching and supporting administrators, counselors, and staff in driving our high achievement culture
- Developing and supervising mentoring opportunities within the school

Qualifications:

- Bachelor's degree and 5+ years teaching experience.
- Hold or eligible to hold appropriate Louisiana license.
- Educational leadership experience is a plus.

Finance/Operations Manager
(This Role has not yet been identified)

JOB DESCRIPTION:

The Finance/Operations Manager is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the school principal, relieving him/her of administrative details.

Student Enrollment Management

1. Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
2. Supervises the preparation of student enrollment and attendance report.
3. Implement Enrollment Campaign Implement enrollment campaign for students (e.g., new students, intent to attend, waiting lists) including engagement in local marketing initiatives, demographic analysis, coordination with local/regional communications specialists.
4. Oversee enrollment at school site and as required, lead the enrollment process by working with the school leadership, secretaries, teachers, enrollment staff, and advertising consultants to meet enrollment targets.
5. Ensure that the school's student recruitment/outreach plan maintains a strong focus on enrolling a diverse student population, including requirements around targets for economically disadvantaged families, students eligible for free or reduced lunch program, as well as ELLs and students with disabilities.
6. Manage all aspects of free and reduced lunch program/process, including managing the entire application process.

Supervision For the Maintenance of Student Records

1. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
2. Supervises student medication dispensation and injury reports.
3. Work with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
4. Work with school staff to manage reporting and data tracking for all special education programs.

Inventory Management and Procurement of Supplies, Equipment, and Materials

Supervision of Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.

Processing of All School Operations Forms and Reports

1. Prepares and processes field trip requests.
2. Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
3. Prepares and processes facility use agreement forms using established procedures.
4. Prepare specialized reports regarding site operations.

Technology Management

1. Collaborate with the Website Developer to maintain the school web site.
2. Coordinate technology implementation and data management (planning, procurement, and

- training).
3. Supervise Tech Support Staff to ensure that all computer & software maintenance issues/requests are documented and promptly addressed for the efficiency of staff workload and student assignments or assessments.

Promote compliance with government regulations regarding student privacy and online safety.

Contract Management & Administration

Provide oversight for Transportation, Food Services, Facilities Maintenance, Security and other third-party service contracts, ensuring ongoing monitoring and implementation of contracts.

Coordination of School & Community Activities

1. Secures childcare coverage for special events.
2. Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, outside agencies, parents, and the public at large.
3. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
4. Respond to and resolve routine internal and external inquiries with parents, employees, school organizations, and the public at large, ensuring that all interactions are prompt, efficient, helpful, and friendly.

Compliance and Efficiency Monitoring

1. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with standards, policies, and procedures.
2. Recognizes problems and impediments and reports them promptly with options for solutions to the site principal; promotes and assists with constructive resolutions.
3. Monitors Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.

Additional Operations Management Duties

1. Support all operational and logistical projects for start-up operations.
2. Seeks out and participates in educational and professional development, along with motivating and encouraging such developments for school-classified employees.
3. Perform other duties as assigned by Charter School Principal.

FINANCIAL ADMINISTRATION

- a. Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.
- b. Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly Office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
- c. Prepares and communicates weekly memo to staff, as pertains to Finance.
- d. Review monthly financial reports and update monthly financial estimate templates.
- e. Assist with the Grant Writing Process.
- f. Prepare drawdown requests for state funds.
- g. Manage and reconcile school's petty cash funds.
- h. Provide financial oversight, including invoice approval and developing the substitute teacher budget.
- i. Manage accounts payable and payroll processes.
- j. Oversee, in coordination with the CMO staff, year-end financial audits as well as any site audits from state or federal agencies.

QUALIFICATIONS

Education:

B.A. or B.S. degree required with course work in Business Administration, Organizational Management, or related discipline desired.

Experience:

Minimum of five years of broad, varied and increasingly responsible experience with budgeting, computer information systems, payroll & accounting processes, and organizational procedures. Additionally, a minimum of three years of supervisory experience is required. Charter school experience desirable.

Knowledge and Abilities:

Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems; Knowledge of principles, methods, techniques and strategies of organization, management and supervision; Knowledge of law, policies and regulations pertaining to youth and employee records; Ability to apply empirical principles and procedures in work performed; preparation of financial and statistical documents and reports; Analyze student achievement data, draw logical conclusions and prepare comprehensive reports; Communicate with expertise and confidence with oral presentation, negotiations, written reports, and other forms of communication; Establish and maintain cooperative relationships with all partners; Deal effectively and graciously with situations requiring tact and judgment; Exercise patience, common sense, and good humor to thrive within the pressures, competing priorities and demands of a school office environment.

EVALUATION

Performance of this job will be evaluated by the School Principal in accordance with policies and procedures.

School Social Worker

(This Role has not yet been identified)

Purpose: To promote and enhance the overall academic mission by providing services that strengthen home, school, and community partnerships and alleviate barriers to learning.

To determine the needs and interests of students and present options for development both outside of school and within the school program to maximize the likelihood that students will achieve long-term goals and reach their maximum potential.

Essential Functions:

1. Effectively and appropriately assess and address the needs, characteristics, and interactions of students, families, and community.
2. Use knowledge and understanding of the reciprocal influences of home, school, and community to intervene for student success via such practices as assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, dropout prevention, and coordination of school and community services.
3. Work along with School's Counselor to schedule students for RTI process.
4. Advocate for appropriate services for students and their families.
5. Serve as liaison to parents and facilitate parent education and involvement;
6. Counsel students and families through the appropriate application process for high school and/or college entrance;
7. Consult and collaborate with stakeholders on behalf of students and their families.
8. Effectively plan, implement, and evaluate programs that promote student and family success.
9. Use assessment and evaluation results to develop appropriate interventions for students, families, schools, and communities.
10. Develop long-term and short-term intervention plans consistent with curriculum, with students' needs, strengths, diversity, and life experiences, and with other social and emotional factors.
11. Provide services to students in ways that build upon individual strengths and offer students maximum opportunities to participate in the planning and direction of their own learning experience.
12. Provide appropriate follow-up to ensure that students' needs are being met.
13. Act as a point of contact for outside organizations working with students and their families.
14. Provide students and families social work services;
15. Provide small group seminar sessions to students regularly promoting positive social and emotional development;
16. Provide small group and individual therapy sessions;
17. Suggest and connect families with appropriate social services;
18. Serve as the school's Homeless Liaison;
19. Maintain privacy of student records and information;
20. Can perform duties of the Dean of Students in his/her absence.
21. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with standards, policies, and procedures.
22. Seeks out and participates in educational and professional development and motives and encourages such developments for school -classified employees.

23. Recognizes problems and impediments and reports them promptly with options for solutions to the site principal; promotes and assists with constructive resolutions.
24. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
25. Establish presence in the community for outreach and recruiting purposes.
26. Monitors Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
27. Prepares and processes facility use agreement forms using established procedures.
28. Perform other duties as assigned by Charter School Principal.
29. Undertake administrative and instructional duties as the principal may assign.

Expectations of School Culture for all Staff:

- Driving implementation of school-wide behavior management and reward system
- Developing and implementing the rituals, routines, and celebrations that ensure a culture of academic success
- Developing systems and programs to support students that struggle with our high achievement culture
- Developing and implementing the rituals, routines, and celebrations that ensure a culture of academic success
- Ensuring all students are receiving high quality extra-curricular experiences

Requirements:

- BA/BS degree or graduate degree in Social Work; MSW preferred;
- Master Level Licensed Social Worker
- 5 years clinical experience
- Exhibited leadership in working with professional staff, students, and the community
- Commitment to accountability, including a rigorous student testing regime; and a personal initiative and desire for responsibility
- Strong communication skills ability to work collaboratively with teachers/staff
- Leadership capacity
- Knowledge of the local community and social services
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Experience with individual goal writing, charting, and progress note taking;
- Agreement with the academic goals and philosophy of the charter school;
- Demonstrated success in encouraging parental involvement.

Terms of Employment:

Employment of this position is conditioned upon satisfactory completion of criminal background and criminal history check. Social Workers are at---will 12---month employees; benefits associated with this position are described in the employee handbook.

School Counselor

(This Role has not yet been identified)

Responsibilities:

1. Develop and manage a comprehensive school counseling program
2. Develops and maintains a written plan for effective delivery of the school counseling program
3. Communicates the goals of the comprehensive school counseling program to education stakeholders
4. Maintains current and appropriate resources for education stakeholders
5. Uses the majority of time providing direct services such as academic guidance, individual student planning, and preventive and responsive services
6. Delivery of a comprehensive school counseling program
7. Provide enrollment counseling for incoming students and families
8. Prepares attendance reports and reconciles manual and computer reports monthly.
9. Sends correspondence to parents to advise them of excessive absences according to established policies and procedures.
10. Maintains computer records of students' scores on state mandated tests and standardized tests.
11. Maintains, generates, and distributes student demographic, scheduling, and grading information
12. Maintains records of student suspensions, student withdrawal from school, record of reasons for student withdrawal and students' plans and prepares periodic statistical reports
13. Can perform duties of the Dean of Students in his/her absence.
14. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with standards, policies, and procedures.
15. Seeks out and participates in educational and professional development and motives and encourages such developments for school -classified employees.
16. Recognizes problems and impediments and reports them promptly with options for solutions to the site principal; promotes and assists with constructive resolutions.
17. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
18. Establish presence in the community for outreach and recruiting purposes.
19. Monitors Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
20. Prepares and processes facility use agreement forms using established procedures.
21. Perform other duties as assigned by Charter School Principal.

Guidance Program

- Provides leadership and collaborates with the school leadership team to ensure the implementation of the school counseling program
- Implements developmentally and appropriate prevention---oriented group activities to meet the student needs and school goals
- Individual Student Planning
- Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans
- Accurately and appropriately interprets and utilizes student data

- Collaborates with parents/guardians and educators to assist students with educational and career planning

Preventive and Responsive Services:

- Provides individual and group counseling to students with identified concerns and needs
- Consults and collaborates effectively with parents/guardians, teachers, school leadership, and other educational/community resources regarding students with identified needs and concerns
- Implements an effective referral and follow---up process
- Accurately and appropriately uses assessment procedures for determining and structuring individual group counseling services
- System Support
- Provides appropriate information to staff related to the comprehensive school counseling program
- Serves on the school leadership team
- Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data
- Participates in professional development activities to improve knowledge and skills
- Uses available technology resources to enhance the school counseling program
- Adheres to laws, policies, procedures, and ethical standards of the counseling profession

Accountability:

- Conducts a yearly audit to review extent of program implementation
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school counseling program activities and shares results as appropriate
- Monitors student academic performance, behavior, and attendance and assists with appropriate interventions

Expectations of School Culture for all Staff:

- Driving implementation of school-wide behavior management and reward system
- Developing and implementing the rituals, routines, and celebrations that ensure a culture of academic success
- Developing systems and programs to support students that struggle with our high achievement culture
- Developing and implementing the rituals, routines, and celebrations that ensure a culture of academic success
- Ensuring all students are receiving high quality extra-curricular experiences

Education and Qualifications:

- Master's degree required
- A valid school counselor certification as defined by Louisiana
- Two years' experience in student services, social services, training, development, or related positions
- Experience in an educational organization with focus on improving student performance
- Must possess strong interpersonal and communication skills. Incumbents must be able to lead, communicate and persuade others, and interact effectively with others in difficult situations

- Must have the ability to professionally and effectively deliver presentations to small and large groups
- Must be results oriented and able to manage various projects or tasks at one time

Data Input Specialist

(This Role has not yet been identified)

Responsibilities:

- Working closely with Directors of Curriculum and Instruction and the entire school leadership team to lead the use of academic performance data to highlight areas for improvement
- Independently overseeing and managing the student information systems, ensuring that all data is accurate and readily accessible to school staff
- Providing thorough analysis and reporting of all student information (including attendance, discipline, communication, and student achievement data) to aid decision-making and classroom instruction
- Independently coordinating all state testing and internal interim testing
- Independently completing all data reporting requirements for Crescent City Schools, including student schedules, student assessments, report cards, and state reporting
- Planning and providing training and support for staff use of the student information systems and testing procedures
- Collaborating with staff on student assessments, working closely with Directors of Curriculum and Instruction to define and execute testing policies and procedures
- Embodying, advocating, and operationalizing the mission, vision, and strategic direction of the school
- Creating and maintaining a professional relationship with colleagues, students, parents, and community members

Accountability:

- Believe in the mission and values of ELITE Charter Academy

Physical Requirements:

- Regularly required to sit, stand, walk, talk, hear, operate a computer and other office equipment, reach with hands and arms, and must occasionally lift and/or move up to 10 pounds
- This is an in-person role
- Working closely with Directors of Curriculum and Instruction and the entire school leadership team to lead the use of academic performance data to highlight areas for improvement
- Independently overseeing and managing the student information systems, ensuring that all data is accurate and readily accessible to school staff
- Providing thorough analysis and reporting of all student information (including attendance, discipline, communication, and student achievement data) to aid decision-making and classroom instruction
- Independently coordinating all state testing and internal interim testing
- Independently completing all data reporting requirements for Crescent City Schools, including student schedules, student assessments, report cards, and state reporting

- Planning and providing training and support for staff use of the student information systems and testing procedures
- Collaborating with staff on student assessments, working closely with Directors of Curriculum and Instruction to define and execute testing policies and procedures
- Embodying, advocating, and operationalizing the mission, vision, and strategic direction of the school
- Creating and maintaining a professional relationship with colleagues, students, parents, and community members

Qualifications:

- Have experience analyzing student data and utilizing it to accelerate student achievement
- Have excellent organizational and management skills; attention to detail and accuracy of data
- Can demonstrate the ability to communicate and interact effectively with multiple audiences
- Can demonstrate high proficiency in Microsoft Excel, PowerPoint, and Word
- Computer proficiency with utilizing various educational software and apps.
- Have a BA or BS degree (preferred)
- Have experience teaching students in an urban setting (preferred)

Reference:

<https://www.indeed.com/q-Data-Management-For-Schools-1-Louisiana-jobs.html?vjk=0f8ac9477cfc85cb>



**APPENDIX 9
BOARD MEMBER RESUMES**



Dartheater G. Hall

2224 North Lake Michele Circle, Lake Charles, La 70607/Ph. 337-309-4861

Email: dotghall@att.net

I have the position of Board Chair on the ELITE Charter Academy Board of Directors and have the responsibility of presiding over all board meetings, will sign all documents relevant to the board, assist with legal matters, outreach to the community, review and monitor academic goals for the school, and chair the academic committee. I support the opening of ELITE Charter Academy, its vision and mission and the direction of the founders and believe it will be a great asset to the community.

I am a retired from Phillips 66 Refinery with 26 years of service. I have over 40 years of professional music experience as a trained pianist, singer, piano and vocal instructor, composer and studio musician. My musical journey began in my hometown of Houston, Texas. I moved to Lake Charles, Louisiana in 1980 and since that time, I have served on the staff of various local churches and ministries in the capacity of Minister of Music, contracted musician, and Choir Director. In those positions I was responsible for establishing and developing the music ministry programs, assisting with the oversight of the Music department staff, coordinating and leading band rehearsals, directing choirs and preparing music for all worship services.

In 2014, I began teaching piano to several eager young students. After retiring from Phillips 66, I officially launched my piano and music teaching business, and have had several successful piano recitals to my credit. It is my desire to see children and youth develop, grow, and become all they can be. Music is just one of those avenues where I seek to introduce, teach, motivate and inspire the love of music in the hearts of kids through music education, listening/auditory skill development and song application.

Respectfully,

Dartheater G. Hall



Dartheater G. Hall

2224 North Lake Michele Circle, Lake Charles, La 70607/Ph. 337-309-4861

Email: dotghall@att.net

Professional Summary

Proficient, skilled, and trained in administrative functions and procedures; a dedicated and experienced team player on projects and individual assignments. Highly qualified in customer service. Purpose-driven and intuitive, utilizing the experience acquired over the years to bring creativity, inspiration and excellence into every project and venture; thereby making a difference in the lives of others.

WORK EXPERIENCE

D Hall Music Education Services, Lake Charles, Louisiana

2017 – Present

Piano Teacher: Teaching, motivating, and inspiring the love of music in the hearts of children and adults, with an emphasis in the study of piano and music theory.

Phillips 66 (Formerly ConocoPhillips/Formerly Conoco Inc.) Westlake, Louisiana

1996 – 2017

Procurement Specialist: Ordering and order management of material goods and services for the maintenance, projects, and operation of the refinery. Locate key suppliers, if necessary. Create appropriate material/service order that aligns with established contract agreements. Tracking of equipment requiring fabrication or repair and coordination with vendors to ensure timely delivery. Monthly reporting of cost savings for refurbishment versus new materials.

Investment Recovery Specialist: Sell equipment from refinery and several of its off-site locations to outside sources that the company no longer requires. Initiated bids process for interested buyers. Managed the scrap metal activity process at the refinery. Achieved success in surplus savings of \$5MM for the refinery through the Six Sigma process.

Accounting Clerk: Accounting of all material received in the refinery; issuing ordered materials to perspective location sites, including shipping, storing and documentation.

Lake Charles Memorial Hospital, Lake Charles, Louisiana

1989 – 1990

Verifications Clerk: Insurance verification of all patients admitted on an in-patient and out-patient basis. Pre-certification confirmed. Verification of all discharges.

Administrative Services, Lake Charles, Louisiana

1984 – 1989



Insurance Clerk/Receptionist: Consultations with insurance claimants who file and inquire on medical claims in-office, via phone or via mail. Correspondence with medical providers and reply to inquiries.

Jack Worley, D.D.S., Lake Charles, Louisiana

1983 - 1984

Dental Assistant: Assist doctor with patients. Setup equipment and prep prior to each procedure. Record all procedures in patient's files. Follow-up with patients at end of each day.

Lakeside National Bank, Lake Charles, Louisiana

1980 - 1981

Bank Teller: Execute transactions with bank customers for personal and commercial accounts.

Coastal Corporation, Houston, Texas

1978 – 1980

Employee Relations Clerk: Process group health claims for company employees throughout the United States. Coordination of benefits with secondary insurance companies.

Prudential Insurance Company, Houston, Texas

1976 - 1978

Claims Processor: Part-time employment. Processing of group health claims for insured employees of various companies in-contract with Prudential. Correspondence with company representatives and medical providers to ensure accuracy of claim.

Allstate Insurance Company, Houston, Texas

1975 - 1976

File Clerk/Switchboard Operator: Part-time employment. Filing records of insured claimants for auto, homeowners, and life insurance. Answering switchboard.

EDUCATION

Life Christian University (2022 – 2023)

Completed Christian Counseling – Received Bachelor of Christian Counseling, December 2022

Life Christian University (2015 – 2019)

Graduated Summa Cum Laude with a 3.9 GPA, Bachelor's degree of Theology.



Maranatha Baptist University (2014)

Studied Music Theory course on an audit basis. Completed with an A average.

University of Houston (1974 – 1976)

General Studies with an emphasis in French.

SKILLS & CREDITS

- Effective verbal and written communication skills.
- Great team player with great work ethic.
- Proficient skills in Word, Excel, SAP, PowerPoint, Outlook, some Access, Adobe, etc.
- Presently Minister of Music for Living Word Christian Center since 2011
- Musically adept.
- Other credits are 2016 and 2018 Nominee for Minister of Music of the Lake Charles Black Gospel Music Award
- 2017 Black Heritage Festival Hall of Fame Inductee for Music.

REFERENCES

Available Upon Request



ETHEL FIELDS

5731 California Trail Lake Charles, LA 70605 | (337)802-3942 | Ethel10@suddenlink.net

OBJECTIVE

To utilize my expertise and analytical skills to further the noble mission of a reputable, community-based non-profit organization that is focused on having a significant impact in the education and quality of life for at-risk youth and their families. I am confident that I would be a valuable asset to the organization with the following attributes that I possess:

- Financial and statistical analysis skills, with the ability to interpret complex data
- Operations and Management experience
- Non-profit Fundraising experience
- Ability to collaborate with diverse groups, both internal and external.
- Genuine authenticity.
- Self-motivation / self-starter attitude.
- Approach to work that is resourceful and innovative.
- Long-term commitment to and passion for mission-driven work.

EXPERIENCE

2007 – 2017

Area/SENIOR Chemist, PHILLIPS 66 - LAKE CHARLES, LA

- Management For Refinery Lab: Ensuring compliance with all regulatory requirements; conducting laboratory inspections as necessary; reviewing laboratory protocols of all research groups (internal and external) to monitor all projects occurring within the lab; supervised laboratory staff.
- Operations: Monitoring inventory and ordering supplies (chemicals, reagents, personal protective equipment, etc.) as necessary; scheduling laboratory and equipment time for laboratory staff; acting as a liaison between staff and key stakeholders.
- Budgeting: Prepared Cost Analysis reports for the justification of major equipment purchases that were made beyond EPA requirements.
- Training: Ensuring that all team members have been trained to use laboratory equipment, software, and supplies safely and efficiently.
- Safety: Updating the lab safety plan and safety data sheets (SDS) as necessary; scheduling safety training for new hires or team members entering new roles; enforcing policies around personal protective equipment.
- Maintenance: Overseeing the cleansing and sanitizing of the lab; ensuring all equipment and instruments were functioning correctly and initiating repair or maintenance of said equipment, as necessary.
- Spent approximately 10 years at the company's base oil facility, Excel Paralubes, and was a member of the quality team and participated in the semiannual quality audits performed by an outside company.
- Was selected to represent the Phillips 66 Lake Charles Refinery at the Executive Leadership Summit in Washington, DC for middle management employees.



- Initiated and launched the Black Employee Network at Phillips 66. Additionally, I served as a member of the planning committee for the African American Networking Conferences.

1986 – 2007

ANALYTICAL Chemist, CONOCO-PHILLIPS – LAKE CHARLES, LA

- Performed internal quality assurance audits to ensure that laboratories follow documented and approved procedures.
- Ensuring satisfactory day to day operation of the laboratory
- Establishing and maintaining a product quality measurement and recording system program
- Providing training of laboratory personnel
- Served as technical advisor to quality technicians
- Performing troubleshooting for analytical instruments ensuring testing procedures are kept up to date
- Ensuring the fulfillment of customer technical requests (e.g., Samples, data, troubleshooting)
- Liaising closely with the other elements of the site operations optimization group to ensure data relating to the needs of site operations is made available in a timely and accurate manner
- Served as customer contact for areas in plant and attending area meetings
- Maintained the calibration of all laboratory equipment per applicable guidelines/best practices

1980 – 1986

CHEMIST, CONOCO - PONCA CITY, OK

- Performing qualitative and quantitative analysis
- Sampling, defining, isolating, concentrating, and preserving samples
- Setting error limits
- Validating and verifying results through calibration and standardization
- Performing separations based on differential chemical properties
- Creating new ways to make measurements
- Interpreting data in proper context
- Communicating results and conclusions to other scientists and management in various locations around the world.
- Assigned to several Conoco sites; California, Wyoming, Colorado, and Louisiana to perform supplemental testing.

EDUCATION

MAY 1980

BACHELOR OF SCIENCE, ALCORN STATE UNIVERSITY- LORMAN, MS

Selected to participate in the summer medical consortium program at the University of Mississippi Medical Center in Jackson, MS. Elected Miss Alcorn by my peers. Maintained a 3.0 GPA while participating in the marching band, the Chem Club, and the Student Government Association.

JUNE 2004

BACHELOR OF DIVINITY, LIFE CHRISTIAN UNIVERSITY – LUTZ, FL

Graduated with honors as Valedictorian of the class.



SKILLS

- Competent in the use of Microsoft Word, Excel, and PowerPoint (Microsoft 365 Office)
- Public Speaking & Report Presentations
- Budgeting and Financial Management Experience
- Managed a Lake Charles, LA Mayoral Election campaign
- Fundraising Chairperson for Non-Profit Organization
- Leadership Ability
- Team Player
- Chair, United Way Campaign for Plant Facility

ACTIVITIES

1. Spearheaded Operation Christmas Child for three years at my church, Living Word Christian Center, and local chapter of Delta Sigma Theta. During this time, the box donations reached over 260 boxes of donated toys and supplies, covering all age groups.
2. Assisted with the food box giveaways at Living Word Christian Center, helping with Relief efforts from Hurricanes Laura and Delta.
3. Supported and have participated in the SWLA Sickle Cell Anemia Foundation fundraisers, both choir and Sickle Cell Walk.
4. Supported and have participated in the American Cancer Society fundraisers.
5. Adamant supporter of blood donations to the American Red Cross, especially after witnessing the many blood transfusions that cancer patients require.
6. Utilize above-average computer skills as a dedicated member of the Media Department at Living Word Christian Center.



HILDA MARCEL

INSTRUCTIONAL

(832)-498-2383 | hildarmarcel@yahoo.com | [linkedin.com/in/hilda-marcel-562553182](https://www.linkedin.com/in/hilda-marcel-562553182)

PROFESSIONAL SUMMARY

Dynamic Professional with 20+ years of experience defining and implementing vital training programs across teams and diverse audiences to create emotional experiences among learners and ensure alignment with the training goals and objectives. Designs and develops innovative and learner-centered instructional materials using instructional design principles and industry best practices to maximize engagement and effectiveness across multiple learning modalities. Conducts needs assessments and designs course curricula by leveraging educational technology to maintain an effective instructional delivery process fostering learners' goal formulation and achievement.

CORE COMPETENCIES

Project Management, Learning & Development Design, Educational Technology, Training Facilitation, Learning Management System, MS Office Suite, SharePoint, Webinars, Zoom, Publisher, System Implementation, Strategic Planning, Process Improvement, Employee Engagement, Coaching, Reporting

WORK EXPERIENCE

TRAINING AND JOB READINESS SPECIALIST | PANGLOSSIAN LLC | 2019 - Present

- Assess content to inform the development of the learning environment per employee needs, thus achieving a consistent client satisfaction rate of 93%.
- Partner with co-workers on training initiatives for optimizing employees' competencies and performance while driving a robust corporate culture.
- Design and enhance learners' performance by creating a course curriculum to facilitate blended learning aligned with current career and technical standards for returning to the workforce.
- Liaison with organization on content assessment to analyze the learning environment and develop diverse and flexible instructional materials aligned with business needs to drive quality support delivery.
- Collaborate with stakeholders in training clients to enhance competencies and foster a robust learning environment, enabling clients to meet desired job expectations.
- Contribute to the development of training needs and deliver up-to-date training information enhancing frontline employee performance.
- Identify client needs by evaluating training programs, methods, and materials, and choose the most appropriate plan.
- Plan, conduct and facilitate diverse training classes for youth and adults to promote integration of workforce skills, life skills, cognitive skills, and money management skills.
- Conduct one-on-one job skills and job placements services with clients.
- Create and maintain a diverse network of employers through collaboration and education.

SALES & MARKETING ANALYST | SHELL OIL PRODUCTS US | 2020 - 2021

- Diagnosed and addressed issues with the GSAP modules for purchase requisition and service entry to decrease duplicate orders, achieve 100% compliance, and improve invoice payment efficiency by 25% to 30%.
- Lead and implemented continuous improvement initiatives to increase operational effectiveness, expedite the approval and payment processes to 3-5 days, and minimize complaints by 90%.



- Facilitated, supported, and tracked promotional campaign deliverables to boost the efficiency of marketing plans and the company's competitive edge.
- Partnered with high-level stakeholders to guarantee the correct processing of transactional components of marketing operations, secure management approval, and boost productivity by 95%.

SALES COORDINATOR | WEST REGION, US | 2018 – 2020

- Analyzed sales report with Sales Department and Territory Managers on sales techniques utilizing market research, resulting in optimal profit margins.
- Established and maintained team agility for 5+ new hires by creating training guidelines on brand awareness and customer excellence services resulting in 98% customer loyalty.

SALES COORDINATOR | WEST REGION, US | 2018 – 2020 (cont'd)

- Facilitated focused customer excellence trainings for product promotions and programs to first line customer service employees.
- Served as subject matter expert for programs and customer offerings to ensure systematic workflow organization and information to meet critical business needs.
- Verified continuous evaluation of processes and procedures to accelerate innovation, improve efficiency and quality of product service for internal/external customers, resulting in 100% customer retention.
- Liaised with Wholesaler and Marketing teams to develop and implement specific strategies to outline measurable goals and evaluate progress, increasing operational efficiency.
- Act as the face of the Company in industry conferences and networking events, enhancing solid bonds with high prospects, expanding business networks, and generating new business channels.
- Coordinated customer meetings and industry sponsorships by participating in marketing events, increasing brand awareness, and fostering a positive consumer reputation.
- Executed continuous improvement of business processes with wholesalers to improve product quality, driving efficiencies increasing market value for the products.

SALES ANALYST | 2011 – 2018

- Conducted the Retail Roundtable Meeting to discuss end-to-end strategic direction on research, marketing, communication, budget, speakers, and post-event feedback, increasing employee engagement and morale.
- Maximized team productivity by integrating an expense reporting system minimizing cost and salesforce touchpoints by 25%.
- Orchestrated administrative services to facilitate seamless workflow and verified internal/external collaboration to optimize sales efficiency, boosting profits by 15%.
- Partnered with the sales team in project and event planning to build brand affinity, resulting in brand recognition and elevation.
- Increased brand awareness, employee engagement, event marketing, and vendor relations during the 2017 Shell Houston Open Project.
- Participated in the 2016 National Urban League Conference for Shell Branding and Retail Initiatives for Shell Diversity Inclusion, creating brand equity.
- Revamped the E2E process to reduce processing time and minimize discrepancies in the debit/credit memo process, increasing accountability and efficiency.
- Manage purchase requisitions, financial invoices, and check requests while verifying 99%+ % accuracy, resulting in better economic, approval, and budget planning.
- Established a Retail Operations Onboarding Program for 10+ new employees to facilitate acclimation to their new job roles, reducing employee turnover.

PROFESSIONAL AND COMMUNITY INVOLVEMENT



Harris County Sheriff's Office Reentry Partner – Financial Literacy Instructor
AARP “We Need to Talk” Instructor
AARP Safety Driver Instructor
CHI St. Luke’s Health Hospital – Voluntary Chaplain

TRAINING & PROFESSIONAL DEVELOPMENT

University of Phoenix – Bachelor of Arts
Life University – Advanced Degree of Theology
Light University – Board Certified Master Mental Health Coach
Light University – Certified Professional Christian Life Coach

TRAINING & PROFESSIONAL DEVELOPMENT

Human Resources Onboarding Focal
Voluntary Chaplain-CHI St. Luke’s Health Hospital
Moderator-Discover E Global Marathon

EDUCATION & CERTIFICATION

University of Phoenix – Bachelor of Arts
Life University – Advanced Degree of Theology
Light University – Board Certified Master Mental Health Coach
Light University – Certified Professional Christian Life Coach
University of North Texas Workplace Inclusion & Sustainable Employment (UNT WISE) Job Skills,
Director, Job Placement, Job Readiness

Certifications:

Instructional Design, Adult Mental Health First Aid Responder, Suicide Prevention First Responder, Signing Agent Mobile Notary

Technical Skills: MS Office – Salesforce, SharePoint, Word, Excel, Access, PowerPoint, Publisher, Project, Outlook, Outlook Calendar, Lync, Skype, Microsoft Teams, Zoom, Webinars, Constant Contact



PROFILE

My love of God and love of God's people, and a desire to serve the community of Southwest Louisiana and the State at Large propelled me to run for the office of District Judge in the newly created Division J, 14th JDC-Family & Juvenile Court. We were successful in that quest on November 3rd, 2020. I have over 37 years of experience and service to the citizens of Calcasieu Parish and the State of Louisiana in the area of Family and Juvenile Law and will put that experience to work efficiently and effectively as a District Judge.

CONTACT

PHONE:
337-842-3475

EMAIL
cguillory6363@gmail.com

CYNTHIA CLAY GUILLORY

Judge District JDC Family & Juvenile Court - Division J

EDUCATION

Sacred Heart Elementary School 1960- 1968
Saint Charles Academy 1968 - 1970
St. Louis Catholic High School 1970-1972 High School Diploma –
Xavier University of LA – BA- Science -Political Science - 1976
McNeese State University – MA – Social Science Psychology - 1978
Southern University School of Law - JD 1982

PROFESSIONAL EXPERIENCE

Drost & Savoie Law Firm – Paralegal – 1982- 1984
Cynthia Clay Guillory Attorney & Counselor at Law- Private Law Office
1984-2020
Calcasieu Parish District Attorney's Office – ADA- Supervisor Child
Support Division, 1985- 1997, then 2003 – 2020 ADA- Juvenile Division
Adjunct Professor of Criminal Law McNeese State University

PROFESSIONAL AFFILIATIONS & COMMUNITY INVOLVEMENT

Louisiana State Bar Association
Southwest Bar Association
Louis A. Martinet Society
St. Thomas More Society
Louisiana District Attorney Association
National District Attorneys Association
Board of Directory Education & Training Center
Alpha Kappa Alpha Sorority, Inc.
Xavier University of Louisiana – Lake Charles Alumni Chapter -President
Southern University Alumni Chapter



MERIELLE T. HENRY
Cell Phone: 337-515-8898
Email: meriellehenry@gmail.com

ADMINISTRATIVE SUMMARY

Strong organizational, written and verbal communication skills. Advanced Computer skills: Microsoft Office (Word, Excel, and Outlook). Work well independently and as a team interacting with co-workers with courtesy and respect. Exhibit good judgment, superior decision making, and problem-solving skills to assist with dispute resolution. Self-Managed and Self-Motivated.; Effectively plan, contribute and meet deadlines in an efficient and productive manner.

PROFESSIONAL WORK HISTORY

Administrative Assistant

February 2017-Present
TDC,LLC, A Genesis Energy LP Company
Westlake, LA
Westlake Sodium Hydrosulfide (NaHS) Plant

- Assist the Plant Manager and Assistant Plant Manager with general office/administrative day-to-day operations.
- Process and maintain daily paperwork of product transfers and create invoices for product monthly billing.
- Manage, monitor and administer site personnel records and vacation records; Calculate employee's payroll for timekeeping in Ceridian Dayforce.
- The liaison between Corporate Human Resources and Site Personnel.
- Prepare and distribute End of the Month (EOM) Production Reporting.
- Backup for Chemist with compiling and entering data of product sample analysis in Oracle.
- Create and submit Purchase Orders for payment of vendor invoices and office monthly expenses.
- Maintain Plant Safety Files and track the Electronic Learning Management System – computer-based training (CBTs) and Instructor Led Training for employees.
- Retain all railcar and truck loading paperwork (Bill of Lading and Pre-Loading Inspection) from the site facility.
- Communicate both verbally and electronically with all levels of internal and external customers.
- Order inventory of office supplies; distribute incoming and outgoing mail; and answer telephone calls and route them to appropriate personnel.

Administrator-(Temporary)

October

2016-December 2016
PCL Industrial Construction
Lake Charles, LA
Tier III Gasoline Project - Phillips 66 Lake Charles

- Assist Accounting Manager with auditing employee timesheets by gathering backup documentation including gate logs and employee timesheets for client's review and approval for payment; After approval, scan and upload gate logs and timesheets to Client's cost system for payment and closure.



- Scan and number vouchers of paid vendor invoices into system; Pull vendor invoices for accounts receivable and accounts payable and contacting vendors for any outstanding invoices for final payment and closure.

Document Control Specialist (Contractor)

April

2016-September 2016

Cameron LNG

Hackberry, LA

- Processed transmittals, technical drawings, supplier and sub-contractor documents for engineers to review.
- Uploaded all documents, supplier and sub-contractor documents into our SharePoint database for engineer's review and comment; QA/QC documents for accuracy to upload and enter into SharePoint.
- Processed 500 documents or more in a week while managing electronic documents for continuous productivity.

Human Resources Assistant (Position Eliminated)

December 2013-March 2016

CB&I Nuclear Fabrication & Manufacturing Facility

Lake Charles, LA

- Process and review eligibility of Family Medical Leave Act (FMLA) for 25-30 employees through tracking and reporting various leave of absences (Continuous, Intermittent, 30 Day Medical Leave of Absence, & Military Leave of Absence), in accordance with Federal laws and Company policies.
- Verify updated laws on the Louisiana Department of Labor's (DOL) website as it relates to FMLA.
- Upload Form LWC77 into the Louisiana Workforce Commission portal for employee's separation of employment through resignation, being discharged, reduction in workforce (RIF), and job abandonment. Additionally, notify employees via US Mail in compliance with the Louisiana Workforce Commission.
- Organize, gather information, and process employment records through electronic database including WebTop, HRIS-PeopleSoft and Datasheets, i.e. W-4, L-4, Name, Address, and Telephone numbers change requests; Direct Deposits and Per Diem.

Training Coordinator (Computer Lab)

- Organize, develop, or source training programs to meet specific training requirements for each department and discipline.; Manage, monitor, and assess training needs for new and existing employees.
- Coordinate, maintain, track, and manage training records & reports for over 800 employees to be in compliance with the company's policies and procedures.
- Schedule training for various departments and disciplines as procedures are being released and available through computer-based training (CBT); Reserve and schedule the CBT Lab for special



training with various departments as needed. Review and prepare New Hire training requirements for CBTs.

- Communicate via electronic mail and telephone with departments regarding their training and continued update of upcoming training requirements.
- Process and audit daily reports from Documentum and upload them to our database; Monitor, verify and track employees in our database for Terminations, Off-site, and Onsite-Leave of Absences.

Training Coordinator (Contractor)

- Organize, develop, or source training programs to meet specific training requirements for each department and discipline; Manage, monitor, and assess training needs for new and existing employees.
- Coordinate, maintain, track, and manage training records & reports for over 1200 employees to be in compliance with the company’s policies and procedures.
- Schedule training for various departments and disciplines as procedures are being released and available through computer-based training (CBT).
- Communicate via electronic mail and telephone with departments regarding their training and continued update of upcoming training requirements.

Paralegal

August 2011-May 2013

Spears & Gary Law Firm

Lake Charles, LA

- Gather information for scheduling Depositions and prepare , draft , and edit Deposition Transcript summaries for personal injury defense litigation; Prepare, draft and edit correspondence and legal pleading; and transcribed dictation
- Calendar hearings, trials and deadlines for personal injury defense litigation
- Bates label Employment Records for litigation defense; Redact Medical Records for personal injury defense litigation
- Enter invoices for payment into the PC Law Accounting system.

EDUCATION

May 2000 McNeese State University
Associate of Arts Degree in Paralegal Studies

May 1993 San Diego State University
Bachelor of Arts Degree in Political Science
Minor: Public Administration

LICENSES & CERTIFICATES

August 2025 (TWIC) Transportation Worker Identification Credential

October 1995-lifetime Notary Public for the State of Louisiana, Calcasieu Parish



COMPUTER SKILLS/OFFICE MACHINES

Microsoft Office (Word, Excel, Outlook Email, Visio, & Access), and Word Perfect, Internet Data Search (Internet Explorer), HRIS (Human Resources Information System), PeopleSoft, Documentum (Document Recordkeeping System), Learning Management Systems(LMS), Oracle, Ceridian Dayforce, Express Digital Transcription, Fax Machine, Xerox Copier, Scanner, Postage Stamp Meter, Quick books, Quicken and PC Law Time Billing, and Telephone Voicemail Systems.



ELITE ACADEMY
Lake Charles, LA

Stephanie Segura

7440 Pebble Beach Drive, Beaumont, TX 77707 · 409-893-2077

Email: Ssegura1822@gmail.com

With over 20 years of corporate sales and management experience, coupled with 10 years of profitable entrepreneurial vision, drive and success, I have worked very diligently to establish myself as a force to be reckoned with. My drive and determination propel me to excellence in all my endeavors. To maintain the caliber of excellence required to do well in business, I demand nothing less than that from myself and of my team. I have managed group from two to twenty people with a singular vision that my success is only possible if my team is successful.

EXPERIENCE

2010 – CURRENT

Owner Of Baskets By Steph, Blinging With Steph By Paparazzi and Byrd Girls Boutique

2007 – CURRENT

FINANCIAL DIRECTOR, MIKE SMITH AUTO GROUP

Managing and coordinating monthly reporting, budgeting and estimating projections. Customer relations with completing applications, pulling credit scores, completing sales contracts, and performing title checks. Provide details of warranties and credit insurance of dealership to customers. Coordinating with the lender on various loan programs. Compliance with the company's policies and procedures.

2001 – 2007

GENERAL SALES MANAGER, CENTENNIAL WIRELESS COMMUNICATION

Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

EDUCATION

JUNE 2019

LIFE CHRISTIAN UNIVERSITY - BACHELOR OF ARTS DEGREE - THEOLOGY

MONTH YEAR

UNIVERSITY OF HOUSTON, HOUSTON, TEXAS

Majored In Business Administration,

1982

JOHN J FRENCH HIGH SCHOOL, BEAUMONT, TX

High School Diploma

SKILLS

- People-oriented
- Highly skilled in Management
- Self-motivated
- Confidentiality awareness

References available upon request



NORMA LUBIN

757 Gold Finch Way, Lake Charles, LA 70611

Home: 337-304-0772

normalubin@gmail.com

I am a retired U.S. Air Force Senior Master Sergeant with 24 years of military leadership experience. I am also a highly experienced operations executive with the ability to lead diverse teams. I am the CEO and Founder of Ladies Influencing Freedom & Excellence Inc (LIFE), dedicated to the mission, “to unconditionally serve vulnerable communities near and far; to develop leaders and change the world one life at a time.”

In my current role I have:

- Impressively led my team to mentor 200 underserved youth
- Provide over 100 backpacks of school supplies/toiletries for low-income communities
- Bring job fairs and women’s health events to over 1,000 women.

Internationally, I have:

- Provided over 18,000 meals to local nationals
- Dug wells for 2 villages that had no clean drinking water
- Distributed over 1,000 pounds of clothes/toiletries/toys
- Directed leadership seminars to over 100 community leaders of Sri Lanka.

Beyond my career, I have a passion to tackle tough issues with the belief, one person can make a difference. Originally from Lake Charles LA, I am heavily involved in my church, organization and community. I am currently pursuing her Master’s degree in Organization Leadership at Columbia Southern University, Orange Beach Alabama.

I am a well-qualified curriculum director able to plan and direct student services. I have practiced trauma counseling, organizing and managing with exemplary record in field. I am ready to dedicate expertise gained over 24-year Air Force career and take on new long-term role. I am a passionate leader with commitment to supporting clients in all aspects of life.

- Excellent communication and relationship building skills with diverse audiences.
- Friendly and engaging with strong team collaboration abilities.
- Articulate and diplomatic in communicating with people of all backgrounds, ages and cultures.
- Eager to bring people of community together through well- planned and executed community programs.

Respectfully,

Norma Lubin



NORMA LUBIN

757 Gold Finch Way, Lake Charles, LA 70611

Home: 337-304-0772

normalubin@gmail.com

SUMMARY

Well-qualified curriculum director able to plan and direct student services. Practiced trauma counselor, organizer and manager with exemplary record in field. Ready to dedicate expertise gained over 24-year Air Force career and take on new long-term role. A passionate leader with commitment to supporting clients in all aspects of life. Excellent communication and relationship building skills with diverse audiences. Friendly and engaging with strong team collaboration abilities. Articulate and diplomatic in communicating with people of all backgrounds, ages and cultures. Eager to bring people of community together through well-planned and executed community programs.

SKILLS

- Strategic decision making
- Program oversight
- Business process improvement
- Process development
- Conflict resolution
- Complex problem resolution
- Talented public speaker
- Advanced problem-solving abilities
- Critical thinking
- Business systems analysis
- Functional requirements
- Staff training and development

EXPERIENCE

LIFE INC.

Prattville, AL

Founder/President Chief Executive Officer

04/2015 to Current

- Developed organizational vision, mission and foundational structure to facilitate early growth.
- Recruited exceptional job candidates via diverse traditional and digital routes for suitability for key positions.
- Cultivated and maintained strong relationships and customer partnerships to capitalize on opportunities and maximize business success.
- Collaborated with partners to build valuable relationships and achieve operational goals.
- Revitalized business plans and realigned company objectives to increase overall profits.
- Promoted company public profile by delivering speeches and presenting at conferences as public face of organization.
- Maintained up-to-date knowledge of all statutory requirements and regulations.

U.S. AIR FORCE

Columbus, MS

Human Resources Officer

03/1993 TO 04/2012

- Advised top level managers on strategies for improving policy enforcement and eliminating any concerning behaviors or legal concerns.
- Supported positive employee attitudes toward organizational objectives through effective orientations and leadership meetings.
- Mentored over 3,000 staff members in career planning, goal setting and developing problem solving skills.



- Coordinated staff training and handled logistics and administrative tasks.
- Managed evaluation system to ensure effectiveness for assigned enlisted members.
- Directed and monitored member safety and welfare.
- Projected employment needs and devised strategies to meet targets.

UNITED STATES AIR FORCE
Montgomery, AL

Director of Education

05/2012 TO 04/2017

- Selected, adapted and wrote curricula and lesson plans to meet individual classroom requirements.
- Trained and evaluated teachers to support program operations and maintain organization certifications.
- Developed, administered and updated complete educational program serving more than 1,200 students.
- Established and updated schedule of classes and activities for program year.
- Participated in daily meetings and brainstorming sessions to discuss new ideas, client projects and upcoming assignments.
- Created and implemented process improvements to reduce workloads and bolster academic efficiency.
- Researched supplemental materials, including books, regulations and policies for use in classroom discussions.
- Delegated duties and allocated resources based upon Air Force accreditation requirements.
- Supervised divisional teams responding to inquiries and resolving conflicts.
- Assessed student learning and growth through course evaluations, essays and daily assignments.
- Drove student engagement through diverse teaching methods using online and face to face methods.
- Mentored and coached staff members by giving positive feedback and constructive criticism.
- Facilitated collaboration with other educators to brainstorm ideas and discuss methods to boost student learning.

EDUCATION AND TRAINING

MONTGOMERY LEADERSHIP Leadership Montgomery, Montgomery, AL	04/2019
VETERAN'S ENTREPRENEURSHIP Veteran's Entrepreneur Program, Chattanooga, TN	08/2018
BACHELOR OF SCIENCE: HUMAN RESOURCE MANAGEMENT Columbia Southern University, Orange Beach, AL	07/2017
SENIOR ENLISTED LEADERSHIP Senior Enlisted Academy, Community College of Air Force	03/2014



**APPENDIX 10
BY-LAWS
OF
Thrive Community Enrichment & Development Corporation
AMENDED: 10/26/2023**

**ARTICLE 1.
DESIGNATION & ARTICLES OF INCORPORATION**

(1.1) The Name, Purposes, Limitations and Duration of Thrive Community Enrichment & Development Corporation, as stated in its Articles of Incorporation. The specific purpose for which the corporation is organized is to operate a Kindergarten thru 8th Grade school (Elite Academy, hereafter referred to as “EA”), and to be a community development center serving our local community by engaging in a broad range of strategies that promote community health and development and to also engage in activities which are necessary, suitable or convenient for the accomplishment of that purpose, or which are incidental thereto or connected therewith which are consistent with Section 501(c)(3) of the Internal Revenue Code.

ARTICLE 2.

BOARD OF DIRECTORS

(2.1) Purpose: The Board of Directors shall be responsible for the control and management of the affairs, property, and interests of Thrive Community Enrichment & Development Corporation, and may exercise all powers of the Corporation, except as otherwise provided by law. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Directors shall have the following powers, to wit:



- (a) To select and remove the officers of this organization, to prescribe such powers and duties for them that will be consistent with these bylaws, and to coordinate the compensation plan of school personnel.
- (b) The Thrive Community Enrichment and Development Board (TCEDC) will be responsible for overseeing the academic, financial, and legal business of Elite Academy, and to support the Principal. The Board will set policies, goals, and expectations of EA and oversee its Principal. All Board members were selected because of their experience, passion for the vision, mission, and direction of the founders, as well as the mutual desire to see change in our community for the betterment of all students' education.
- (c) To borrow money and incur indebtedness for the purpose of the school, and to cause to be executed and delivered therefore, in the name of the school, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidence of debt and securities, therefore.

(2.2) Indemnity: Thrive Community Enrichment & Development Corporation shall indemnify and hold harmless each director and officer now or hereafter serving the school from and against any and all claims and liabilities to which she/he may be or become subject by reason of her/his now or hereafter being or having been a director or officer of Thrive Community Enrichment & Development Corporation and/or by reason of her/his alleged acts or omissions as such director or officer, whether or not she/he continues to be such officer or director at the time when any such claim or liability is asserted. Thrive Community Enrichment & Development Corporation shall reimburse each such director and officer for all legal and other expenses reasonably incurred in connection with defending any or all such claims or liabilities, including amounts paid or agreed to be paid in connection with reasonable settlements made



before final adjudication with the approval of the Board of Directors, whether or not the officer continues to be such director or officer at the time such expenses are incurred. Provided, however, that no director or officer shall be indemnified against any claim or liability arising out of the officer's own negligence or willful misconduct, nor shall she/he be indemnified against or reimbursed for any expenses incurred in defending any or all such claims or liability or in settling the same unless, in the judgment of the Directors of Thrive Community Enrichment & Development Corporation, the director or officer against whom such claim or liability is asserted has not been guilty of negligence or willful misconduct. The foregoing right of indemnification shall not be exclusive of other rights to which a director or officer may be entitled as a matter of law.

(2.3) Compensation. Directors shall not receive any salaries or fees for their services as Directors and shall be further prohibited from serving the school in any other capacity or providing goods and services and receiving compensation thereof. To the extent permitted by law, Directors may be reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the school, but only after securing written approval from the President of the Board prior to incurring such expenses.

(2.4) Term. Each Trustee's term of office will be for one year. If a Trustee is unable to fulfill his/her duties & responsibilities due to death, resignation (submitted in writing) or removal, a qualified successor will be appointed by the Board Chairman to complete the vacated term of office. At the end of a one-year term, a Trustee in good standing may request to be considered for re-election to possibly serve for another consecutive year or the Trustee can opt to decline participation in the re-election process by resignation.

(2.5) Any and all Directors (with the exception of the Board Chairman, as stated in Article 3.9 & Article 4) can be removed from the board at any time by a majority vote of the Thrive Community Enrichment & Development Corporation Board of Directors in an effort to protect the integrity of Thrive Community Enrichment & Development



Corporation.

(2.6) The Board of Directors shall consist of a **minimum of 7 individuals** and shall be elected by the Board of Directors.

(2.7) The Founder of Thrive Community Enrichment & Development Corporation will support the Board of Directors in a non-voting lifetime capacity as “Chair Emeritus” until resignation or death. The honorary designation of “Chair Emeritus” is given specifically to the founder as the visionary of the organization. It is the duty of the Founder to nominate a successor to articulate the vision of the organization to assume this honorary position either upon resignation or death.

ARTICLE 3.

OFFICERS

(3.1) The officers of Thrive Community Enrichment & Development Corporation shall be at least a Chairman, Secretary and Financial Oversight. The Board of Directors may combine the offices of Secretary and Financial Oversight in a single person, in which case this person shall be referred to as the Secretary/Financial Oversight of Thrive Community Enrichment & Development Corporation.

(3.2) The officers shall be elected annually by the Board of Directors at a meeting held in the month of July. Officers may serve as Directors and Directors may serve as officers.

(3.3) The duties of the officers of the Board of Directors shall be as follows:

(a) The Chairman shall be the President of the Board. He/She shall preside at all meetings of the Directors and have general and active management of the business of Thrive Community Enrichment & Development Corporation.

(b) In the absence of the Chairman, these duties shall devolve upon the Secretary.



(c) The Secretary shall give notice of and attend all meetings of the Board of Directors and shall keep minutes of all proceedings and records of all votes. He/she shall have custody of the corporate seal, if any.

(d) The Financial Oversight shall have charge of all funds of Thrive Community Enrichment & Development Corporation and of its disbursements under the direction of the Board of Directors and shall keep records of all receipts and disbursements. (3.4) The Board may appoint such other officers and agents as it shall deem necessary, and fix their terms, duties and powers.

(3.5) The officers of Thrive Community Enrichment & Development Corporation shall hold office for a one-year term, or when their successors are chosen and qualify in their stead. 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 Directors, by majority vote of the Board of Directors and approval by the Board Chairman.

(3.6) Any Officer may resign his or her office at any time by notifying the Chairman 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 at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the school would be served thereby.

(3.7) In the event that an officer is absent or disabled for a prolonged period, or for any other reason that the Board may deem sufficient, the Board may by majority vote delegate any of the powers or duties of such office to any other officer or to any director upon approval by Board Chairman.

(3.8) The Chairman may appoint a qualified successor who has been approved by the Accountability Board at any time if he/she is unable to fulfill the requirements of the office or upon



resignation. Upon death of the Chairman, the Accountability Board will appoint a new, qualified Board Chairman.

(3.9) The Chairman shall only be removed by the outside Accountability board established by the Founders.

ARTICLE 4. ACCOUNTABILITY BOARD

(4.1) There shall be an Accountability Board made up of no less than three (3) persons and no more than five (5). The Accountability Board shall be made up of outside individuals nominated by the Founders of Thrive Community Enrichment & Development Corporation and confirmed by a simple majority of the Board of Directors after careful consideration.

(4.2) Purpose. The purpose of the Accountability Board is to:

(a) To hear accusations against the Chairman, Officers, or any Board of Director of the corporation brought to them for consideration, excluding any disqualified individuals serving on the Board of Directors and make a determination as to whether the individual has committed any of the infractions listed below.

(b) The Accountability Board may be called into session to conduct an investigation and/or dismiss an officer or Director if they find him/her guilty of any of the following accusations:

- (1) Embezzlement
- (2) Compulsive Lying
- (3) Sexual Harassment
- (4) Conviction of a felony



(5) Criminal or Illegal Activities

(4.2) Decision. The Accountability Board will determine if the accused individual is guilty or innocent and whether to discipline or dismiss him/her from their position. The Accountability Board is the only entity that has the authority to dismiss the Chairman or any Board Member from position if, after being called into session in accordance with the provisions of this Article and after considering all accusations against him; they determine that it is the best course of action for the organization. The decision of the Accountability Board is final.

(4.3) Removal/Replacement. Any Member of the Accountability Board may be replaced or removed at any time deemed necessary by request of the Founders.

(4.4) Accountability Board Chair. The Accountability Board Chairperson shall be appointed by the Founders.

ARTICLE 5.
MEETINGS

(5.1) All annual, regular, special and committee meetings of the Board of Directors shall be held in accordance with Louisiana Open Meetings Law - La. R.S. 42:13, 17:3996(B)(9).

(5.2) Regular Meetings: The Board's structure will ensure accessibility to stakeholders of Elite Academy. The TCEDC regular Board meetings will take place at 6:00 p.m. at 1701 Ryan Street, Lake Charles, Louisiana on the 4th Tuesday of each month. The Board meetings will abide by open meeting laws that will be publicly announced, using media platforms, parent notifications via website, notices placed on the outside doors of the school, and via phone for English and non-English languages. EA will allow access to public records as stated in La. R.S. 44:1 (Louisiana Association of Public Charter Schools, Legal Handbook). Our Board and its committees will exercise caution and abide by the Open Meetings Law, especially when discussing any matter that will impact the school's



Board, employees, and students (including governance facilities, budget, and academics). The Board understands that its failure to comply with Open Meetings Law can subject individual Member's to civil penalties and render null any decisions made by the Board. The Boards and Committees will give public notices annually. The annual notice will be posted at the school of the planned, regular Board or Committee meetings at the beginning of each school year or calendar year. There will be written public notice of any regular, special or rescheduled meeting 24 hours in advance of the meeting. (*Louisiana Association of Public Charter Schools, Legal Handbook*)

5.3) Special Meetings: A special meeting of the Board may be called by the Chairman of the Board. Notification shall be sent by mail/email to each member of the Board at least five (5) calendar days before the time of the meeting.

(5.4) Quorum: All of the Directors 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 Directors. Any or all Directors may participate in any meeting of the Board of Directors or any committee of the Board.

(5.5) Rules of Order. When not in conflict with any of the provisions of these Bylaws, 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:

- (a) Roll call
- (b) Approval of minutes from previous meeting
- (c) Old business
- (d) Reports and recommendations of committees



- (e) Reports and recommendations of the School Leader
- (f) New business and Action Items
- (g) Remarks from Directors
- (h) Adjournment

(5.7) Open Meetings: 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. The Chairman of the Board shall prepare and forward to each member of the Board a tentative agenda for the meeting. At his or her discretion, the Chairman of the Board may place a particular item or subject on the agenda upon the request of any member of the Board. Additionally, if 72 hours prior the 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 Chairman, 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 all of the Board members present.

(5.8) Public Comment: Citizens or other individuals or delegations who desire to speak on an agenda item before that item is discussed and voted on by the Board may do so by submitting a written request to the Chairman of the Board or Secretary of the Meeting prior to the start of the Board meeting and up until the Roll Call. After Roll Call has begun, any further requests to address the Board may be denied at the Board's discretion. Comments by any speaker shall be strictly limited to the agenda item before the Board. Scheduled and unscheduled comment periods shall be limited to a total of one half-hour (30 minutes) with individual speakers limited to three (3) minutes at the discretion of the Board. Speakers shall refrain from making accusatory or defamatory comments about individuals by name. Speakers who violate this policy may be denied the opportunity to continue to address the Board during that meeting. Each speaker may address the Board only once per meeting.



(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 “yes”, “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 6.

COMMITTEES

(6.1) The Chairman may appoint such committees as he/she deems necessary, subject to the approval of the Board of Directors.

(6.2) The Chairman of each committee shall make a written report to the Board of Directors whenever requested by the Board.

(6.3) The Board shall have as a standing committee a Nominating Committee, consisting of no less than three (3) members. Non-Directors may serve on the Nominating Committee. The Nominating Committee shall be responsible for reviewing the applicants for appointment to the Board of Directors, for making recommendations for appointment to the Board of Directors for vote by the Board of Directors.

(6.4) The Board shall establish the following committees for the purpose of providing resources, training and support required to maintain all accountability and renewal standards for Elite Academy; identifying areas needed for review, modification, and monitoring for charter renewal. All findings including how EA is progressing toward CSPC benchmarks will be reported to the Board quarterly for evaluation.

The Academic Excellence Committee will assess student performance. This committee will ensure that the full Board and the CEO have a shared vision of academic excellence and a clear road map to achieve it. The committee will ensure that all directors understand the academic promises in the charter



and accountability plan, and how well the organization is performing against those promises. They will educate the full Board to conduct proper oversight of the academic program. This committee is responsible for measuring organizational outcomes against stated goals for metrics such as performance on state tests, performance on nationally normed standardized tests, and performance on interim assessments (e.g., DIBELS, or interim assessments created by the school), and the school improvement plan.

The Board Personnel Committee is tasked to provide guidance, oversight, and support to the Principal (and the Board as a whole) as it develops and implements student performance data reviews, employee policies and procedures, staff performance management, staff retention, and staff professional development. Typical annual recurring goals will:

- (1) Ensure annual staffing analysis and planning to identify necessary expertise, roles, and organization of roles to achieve strategic goals and other major priorities.
- (2) Ensure a comprehensive, fair, and equitable employee performance management system.
- (3) Ensure comprehensive, fair, and equitable compensation system.
- (4) Ensure Personnel Policies manual is updated and distributed to all staff and policies and procedures are implemented in a consistent manner.
- (5) Ensure accurate and fair annual evaluation of the Principal.

The Finance Committee will provide financial oversight for EA. This committee will oversee the adherence to the annual operating budget approved by the Board. They will request to receive a list of required reports noting the level of detail, frequency, deadlines, and recipients of these reports. They will exercise internal controls and accountability policies by creating, approving, and updating (as necessary) policies that help ensure the assets of the organization are protected; ensuring policies and procedures for financial transactions are documented in a manual, and the manual is reviewed annually, and updated as necessary. Ensure approved financial policies and procedures are being followed. The committee will recruit and recommend the auditor for the school's annual financial audit.



Review the draft audit and Form 990 as presented by the auditor. Present the audit report to the full Board of Directors (if the auditor does not do this). Review the management recommendation letter (SAS112) from the auditor and ensure follow up on any issues mentioned.

(6.5) The Board shall have as an advisory council, an Educator Advisory Council, consisting of no more than three (3) members. Non-Directors may serve on the Educator Advisory Council. The Educator Advisory Council shall be responsible for offering advice from the administrator or educator's perspective from both the public school and public charter school arenas. The Educator Advisory Council is responsible for making recommendations to the Board of Directors for a vote by the Board of Directors.

(6.6) Vacancies occurring among the appointive members of any committees, however arising, shall be filled by the Chairman of the Board for the remainder of the term.

ARTICLE 7.

MISCELLANEOUS PROVISIONS

(7.1) Tax Returns and Financial Statements: The school shall file timely its annual federal income tax as required by the tax regulations and instructions.

(7.2) Execution of Documents: The Board of Directors may authorize any officer or officers, agent or agents, or the Trustee, to enter into any contract or execute any instrument in the name of and on behalf of the school, and such authority may be general or confined to specific instances. Unless authorized by the Board of Directors, no officer, agent, or other person shall have any power or authority to bind the school by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.



(7.3) Compliance Public Records Law: The school shall comply with all aspects of the Alabama Public Records.

(7.4) Inspection of By-Laws. The school shall keep in its principal office (once established) 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 Directors at all reasonable times during office hours.

(7.5) Fiscal Year. The Fiscal Year of the school shall begin on July 1st and end on June 30th, unless otherwise determined by the Board of Directors.

(7.6) Accountant and Legal Counsel: The school shall have the right to have an accountant and legal counsel.

(7.7) Policies and Procedures. Any action by the Board establishing policy or methods of procedure, administrative, business, academic or otherwise, not contained in these Bylaws shall be known as “Policies and Procedures of the Board”.

(7.8) 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.

ARTICLE 8.

ADOPTION & AMENDMENTS

(8.1) These By-Laws may be adopted by a majority vote of the Board of Directors of the organization.

(8.2) These By-Laws may be altered or amended or repealed by a quorum vote of the Board of Directors.



(8.3) If any term or provision of these By-Laws or any application thereof shall be invalid or unenforceable, the remainder of these By-Laws or any other application of such term or provision shall not be affected thereby.

ARTICLE 9.

Structure

(9.1) **Members.** Thrive Community Enrichment & Development Corporation shall not be a membership organization and shall have no members.

(9.2) **Stock.** Thrive Community Enrichment & Development Corporation shall be organized on a non-stock basis.

ARTICLE 10. SCHOOL LEADER

(10.1) **Purpose.** The School Leader (Principal) is responsible for all day-to-day functions of Elite Academy on behalf of Thrive Community Enrichment & Development Corporation. This includes establishing the mission, vision and academic goals. Such areas shall be reviewed annually and modified as the school leader sees fit to meet charter requirements.

(10.2) **Faculty and Staff.** The school leader shall create professional development and training opportunities as outlined in the Faculty and Staff Handbook. Further, she/he is responsible for the hiring and termination of faculty and staff as deemed necessary.

(10.3) **Strategic Planning.** The school leader is expected to exceed district public school average by a minimum of 5% by the end of year 2. Additionally, she/he is responsible for creating a plan to grow to K-8 by the end of year 5.



(10.4) Parents and Students. She/he is responsible for actively engaging the community to meet recruitment and enrollment goals. She/he will also execute plans to involve parents and students in the academic learning environment as outlined in the Family and Student Handbook.

(10.5) Removal/Resignation. The school leader will receive a minimum of 3 evaluations annually by the Board Chairman or a person designated by the Board Chairman. Two of these evaluations will be announced, giving a minimum of 72-hour notice and one evaluation will be conducted unannounced. All evaluations for year 1 are for goal setting and acclimation purposes only. These evaluations will comply with academic, organizational, and financial performance in accordance with the CSPC.

Identified metrics will be used to support the scoring of the school's progress and Principal's job performance.

After careful review of the annual evaluation, if the principal is underperforming, the Board will support the leader through professional development/training. If underperformance continues, the board will give the school leader a formal warning; and if there is not adequate improvement, the Board will decide whether or not to dismiss the Principal. If dismissed, the Board will begin its search for a new Principal. In the event that EA has hired an Assistant Principal, this individual will assume the role of Interim Principal. The candidates will be vetted according to standards and Board guidelines for the interview process.

Removal of the school leader requires a unanimous vote of Directors and final approval by Chairman. Accusations constituting a felony, intentional misrepresentation of Elite Academy, or inappropriate relationship with staff and students may lead to immediate removal upon approval by the Board Chairman.



THUS, THIS AMENDED VERSION OF THE THRIVE COMMUNITY ENRICHMENT & DEVELOPMENT CORPORATION BYLAWS ARE DONE AND ADOPTED this twenty-sixth day of October 2023.

I certify that the foregoing Bylaws of Thrive Community Enrichment & Development Corporation were approved and adopted by its Board of Directors on October 26, 2023, and are currently in effect.

THRIVE COMMUNITY ENRICHMENT & DEVELOPMENT CORPORATION

BY: *Dartheater Hall*
Dartheater Hall, Board Chairman

BY: : *Hilda Marcel*
Hilda Marcel, Board Secretary



APPENDIX 13

INSURANCE SCHEDULE

Insurance Requirements

<u>Insurance Requirements</u>		
ACORD Form Requirements		
Type	Amount	Certificate/Policy/Endorsement Requirements
<ul style="list-style-type: none"> ➤ General Liability ➤ Property ➤ Builder's Risk ➤ Professional Liability 	ACORD 25 ACORD 28 (commercial), 27 (personal) ACORD 28 (commercial), 27 (personal) ACORD 25	
Commercial General Liability Employment Practices Liability	\$1,000,000 per occurrence, \$3,000,000 general aggregate per project	.
Employee Benefits Liability	\$1,000,000 per occurrence, \$3,000,000 general aggregate per project	
Directors and Officers and Educators Legal Liability Coverage	\$1,000,000 per occurrence, \$1,000,000 general aggregate per project	
Employment Practices Liability	\$1,000,000 per occurrence	



Sexual Misconduct Liability	\$1,000,000 per occurrence, \$1,000,000 general aggregate per project and \$10,000 Medical Expense Limit	
Commercial Excess/Umbrella Liability	\$5,000,000 minimum	.
Worker's Comp. and Employer's Liability (if applicable)	Statutory limits and \$1,000,000 minimum per accident	Worker's Compensation to be provided in the state where work is being performed with "All States" Endorsement as applicable.
Auto Liability, if applicable	Limits of \$1,000,000 Bodily Injury/Property Damage Combined Single Limit	Coverage is to be provided for all owned, hired and non-owned vehicles.
For Charter School and Childcare Facilities	The ACORD 25 must further evidence child abuse/child molestation liability insurance covering injury and damage to persons, on a per-occurrence basis, with a per-occurrence limit of no less than \$1,000,000 and a general aggregate limit of at least \$3,000,000.	
Special Risk Property	<ul style="list-style-type: none"> • 100% Insurable Value Replacement Cost Basis • Perils: Special Cause of Loss • Insurer shall provide coverage for buildings, equipment, business personal property, 12 months of loss of rent or business interruption coverage in the amount of 12 months' operations, post construction completion. • No Coinsurance • State if Windstorm is excluded or has a sublimit with the applicable deductible. • State that the following coverages apply and the applicable limits: <ul style="list-style-type: none"> - Soft Costs 	



	<ul style="list-style-type: none"> - Building Ordinance or Law - Off Site Materials Storage - Property in Transit - Loss of Materials and Equipment at the Jobsite - Boiler & Machinery, if applicable, and at 100% replacement cost - Earthquake Insurance, applicable to properties in Seismic Zones 3&4 and FM Zones 40 & 70 (an evaluation of the potential for earthquake damage is required). • If applicable, Tenant Improvements in amount acceptable to Lender. • Maximum deductible of \$5,000 	

Additional Requirements:
1. Certificate must reference the property description or address, full name of insurance company and term of policy.
2. Blanket policies: Certificate must identify the secured property by address and show the sum insured or state replacement value.
3. Certificate must provide for 30 days' notice of adverse change, cancellation or non-renewal ("endeavor to" verbiage is not acceptable).
4. Evidence of insurance must be presented on the required ACORD form detailed in the beginning of this document.
5. Company Insuring must be rated not less than "A-" or better by A.M. Best Co., in Best's Rating Guide.
6. Waiver of Subrogation against named Additional Insured.
7. Loan documentation may have the right to force place special cause of loss, hazard and property insurance and flood insurance (if applicable) if there is a lapse in coverage.