

Engaged Learning Academies of Louisiana

**Type 2 Charter Application submitted to
Louisiana Department of Education on
April 19, 2024**

EXECUTIVE SUMMARY

ES.1. Mission and Vision

The mission of Engaged Learning Academies of Louisiana (ELAoL) is to empower underserved middle school students in Greater New Orleans who are academically behind by providing them with high-quality educational experiences that accelerate their learning. By employing an alternative educational model that utilizes individualized, adaptive, and standards-aligned programming, ELAoL will re-engage students in their education, enabling them to catch up to grade level and successfully reintegrate into a traditional school setting. By providing an innovative educational option that meets the needs of the community, ELAoL’s mission is aligned with the purpose of charter schools as defined by Louisiana R.S. 17:3972.

The vision of Engaged Learning Academies of Louisiana is to cultivate a nurturing environment that fosters personal growth, academic achievement, and leadership skills, preparing students for success in high school and beyond. ELAoL will connect learning with real-world applications, exposing students to potential career paths to maximize the relevance of their learning. Through personalized programming and a focus on standards-aligned content and career exposure, ELAoL students will graduate from our campus on grade level, ready for the challenges of high school and on track to be visionary leaders in their community. As a direct result of our educational program, ELAoL will increase the percentage of students on grade level, reduce dropout rates, and increase high school graduation rates in the community we serve.

ES.2. Anticipated Student Population and Educational Need

ELAoL will serve middle school students from Greater New Orleans, including Orleans, Jefferson, and St. Bernard Parishes. The students targeted by ELAoL are overage for their grade level and behind academically.

ELAoL plans to serve 240 students when the school reaches full enrollment. The school will serve a student population that reflects the broader community – public school students enrolled in Orleans, Jefferson, and St. Bernard schools. The table below details anticipated student demographics compared to current demographics in these public school districts.¹

	Students of Color	Economically Disadvantaged	Students with Disabilities	Limited English Proficiency	Students facing homelessness
ELAoL (anticipated)	90%	90%	12%	10%	<5%
Orleans	92%	84%	13%	8%	<5%
Jefferson	79%	76%	14%	20%	<5%
St. Bernard	58%	77%	12%	10%	<5%

¹ According to data from Feb 2024 Multistats, <https://www.louisianabelieves.com/resources/library/student-attributes> and Oct 2023 Student with Disabilities and Gifted/Talented Enrollment Counts, <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

ES.3. Education Plan

Rationale. Engaged Learning Academies of Louisiana intends to be an alternative middle school program that transforms the educational trajectory of overage middle school students through an innovative and adaptive educational plan. Targeting students in their middle school years represents a critical intervention point to prevent long-term disengagement and dropout. The school will target students and families who demonstrate a strong desire and motivation to catch up academically.

Overview. ELAoL's educational model is an extension of the Star Academy program and is designed to re-engage learners by providing a targeted, hands-on, and adaptive curriculum. The Star Academy program has been used nationally, including in 19 Louisiana schools. The program features an accelerated pace of learning, allowing students to complete up to two academic grade levels in a single year.

Key Program Aspects. The curriculum is designed to address diverse learning needs and achieve our goal of accelerating student learning through the following key program components:

- **Individualized:** The educational program is unique to the learning needs and pace of each student.
- **Adaptive:** The curriculum flexibility adjusts to a student's progress and understanding, ensuring that learning is efficient and effective.
- **Standards-aligned:** The curriculum is aligned with the learning standards set by the state of Louisiana, ensuring students achieve necessary academic competencies.

ES.4. Impact

The education plan of Engaged Learning Academies of Louisiana is expected to have a profound impact on student outcomes. The school aims to accelerate learning - students will complete two years of academic progress in one calendar year. This accelerated learning will get overage students back on track, enabling them to reenter traditional schools on grade level and increasing their future potential for educational success.

The positive impacts of the school include:

- **High percentage of students leaving ELAoL performing at grade level:** ELAoL's individualized, adaptive, and standards-aligned curriculum accelerates student learning. This results in students performing at grade level and ready to transition back to a traditional school setting.
- **Dropout prevention:** By giving students standards-aligned skills, ELAoL helps students stay on track for high school graduation.
- **Increased high school graduation rates:** By helping students catch up to their appropriate grade level and reengaging them academically, ELAoL puts students on track to graduate from high school on time.

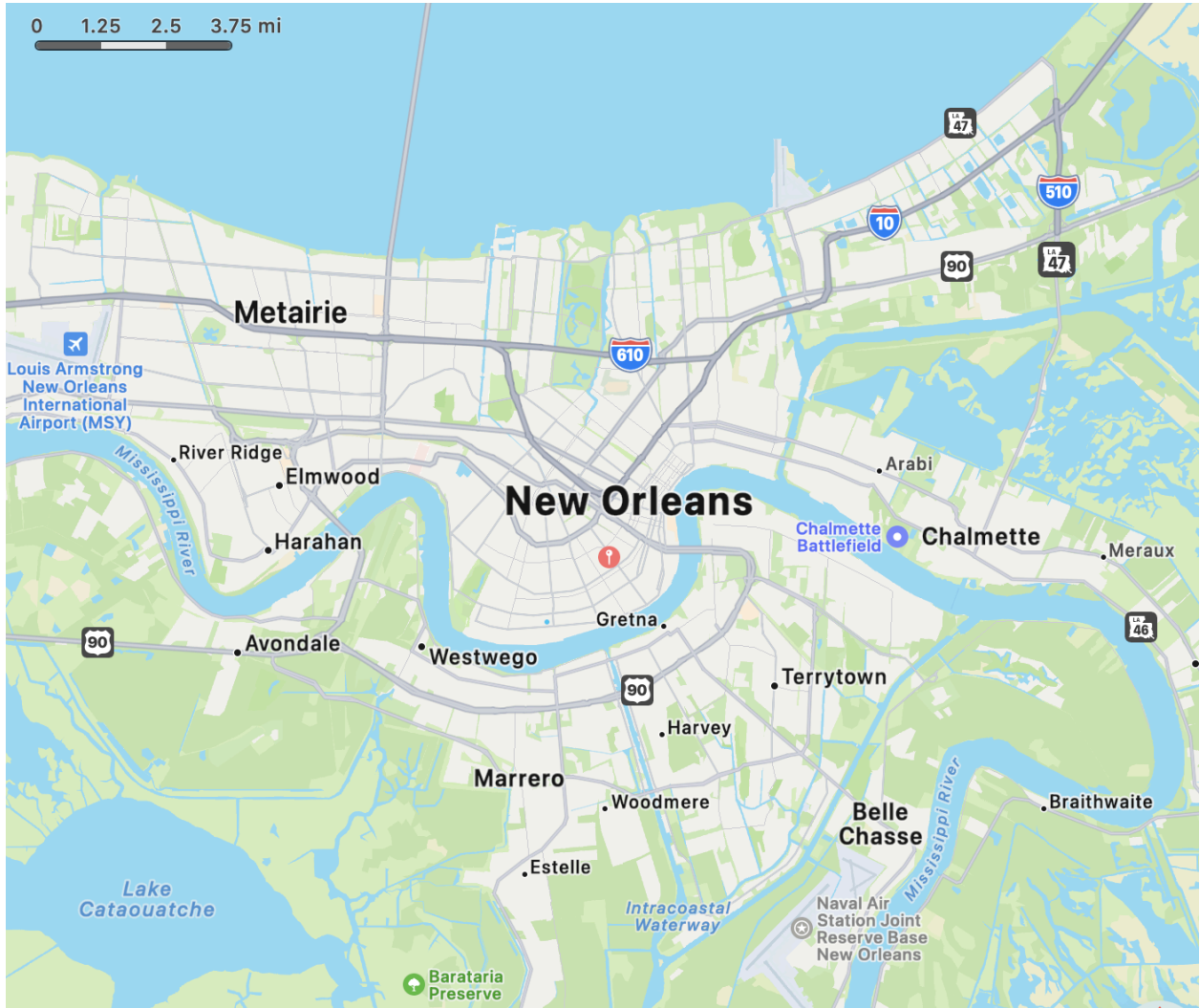
ELAoL's educational plan represents an innovative approach to address the needs of overage students in Greater New Orleans. By providing an accelerated, engaging, and career-relevant educational experience, ELAoL is poised to improve student outcomes, reduce dropout rates, and prepare students for successful futures.

ES.5. Previous Applications

This is ELAoL's first charter application submitted to the Louisiana Department of Education. The group previously submitted an application to Orleans Parish Public Schools in 2023.

EDUCATIONAL PROGRAM AND CAPACITY: SCHOOL ESTABLISHMENT

EPC.6.a,b. School Community and Rationale. Engaged Learning Academies of Louisiana (ELAoL) will be located in the heart of New Orleans at the Dryades YMCA, situated in Orleans Parish. The physical address of the school is 2220 Oretha Castle Haley Blvd, New Orleans, LA 70113. This site is centrally located and easily accessible by families in New Orleans and the surrounding areas, as it is located just off US-90 BUS, a major thoroughfare connecting New Orleans with nearby locales, including but not limited to the communities of Metairie, Kenner, Chalmette, Gretna, and Marrero.



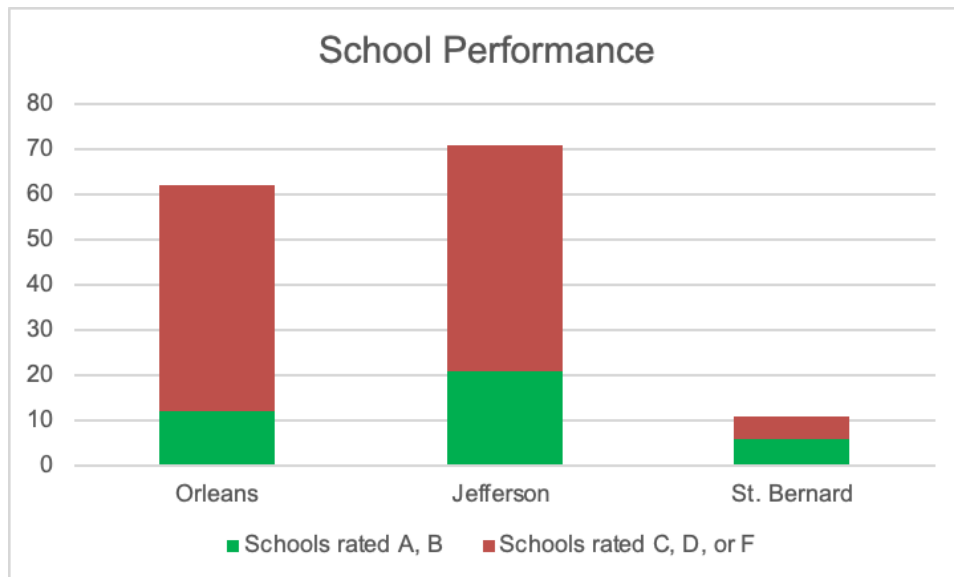
Greater New Orleans region. Red pin represents the planned location of ELAoL.

ELAoL seeks to serve middle school students in Greater New Orleans, including Orleans, Jefferson, and St. Bernard Parishes, who are overage for their grade level and academically behind. The selection of this community is based on the pressing need for innovative educational options specifically designed for overage, underperforming middle school students to prevent long-term disengagement and dropout.

EPC.6.c.d. Performance of Schools Serving Similar Students & Plan for Effectively Serving Intended Community.

As background, Louisiana’s school accountability system was developed to provide objective information on school quality. Annually, public schools in Louisiana receive a School Performance Score (SPS) that is reported on a scale from 0 to 150. Depending on the grade levels of the school, the SPS is calculated from a range of measures related to state assessment performance and progress, graduation rate, ACT scores, etc. The school performance numerical scores correspond to a letter grade of A to F. School districts also receive a letter grade. The state Board of Elementary and Secondary Education (BESE) approved alternative schools are evaluated under an alternative SPS formula.² For alternative middle schools, accountability is based 100% on state assessment progress.³

Generally, there is a lack of quality educational opportunities for students in Greater New Orleans. In Orleans Parish, 81% of schools have a "C", "D", or "F" 2023 letter grade, and the overall district has a "C" letter grade. Similarly, in Jefferson Parish, 70% of schools have a "C", "D", or "F" 2023 letter grade, and the overall district has a "C" letter grade. Furthermore, high school graduation rates in Orleans and Jefferson Parish lag behind the state average. The 2021-22 cohort graduation rates of Orleans Parish and Jefferson Parish are 79% and 72%, respectively. St. Bernard Parish has more positive outcomes: a “B” letter grade and a cohort graduation rate of 93% - but it serves significantly fewer students than the larger parishes of Orleans and Jefferson.



Number of Schools by School Performance letter grades in Greater New Orleans

In addition to the lagging performance of schools in the region, there is also a lack of quality alternative settings for students who are academically behind. As seen in the table below, there are only 2 alternative schools in the region that serve non-incarcerated students in grades 6-8.

² Louisiana Department of Education. 2021 Teacher Leader Summit Presentation: “What’s New in School and District Accountability?” https://www.louisianabelieves.com/docs/default-source/accountability/2021-summit-presentation---what's-new-in-school-and-district-accountabil.pdf?sfvrsn=6a5d6718_4

³ Louisiana Department of Education. Louisiana’s Alternative Education School Accountability Framework. https://www.louisianabelieves.com/docs/default-source/district-support/louisiana-s-alternative-education-school-accountability-frame-work.pdf?sfvrsn=c7739d1f_2

Both of these schools have a "C" SPS letter grade. In Orleans Parish, there is no alternative school for non-incarcerated middle students.

Alternative schools in Greater New Orleans

School	Parish	Grades Served	Enrollment	2023 Letter Grade
Frederick Douglass Community School	Jefferson	3-8	54	C
Strehle Community School	Jefferson	8-12	129	B
JCFA	Jefferson	9-12	101	B
Travis Hill School (New Orleans juvenile detention center)	Orleans	3-12	115	C
The NET Charter High School	Orleans	8-12	155	B
The NET 2 Charter High School	Orleans	8-12	120	B
New Orleans Accelerated High School	Orleans	8-12	203	B
C.F. Rowley Alternative School	St. Bernard	6-12	158	C

By implementing a specialized school model and utilizing Star Academy’s curricula, both specifically designed to meet the needs of academically struggling middle school students, ELAoL will offer a much needed school option in the community. The research-based school model and planned curricula have proven effective in serving the targeted student body. Both are described in detail in the sections below.

EPC.6.e. Critical Partnerships. ELAoL plans to enter into a contractual partnership with Star Academy to provide curricula, aligned materials, technology, and professional development services. As described in the school model section of this application, ELAoL’s educational approach is based upon the successful school-within-a-school model currently implemented by Star Academy in schools across the nation. ELAoL believes that the unique Star Academy curricula will be even more effective when implemented in a standalone school environment, where staff are hired and trained specifically by the ELAoL leadership team, and the entire focus of the school is centered on the success of the target student population.

While Star Academy’s proven track record serves as the foundation for ELAoL’s school design, the leadership team of the school will continually evaluate the effectiveness of curricula and instructional practices, and make adjustments as necessary to meet the evolving needs of the student population. In the event that the Star Academy curricula prove less effective than anticipated in a standalone school setting, ELAoL is prepared to form new partnerships with alternative, highly effective curriculum providers to ensure that students receive the best possible educational experience.

ELAoL also plans to enter into a contractual relationship with a back office service provider. Contracting with an expert to oversee and execute critical financial and operational services allows ELAoL staff to remain focused on achieving the mission of the school.

EPC.6.f. Challenges to Success. There are currently 3 challenges faced by students in Greater New Orleans that ELAoL will address:

- 1) **Lack of quality educational opportunities:** As noted above, there is a lack of quality educational opportunities for students in the Greater New Orleans region. The majority of schools are rated “C” or lower.
- 2) **High retention rates, resulting in overage students:** Louisiana retention (i.e., students repeating a grade level) rates have long exceeded the US average.⁴ In 2020-2021, more than 16,000 students were retained in Louisiana.⁵ This represents 2.5% of all students in that year. Retention rates in the Greater New Orleans area are similar to those of the state; K-12 retention rates in Jefferson, Orleans, and St. Bernard Parishes are 2.3%, 3.5%, and 1.5%, respectively. This high rate of retention means that by the time students reach middle school, many of them are well behind academically and overage compared to their peers.
- 3) **Lack of remedial alternative settings:** As noted above, there are only 8 alternative schools in Greater New Orleans, and only 2 of those schools serve non-incarcerated students in grades 6-8. Neither of those schools is located in or accepts students from Orleans Parish. Both schools that serve middle school students have a "C" SPS letter grade, indicating a lack of high-quality alternative settings where students can catch up academically.

ELAoL addresses the pressing educational needs of the Greater New Orleans community by offering a targeted, accelerated program designed to help overage, academically behind middle school students catch up and succeed. The Star Academy program, upon which ELAoL is built, is currently in high demand, with a waiting list in Jefferson Parish. This demonstrates the need for a stand-alone school that can provide the individualized support and resources necessary to meet the unique needs of overage students.

ELAoL seeks to fill the educational gap in the community by providing an innovative educational model that combines individualized, adaptive instruction with project-based learning and career exposure. By focusing on the specific needs of overage, underperforming students and providing them with the support and resources they need to succeed, ELAoL aims to re-engage these students in their education and equip them with the skills and confidence necessary to thrive in high school and beyond.

EPC.7.a-d. Proposed Student Population. As a Type 2 charter school, ELAoL will be open to enrolling students from Louisiana statewide. Given the location of the school, ELAoL expects to serve students in grades 6-8 mainly from Greater New Orleans. The school anticipates pulling largely from Orleans and Jefferson Parishes, which have the large majority of students in the region.

The school aims to serve a student body that demographically reflects students in the region; data for those districts are shown below. That said, retained and overage students are disproportionately students of color⁶ and economically disadvantaged⁷ so the anticipated student body would likely reflect those trends. In compliance with state regulations, the student

⁴ Warren JR, Saliba J. First through Eighth Grade Retention Rates for All 50 States: A New Method and Initial Results. *Educ Res.* 2012 Nov;41(8):320-329. doi: 10.3102/0013189X12457813. PMID: 23794747; PMCID: PMC3688838.

⁵ Department of Education. *Louisiana Believes*. Student Attributes: Student Retention. File 2020-2021. https://www.louisianabelieves.com/docs/default-source/data-management/2020-2021-school-district-state-student-retention-rates.xlsx?sfvrsn=65076218_2

⁶ *Education Week*. What Does Research Say About Grade Retention? A Few Key Studies to Know <https://www.edweek.org/leadership/what-does-research-say-about-grade-retention-a-few-key-studies-to-know/2022/11>

⁷ OECD (2014), "Are Disadvantaged Students more Likely to Repeat Grades?", *PISA in Focus*, No. 43, OECD Publishing, Paris, <https://doi.org/10.1787/5jxwwfp1nqr7-en>.

body at ELAoL will be 85% or more of the average of any demographic subgroup across the three Parishes proximate to the school, as described in the tables below.

Expected demographics of ELAoL

	Expected
Student enrollment at capacity	240
Students of color	90%
Economically disadvantaged	90%
Students with disabilities	12%
Limited English proficiency	10%
Students facing homelessness	<5%

Demographics of the region

Overall population⁸

	Orleans	Jefferson	St. Bernard	Total
Total students grades 6-8	9,296	10,128	1,693	21,117

Racial demographics⁹

	Orleans	Jefferson	St. Bernard	Average
American Indian	<1%	<1%	<1%	<1%
Asian	1%	5%	2%	3%
Black	75%	33%	31%	47%
Hispanic	12%	38%	19%	23%
Hawaiian/Pacific Islander	<1%	<1%	<1%	<1%
White	8%	21%	42%	24%
Multiple races	2%	2%	4%	3%

⁸ Feb 2024 Multistats, <https://www.louisianabelieves.com/resources/library/student-attributes>

⁹ Feb 2024 Multistats, <https://www.louisianabelieves.com/resources/library/student-attributes>

Other demographic categories

	Orleans	Jefferson	St. Bernard	Average
% economically disadvantaged ¹⁰	84%	76%	77%	79%
% students with disabilities ¹¹	13.4%	13.8%	12%	13%
% limited English proficiency ¹²	8%	20%	10%	13%
% students facing homelessness ¹³	<5%	<5%	<5%	<5%

EPC.8.a-d.Community and Stakeholder Engagement. From inception, ELAoL has engaged a broad range of community stakeholders to inform our school model. The school plans to continue these efforts over the next 12 months. The founding CEO of ELAoL, Erika Mann, is a former employee of Star Academy. As described throughout this application, Star Academy is a national alternative school-within-a-school program upon which ELAoL is based. Ms. Mann’s idea to create ELAoL as a stand-alone school stems directly from community feedback received while she worked for Star Academy. During her time working with Star Academy, Ms. Mann interacted with families, school staff, and community leaders to discuss the merits of the program. Detailed in the table below are the key stakeholders, strategies, and methods that have been and will be implemented as a component of community and stakeholder engagement.

Input Solicited Prior to Charter Application Submission

Stakeholder Group	Engagement Strategies	Feedback	Impact on School Design
Community leaders engaged in Juvenile Justice reform, local politics, and alternative education reform	One on one meetings, tours of existing Star Academy programs	- High demand for proactively reducing dropout rates in GNO - Strong interest in early intervention to reduce dropout rates	Model is middle school <i>only</i> in order to target students early, before they are at risk of dropping out and engaging in the juvenile justice system.
Public School Administrators and Educators (particularly leaders in alternative	One on one meetings, tours of existing Star Academy programs, Direct meetings with Star Academy educators	- Interest in increased training on Star Academy curricula and instructional methods for educators executing the program	Model is a standalone school so teachers can focus entirely on the target student body. The standalone school

¹⁰ Feb 2024 Multistats, <https://www.louisianabelieves.com/resources/library/student-attributes>

¹¹ Oct 2023 Student with Disabilities and Gifted/Talented Enrollment Counts, <https://louisianabelieves.com/resources/library/special-education-reporting-and-funding>.

¹² Feb 2024 Multistats, <https://www.louisianabelieves.com/resources/library/student-attributes>

¹³ Students Facing Homelessness data from 2022-23 school year from Louisiana School Finder, <https://louisianaschools.com/>. Comprehensive data for Orleans Parish is unavailable, but presumed as <5%.

schools)		-Interest in explicit focus on one student population	is able to hire and train teachers for implementation of instructional school model (rather than employing existing teachers to execute a curricula part of the day).
Parents and Prospective Students	Small group meetings, tours of existing Star Academy programs	- Interest in enrollment from parents across multiple parishes, need for more seats in more geographies	Opening as a Type 2 charter allows increased availability of alternative seats for multiple districts.

Ongoing Community Engagement Efforts

Timeline	Stakeholder Group	Engagement Strategies
Current - August 2025	Community leaders engaged in Juvenile Justice, Workforce Development, and local politics	Community Town Hall meetings, one on one meetings
Ongoing	Public School Administrators and Educators	One on one meetings
Ongoing	Parents and Prospective Students	One on one meetings, small group meetings, social media outreach

Incorporation of Community Input. The entire charter application for ELAoL is influenced by the input provided by community stakeholders. Ms. Mann transformed the school-within-a-school model to a standalone school based on parent demand for more alternative seats (Jefferson Parish specifically), parent and educator interest in an alternative program that specifically serves the target student population without the distraction of other students and programming, and interest from the juvenile justice community in increasing the number of programs available to proactively address teen dropout rates.

As a result of community engagement efforts to date, ELAoL is proud to provide a number of letters of support from the community as an Appendix to this application. These letters include explicit support both for the efficacy of the Star Academy program and for ELAoL. **For further information, see Appendix 1.**

EDUCATIONAL PROGRAM AND CAPACITY: ACADEMIC PLAN

EPC.9.a,b. School Model. Engaged Learning Academies of Louisiana (ELAoL) will implement an innovative alternative educational model based on the highly successful Star Academy program. Established in 2004, Star Academy is a school-within-a-school program designed to address the needs of overage students by engaging them in school, accelerating them to their

appropriate grade level, and exposing them to career opportunities. Star Academy has been used in over 100 school systems across 16 states, serving more than 20,000 students.

Louisiana has used the Star Academy program since 2022, with 19 schools across 5 parishes currently implementing the program model. While Star Academy has effectively served students within these schools, ELAoL will be the first stand-alone school in Louisiana to leverage and implement Star Academy's unique curricula for all students within a single building. By providing focused, individualized support and directly recruiting, hiring, and developing the teaching staff who will implement the instruction, ELAoL believes student learning will be even more accelerated compared to the school-within-a-school model. This full-school programmatic approach will allow students to catch up to grade level and return to their home school at a faster pace, as the entire school will be focused on meeting the specific needs of overage, academically behind students.

The school model is specifically designed to re-engage middle school students who are overage and academically behind by providing an accelerated, hands-on, and career-focused curriculum.

Key elements of the ELAoL school model include:

- **Individualized, adaptive instruction** that meets each student's unique learning needs and pace
- **Project-based, interactive lessons** that connect learning to real-world applications and careers
- A comprehensive, **standards-aligned curriculum** that accelerates learning and allows students to complete up to two grade levels in one year
- A focus on **developing essential skills** such as critical thinking, problem-solving, collaboration, and communication
- **Exposure to a wide range of career paths** and opportunities to explore personal interests and aptitudes

The effectiveness of the Star Academy model in improving academic outcomes for at-risk students has been demonstrated in multiple states, including Louisiana. **The evidence of effectiveness of this model, which is rooted in the curricula implemented across the school, is detailed in the curricula section below.** By adopting and expanding this proven model, ELAoL seeks to provide a transformative educational experience that empowers students to catch up academically, develop a renewed sense of engagement and confidence, and prepare for success in high school.

EPC.10.a. Curricula and Instructional Materials. ELAoL plans to purchase instructional materials, aligned technology, and professional development from Star Academy. As described throughout this section of the application, the design of ELAoL is rooted in the success of Star Academy, a school-within-a-school program specifically designed to support ELAoL's target student population - students who are academically behind. Star Academy's curricula supports the goal of promoting students by two grade levels within a single year.¹⁴ As described below, Star Academy has a track record of success in effectively serving the targeted student population.

¹⁴ For a comprehensive overview of the Star Academy curriculum, see <https://www.staracademyprogram.com/wp-content/uploads/2023/10/24-75.pdf>

In addition to Star Academy curricula, ELAoL will use Wit & Wisdom, an English Language Arts curriculum based on high-quality academic research grounded in the science of reading. Wit & Wisdom has been rated Tier 1 by the Louisiana Department of Education.

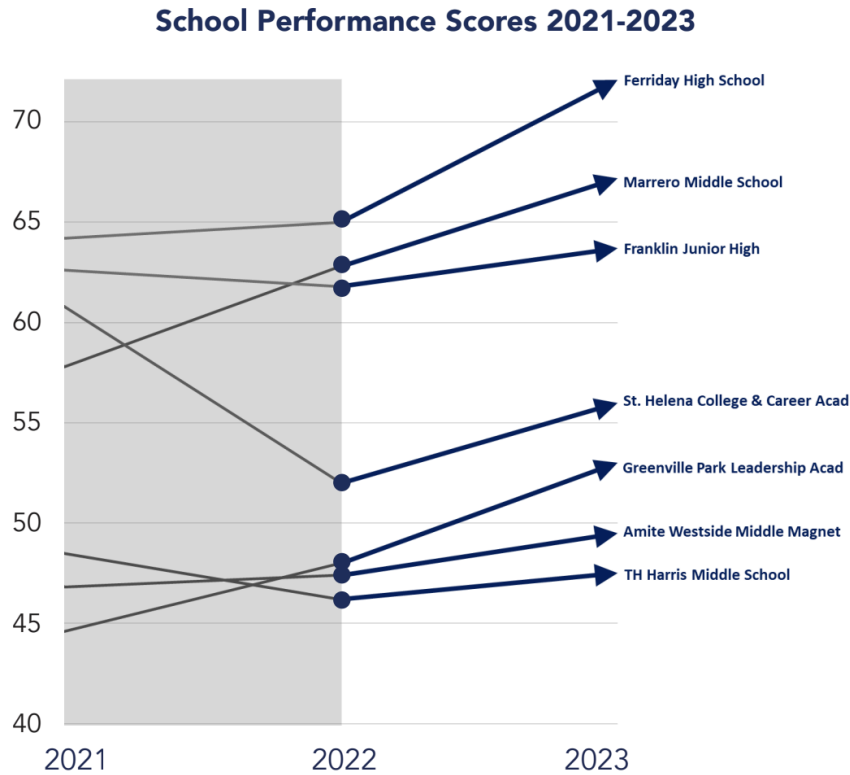
Proposed Curriculum by Subject Area

Subject (Grades)	Curricula	Alignment with Louisiana standards	Alignment with mission / school model
ELA (6-8)	Wit & Wisdom	Tier 1 Curricula	Wide-ranging text-based curricula allows for alignment with student interest and real-world application
	LANGUAGE! Live	NA - Secondary Curricula	Intervention course designed for struggling students. Blended approach supports diverse learners.
	Quests	NA - Secondary Curricula	Computer-delivered content with a focus on career exposure.
Math (6-8)	Expeditions	Star Academy Crosswalk (see below)	Cloud-based, allowing for individualized, self- paced lessons.
	IPL series		Adaptive, mastery learning model with targeted student-teacher interaction. Allowing students to self-pace, with teacher support.
	iLearn		Adaptive, individualized program addressing each student's unique content needs, allowing students to self-pace.
Science (6-8)	Blended Science	Star Academy Crosswalk (see below)	A focus on scientific investigation engages students in real-world science concepts..
Social Studies (6-8)	History Alive!	Star Academy Crosswalk (see below)	Emphasizes critical thinking, case studies, and project-based learning.

As the State of Louisiana has multiple contracts with Star Academy and is implementing this programming in public schools across the state, local districts and Star Academy have conducted a crosswalk to ensure alignment with state standards. The results of this crosswalk indicate that all curricula are aligned with Louisiana state standards and will be implemented across the full grade spectrum (6-8). In the instance that a Louisiana state standard is not included in the curricular materials, ELAoL staff will leverage the state-provided guidebooks to provide direct instruction surrounding these standards.

EPC.10.b.Evidence of Effectiveness. Star Academy implements their curricula in more than 100 schools across 16 states, including Louisiana. The curricular materials are designed to meet the needs of the targeted student population through differentiated instruction, hands-on learning, and a focus on foundational skills. In Louisiana, the program has proven effective in achieving the goal of academic acceleration for students who are performing below grade level.

The School Performance Scores in Louisiana showed that all seven of the schools with the Star Academy program implemented in the 2022-2023 school year saw significant improvements (see graphic below).



In addition to the overall school level growth, the effectiveness of Star Academy's curricula has been demonstrated in subject-level gains. In Concordia Parish, 83% of students at Ferriday High School who were enrolled in the Star Academy program saw gains in their state math score and the percentage of students receiving "unsatisfactory" ratings dropped by nearly half.

Similarly, at Franklin Junior High in St. Mary Parish, students scoring "Basic" or above in science more than doubled after the Star Academy program was implemented in the school. The percentage of students achieving "Mastery" and "Advanced" levels rose from 8% to 30%. These results demonstrate that Star Academy's curriculum is effective in helping students catch up academically.

These success stories from Concordia Parish and St. Mary Parish demonstrate the impact that Star Academy's curricula can have on struggling students. ELAOL is confident that by

implementing Star Academy's proven curricula and instructional materials, similar results can be achieved for our target student population.

EPC.11. Co-curricular or extracurricular programs. ELAoL recognizes the importance of offering co-curricular and extracurricular programs to enhance students' growth. These programs align with the school's mission of supporting students and nurturing their development

As ELAoL grows to full scale, the school will offer sports programs based on student interest. These sports may include basketball, track, and volleyball, with funding from the school's budget, fundraising, and community partnerships. Teachers and coaches will oversee these teams. The school will also offer other co-curricular programs, also based on student interest, such as chess, computer gaming, and robotics. These activities will be led by teachers or volunteers.

Both sports and co-curricular activities will be offered during the last period of the school day and after school. Transportation will be provided for off-site events so that all students have access to these opportunities. These programs will help students explore new interests, foster meaningful relationships with peers and adults, and develop the confidence and motivation needed to succeed in their academic pursuits.

EPC12. Learning Environment. The learning environment at ELAoL will be structured to support the school's innovative instructional approach, which emphasizes individualized, adaptive instruction, project-based learning, and exposure to real-world applications and careers. ELAoL will create a learning environment that caters to the needs of middle school students struggling academically. The school plans to enroll 240 students with class sizes of around 20 students per core subject.

One of the key features of the Star Academy program, which serves as the basis for ELAoL's model, is the structure of the learning setting. Classrooms will have flexible seating arrangements where students work in pairs while seated at large desks with interactive materials that foster collaboration and hands-on learning. The classroom design is meant to encourage students to work together, ask questions, and develop a passion for learning.

ELAoL's core academic classes, including English Language Arts, Math, Science, and Social Studies, will be taught in 60 to 90-minute class periods. These longer blocks allow for deeper engagement with content and give ample time for students to engage in hands-on, interactive lessons. The teacher-to-student ratio in core classes will be approximately 1:15, with two adults present in each classroom to provide individualized support and differentiation.

The school day will begin with a social-emotional check in. Each student will have an opportunity to prepare themselves for the school day and seek support from a social worker if needed. Each grade level will have two dedicated social workers to provide ongoing support throughout the day. Based on experience serving the target student population ELAoL has intentionally designed a model that can identify and address mental health needs quickly so they do not become a barrier to long-term success.

The school day will run from 7:30 AM to 3:30 PM, allowing time for core academic classes, enrichment activities, and targeted support services.

EPC.13.a-g. Assessments. ELAoL will use a comprehensive assessment system that includes diagnostic, formative, and summative assessments to evaluate student knowledge and skills,

monitor progress, and inform instructional decisions. The assessment system will be aligned with Louisiana state standards, Star Academy and Wit & Wisdom curricula, and LEAP 2025. The use of assessments is meant to ensure that students are on track to meet grade-level expectations and prepared for success in high school.

Diagnostic Assessments: ELAoL will administer high-quality ELA and math diagnostics in grades 6-8 to assess students' academic needs upon enrollment. These assessments, including those used in Star Academy's Individualized Prescriptive Lessons (IPLs) and iLearn programs, will determine each student's level of knowledge and help adjust instruction. Additionally, LEAP 360 assessments will be used to monitor students' progress with ELA and math academic standards throughout the school year.

Formative Assessments: Formative assessments will be embedded in the LANGUAGE! Live curriculum units. Additionally, ELA teachers will use Wit & Wisdom's informal lesson-level assessments, focusing question tasks, and end-of-module tasks. In math, students will take standards-aligned curricula assessments through their self-paced lessons, with scoring criteria aligned with proficient performance levels on state assessments. Teachers will use data from these formative assessments to develop action plans to target areas of unfinished learning and improve students' understanding of key concepts.

Benchmark Assessments: Benchmark assessments will be administered online three times per year through the LANGUAGE! Live program to measure student progress in comprehension, fluency, and spelling. LEAP 360 interim assessments will be used to monitor students' progress with math academic standards. These assessments will be scheduled into the school's yearly calendar. The Director of Curriculum and Instruction and Director of Student Services will review the data to determine instructional priorities for professional development and plan data meetings with teachers.

Summative Assessments: Students will participate in state-mandated testing (LEAP 2025), as prescribed by the Louisiana Department of Education. In addition to state tests, ELAoL will use the Initial/Final Assessment in LANGUAGE! Live to identify yearly progress. In math, students will take a final iLearn assessment. Science and social studies final assessments will be developed using questions from the EAGLE question bank that are aligned to Louisiana standards.

Data Collection and Analysis: The school will collect and analyze assessment results throughout the academic year during planning period meetings and data collaboration meetings. Faculty and administration will participate in mandatory professional development at least once per month to review assessment data and work together in lesson planning in response to data. The data will be used to provide additional support to students, inform scheduling decisions, and guide instructional planning.

Special Education Assessments: Students who receive special education services may participate in special education assessments or general education assessments as indicated by their Individualized Education Program (IEP). Special education students also have access to accommodations via LEAP Connect, as aligned with their IEP. More detail is provided in the Diverse Learner section of this application below.

Data-Driven Decision Making: At least quarterly, ELAoL's senior leadership will meet to review school-wide assessment data. These quarterly reviews will allow the senior team to: (1) assess the efficacy of curricula and programming, (2) adjust curricula and professional development to

meet the needs of students and teachers, and (3) analyze the effectiveness of instruction and adjust individualized teacher development plans accordingly.

Communication with Parents/Guardians and Students: ELAoL will prioritize communication with parents, guardians, and students about academic achievement and progress. Parents and guardians will receive hard copies of their child's test results and supplemental materials explaining these results. The student information system, JCampus, will be used to communicate with students and families. Teachers will also send out comments via Google Classroom and the school email system, and the school will contact parents/guardians weekly to share student work and progress on academic standards. Parents and guardians will also have access to the JCampus Student Portal Center to monitor their child's performance.

EPC.14. See Appendix 2 - Sample Schedule

EPC.15. See Appendix 3 - Sample Schedule for English Learner

EPC.16. See Appendix 4 - Sample Schedule for Student with Exceptionalities

EPC.17.a-f. Serving students who are struggling. ELAoL has set as its target population overage, academically behind middle school students who are inherently “struggling students.” As such, it is anticipated that *all* ELAoL students will meet our definition of “struggling” - i.e., at risk for continued academic failure and potential dropout. Therefore, the school's entire educational model (described above) is designed to provide comprehensive, individualized support for these struggling learners.

To address the unique needs of its students, ELAoL will use a Multi-Tiered System of Supports (MTSS) framework (which includes RTI) to identify and support students who struggle academically or behaviorally. MTSS is a widely-used student-centered framework that integrates data and instruction to maximize student achievement and support students' social, emotional, and behavioral needs from a strengths-based perspective.¹⁵

The MTSS framework includes:

Tier 1: High-Quality, Differentiated Instruction

Tier 1 serves as the foundation of the MTSS framework. At this level, all students receive high-quality, differentiated curricula and instructional strategies that have been shown to be effective for overage, struggling students. ELAoL will utilize the Wit and Wisdom ELA curriculum, the Star Academy modules, and individualized prescriptive lessons (IPLs) to provide a strong base of support for all students in the school.

Tier 2: Targeted Interventions

If students do not make sufficient progress with Tier 1 support, they will be prescribed targeted interventions in Tier 2. These interventions include small-group instruction, additional tutoring, or the use of skill-specific software programs, such as Star Academy's iLearn program. The purpose of these targeted interventions is to provide students with increased opportunities for practice and feedback and help them to close gaps in their learning. Ideally this support gets students back on track.

Tier 3: Intensive, Individualized Support

¹⁵ American Institutes of Research: Center on Multi-Tiered System of Supports. *Essential Components of MTSS*. <https://mtss4success.org/essential-components>

For students who continue to struggle despite Tier 2 targeted interventions, ELAoL will provide intensive, individualized support. Students at this tier may show persistent low achievement or ongoing, intensive needs that require more personalized attention. Tier 3 support may include one-on-one instruction, functional behavior assessments, or wraparound mental health services. The goal here is to provide students with a heightened level of support they need to overcome significant barriers to learning and achievement.

ELAoL's MTSS framework will be data-driven and responsive to student needs. The school will use universal screening tools to identify students who may be profoundly behind and need intensive support. The primary academic screener will be a LEAP 360 diagnostic test. Teachers will use the diagnostic data to develop and implement evidence-based interventions, monitor student progress, and adjust support as needed.

ELAoL will regularly review student academic data and adjust programming, interventions, and professional development as needed. The RTI team and senior leadership will use these meetings to evaluate overall program efficacy and make large-scale programmatic shifts as necessary. The school's leadership team will also regularly analyze the demographic data of struggling students to ensure that no historically marginalized subgroup is being disproportionately referred for intervention. If the leadership team finds significant disparities among subgroups, the school will address the issue in a culturally responsive manner. This could include additional training for staff on implicit bias and culturally sustaining pedagogies.

In addition to academic interventions, ELAoL will prioritize the development of strong, positive relationships between students and staff. Each student will be paired with a faculty advisor who will serve as a mentor, advocate, and point of contact for families. The Director of Student Services will also lead the school in implementing restorative practices and social-emotional learning curricula (e.g., Second Step Middle School Program) to build students' resilience, self-regulation, and problem-solving skills.

ELAoL will administer mental health screeners to identify and support students who may have experienced childhood trauma and/or who have profound emotional struggles. The school will use the Strengths and Difficulties Questionnaire (SDQ), a brief behavioral questionnaire that assesses emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior in children and adolescents. The school's social workers will work closely with teachers and families to provide appropriate interventions and referrals for students in need of additional support.

EPC.18.a-f. Serving students with exceptionalities. ELAoL will provide a free and appropriate public education (FAPE) to all students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and Louisiana state regulations. As outlined in the [Louisiana Department of Education's Strategies for Success Guidebook for Supporting Students with Disabilities](#), the school will use a comprehensive, multi-tiered approach to identifying and serving students with exceptionalities, focusing on early and accurate identification, high-quality instruction, and coordinated support and services.

Identification and Evaluation: ELAoL will actively and systematically engage in child find activities to identify and evaluate all students who may have a disability and need special education services. The school will follow the screening and evaluation process outlined in Bulletin 1508, Louisiana's Pupil Appraisal Handbook, which aligns with the requirements of IDEA.

All ELAoL students will complete universal screening assessments upon enrollment in the school, including the LEAP 360 for academics and the Strengths and Difficulties Questionnaire (SDQ) for behavior. A Student Assistance Team (SAT), composed of the Director of Student Services, general education and special education teachers, and social workers, will review screening data and other pertinent information to identify students who may require additional support due to a disability.

If a student does not respond to escalating interventions as part of the MTSS (described above) and the SAT suspects that a student may have a disability, the team will initiate a formal evaluation process. The evaluation will follow these steps:

1. Obtain informed parental consent for the evaluation
2. Conduct a comprehensive evaluation, including cognitive, academic, behavioral, and functional assessments
3. Determine the student's eligibility for special education services based on the evaluation results and the criteria outlined in Bulletin 1508
4. If eligible, develop an Individualized Education Program (IEP) for the student within 30 days of the eligibility determination

Student evaluations will be conducted by a team of qualified professionals, including a certified school psychologist, educational diagnostician, speech-language pathologist, occupational therapist, and other specialists as needed. Because the school will not have full time specialists on staff, ELAoL will contract with external providers to ensure timely and thorough evaluations are completed. The school's Director of Student Services will oversee the evaluation process and ensure compliance with all timelines and legal requirements.

IEP Development and Service Delivery: When the SAT has determined a student is eligible for special education services, the IEP team, including the student's parents, general and special education teachers, related service providers, and a school administrator, will craft the IEP. The IEP will include:

- Present levels of academic achievement and functional performance
- Specific and measurable annual goals aligned with grade-level standards
- Accommodations, modifications, and related services necessary for the student to access the general curriculum and make progress toward their goals
- Statements of how and when the student will participate in assessments
- Transition plans for students age 16 and older

When ELAoL develops IEPs, we will do so using a collaborative process that is grounded in 3 principles: high expectations, alignment with state standards, and a focus on individual student needs. The IEP team will develop ambitious but feasible goals that challenge students to reach their potential.

Special education services will be provided by a team of highly qualified professionals, including (at full scale):

Full Time Staff

- Director of Student Services, 1 FTE
- Special Education Teachers, 2 FTE
- Special Education Paraprofessionals, 3 FTE
- Social Workers, 8 FTE

Contracted Staff (Outsourced Professional Services)

- Speech-Language Pathologist, 0.5 FTE, contracted

- Occupational Therapist: 0.5 FTE, contracted
- Physical Therapist: 0.2 FTE, contracted
- School Psychologist: 0.2 FTE, contracted

Each of these professionals and service providers will be qualified and certified in their respective field. They will work closely with general education teachers to ensure that students with disabilities receive the accommodations, modifications, and support they need to access the general curriculum. Wherever and whenever possible, students with disabilities will be educated in classrooms alongside their non-disabled peers.

Progress Monitoring and Program Evaluation: ELAoL will use a system of progress monitoring to track the academic and functional performance of students with disabilities. Special education teachers and other service providers will collect and document data on progress towards IEP goals at least every 9 weeks. Progress will be noted using curriculum-based measures, classroom assessments, and standardized assessments as appropriate. A student's IEP team will meet at least annually to review progress data and adjust goals and services as needed.

In addition to monitoring individual student progress, ELAoL will regularly evaluate the effectiveness of the school's special education program as a whole. The Director of Student Services will collect and analyze data on the school's full program of special education. Quarterly, the Director of Student services will lead a special education program review that will examine the following:

- Percentage of students with an IEP who are meeting or exceeding their goals
- Performance of students with disabilities on state assessments (LEAP 2025, LEAP Connect)
- Percentage of time students with IEPs spent in the general education environment
- Parent feedback from satisfaction surveys that pertain to special education services (see section EPC.23)

If the special education review indicates shortcomings in the school's special education program, the Director of Student Services - with input from the CEO, Director of Curriculum and Instruction, and other service providers - will develop and implement a targeted improvement plan. This plan could include additional staff training, curriculum modifications, resource adjustments, or partnerships with specialists outside the school.

Professional Development: All ELAoL teachers and staff members will receive ongoing professional development on special education topics, including, but not limited to, those named in the Louisiana Department of Education's Strategies for Success Guidebook for Supporting Students with Disabilities:

- Special education laws, regulations, and best practices
- Differentiated instruction and Universal Design for Learning
- Behavior management and positive behavior supports
- Assistive technology and accessible educational materials
- Collaboration and co-teaching strategies

Each year, teachers and staff will receive training on child find and the MTSS process. As an outcome of that training, they must demonstrate that they understand their role in identifying and supporting students with disabilities. For special education teachers and service providers, the school will offer targeted training aligned to their personal development goals. This might include attending a conference or workshop on writing IEPs or implementing evidence-based interventions. The school will ensure that all staff members have the time and resources they

need to continuously improve their knowledge and skill in supporting students with exceptionalities.

Disproportionality and Equity: ELAoL stands committed to seeing that all students, regardless of race, ethnicity, language, or socioeconomic status, have equal access to high-quality special education services. The school will be proactive in preventing over-identification of students from historically marginalized subgroups.

During the identification process, the SAT will use screening tools that are culturally and linguistically appropriate, and consider multiple sources of data when making referrals. When students receive an evaluation, the IEP team will use non-discriminatory assessments and will take into account the potential impact of cultural, linguistic, and environmental factors on student performance.

The Director of Student Services will regularly review disaggregated subgroup data on special education referrals, evaluations, and placements to identify any systematic patterns of disproportionality. If disparities are found, the school will take corrective action, including the following steps:

- Reviewing and revising policies that may contain cultural bias
- Providing staff training on culturally responsive practices and implicit bias
- Working with families and community partners to identify and address systemic barriers
- Allocating additional resources to support marginalized student populations

EPC.19.a-e. Serving English Learners. ELAoL will provide equal educational opportunities for English Learners (ELs) in compliance with Title VI of the Civil Rights Act of 1964. The school will implement a systematic program to identify, assess, and support ELs and ensure that they have full access to the academic curriculum and school offerings.

Identification and Assessment: Upon enrollment, all ELAoL students will complete a Home Language Survey (HLS)¹⁶ that will be used to identify potential ELs. If a language other than English is indicated on the HLS, the student will be referred to the school's Director of Student Services for further assessment.

Following the guidance outlined in BESE Bulletin 741 §351, within 30 days of enrollment, the Director of Student Services will administer the English Language Proficiency Screener (ELPS) to determine the student's level of English proficiency in listening, speaking, reading, and writing. The ELPS is a valid and reliable assessment aligned with Louisiana's English Language Proficiency Test (ELPT).

If a student's ELPS results indicate that they are an English Learner, the Director of Student Services will hold a meeting with the student's parents, teachers, and other relevant staff to develop an Individual Language Plan (ILP). ILPs are similar to IEPs used in special education (but without federal oversight). The ILP will outline student goals, the specific language services and supports the student will receive, and accommodations for instruction and assessments.

The school will work to ensure ELs are not inappropriately identified as students with disabilities. The EL identification process will remain separate from the special education referral process described above. In cases where a student is struggling academically, the Student Assistance

¹⁶ U.S. Department of Education. *Tools and Resources for Identifying All English Learners*. <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap1.pdf>

Team will review a variety of data, including assessments of academic progress and language proficiency, as well as teacher observations and feedback. Based on this information, the team will make a determination on whether a student's difficulties stem from challenges with language acquisition, a potential disability, or other factors.

Language Instruction and Support Services: ELAoL will provide language support and instruction so that ELs can participate in the general education curriculum. The school will use a structured English immersion model.¹⁷ This model means the school will use both integrated and designated English Language Development (ELD) instruction.

Integrated ELD instruction will be provided by general education teachers who have received training in sheltered instruction techniques (e.g., Sheltered Instruction Observation Protocol (SIOP)). In these lessons, teachers will use visual aids, modeling, graphic organizers, and interactive activities in order to make content accessible for ELs while also promoting language acquisition.¹⁸

Designated ELD instruction will be provided by a certified ESL teacher during the student's ELA block. During this time, the teacher will focus on developing academic language skills in listening, speaking, reading, and writing. The school will use materials aligned with the Louisiana Connectors for English Learners.¹⁹

In addition to language instruction, ELAoL will provide a range of support services and activities to engage and meet the unique needs of ELs. Depending on the profile and needs of enrolled students, those services may include tutoring, family engagement activities and cultural celebrations, and access to extracurricular activities with appropriate language support.

The Director of Student Services will work closely with general education teachers to ensure that ELs receive appropriate accommodations and modifications in the classroom. These accommodations may involve extra time, visual aids, and use of bilingual dictionaries. Teachers of ELs will receive professional development on strategies for differentiating instruction and assessment for ELs (see *professional development* below).

Progress Monitoring and Program Evaluation: ELs will be given Louisiana's English Language Proficiency Test (ELPT) annually to measure their progress in acquiring English language skills. The Director of Student Services will analyze students' ELPT results alongside student grades and LEAP 360 assessments to determine if students are making adequate progress.

To determine if a student is ready to exit the language program, ELAoL will use the following four criteria:

- Proficiency on the ELPT, as defined by the Louisiana Department of Education
- Proficiency on state assessments (LEAP 2025) in English language arts and math
- Grades of "C" or higher in all core academic subjects
- Teacher recommendations based on classroom performance and observations

If a student meets the exit criteria, they will be reclassified as "proficient" and will no longer receive EL services. After exiting, the Director of Student Services will monitor these students'

¹⁷ ASCD. *The Case for Structured English Immersion*. <https://www.ascd.org/el/articles/the-case-for-structured-english-immersion>

¹⁸ Short, D., & Himmel, J. (2013). *Moving research on sheltered instruction into curriculum and professional development practice*. Paper presented at American Educational Research Association (AERA) Annual Meeting.

¹⁹ <https://www.louisianabelieves.com/docs/default-source/academic-standards/elp-expectations.pdf?sfvrsn=2>

academic progress for at least two years to ensure that they are succeeding in the general education program and do not need additional language support.

Similar to the review of the special education program described in the last section, ELAoL will annually evaluate the effectiveness of the language instruction program as a whole. The Director of Student Services will systematically track each EL student's language proficiency levels, academic performance, and language services received. Using that data, they will lead a program review process that looks at the following metrics:

- Percentage of ELs making adequate progress on the ELPT
- Performance of ELs on state assessments (LEAP 2025) compared to non-EL peers
- Feedback from students, teachers, and parents on the quality and impact of language services

If the program is not meeting expectations, the Director of Student Services will work with the school leadership team to develop and implement an improvement plan. This plan could include additional staff training or increased resources for EL instruction.

Communication with Families: ELAoL recognizes that effective communication with all is essential for student success and meaningful parent engagement. This is particularly true for EL families. To that end, the school will provide all necessary information and materials, such as enrollment forms, parent handbooks, and report cards, in the family's native language. Interpreters will be available for parent-teacher conferences, IEP meetings, and other important school events.

ELAoL will also actively engage EL families in the education process by:

- Conducting home visits to build relationships and learn about students' backgrounds and needs
- Hosting family literacy nights and ESL classes for parents
- Involving parents of EL students on the Parent Advisory Council
- Celebrating students' linguistic and cultural diversity through school events and displays

Professional Development:

To ensure that all staff members are equipped to support the needs of ELs, ELAoL will provide ongoing professional development on topics such as:

- Legal requirements and best practices for serving ELs
- Sheltered instruction strategies and techniques
- Using data to inform instruction and intervention for ELs
- Collaborating with EL families and community partners

All teachers and staff will participate in annual training on the identification, placement, and support of ELs. Teachers will be trained on providing appropriate accommodations and modifications in the classroom. ELAoL will also partner with local universities and professional organizations (e.g., National Association for Bilingual Education) to provide opportunities for staff to attend conferences, workshops, and advanced certification programs related to teaching English language learners.

EPC.20.a-c.Gifted and Talented. The target student population at ELAoL is older than their grade level peers due to previous retention and is at risk of dropping out of school. However, the school recognizes that some students may have talents or exceptional abilities, while others may experience exceptional academic growth as a result of the specialized instructional program. Despite the unique challenges faced by the school's target population, ELAoL is

committed to providing a rigorous and engaging educational experience for all students, including those who demonstrate academic advancement. Although ELAoL will not offer a traditional gifted and talented program, the school will provide each student with a challenging and engaging educational experience, tailored to each student's unique needs and interests. It will ensure that academically advanced students reach their full potential and achieve success.

EPC.21. Behavior Management. ELAoL's approach to student discipline, behavior intervention, and classroom management is grounded in restorative practices and aligned with the mission of the school - to create a positive and inclusive learning environment for overage, at-risk students. The school believes in fostering a supportive and respectful school culture that addresses the social and emotional needs of students while holding them to high expectations and accountability for their actions.

Restorative behavioral practices are a research-based approach to discipline and conflict resolution that focus on building and maintaining positive relationships, repairing harm, and promoting a sense of community within the school environment. Traditional disciplinary methods emphasize punitive and exclusionary tactics which can lead to grade retention, drop-out, and the school-to-prison pipeline.²⁰ Studies show that when restorative practices are used in secondary schools, it leads to fewer behavioral referrals, greater student autonomy, and improved positive relationships between teachers and students.²¹

This approach is rooted in restorative justice principles and aims to address the social and emotional needs of students, teachers, and staff, while also holding individuals accountable for their actions.

EPC.21.a. ELAoL will communicate its approach to discipline and associated behavior management policies to students and families through the Handbook of Discipline Policies. This Handbook will be posted on the school's website and translated into the primary languages of students' families. Additionally, policies and behavioral approaches will be communicated to students and families via the following:

- Beginning-of-year orientation sessions with students and family members
- Weekly newsletters (print and digital)
- Social media posts (e.g., Instagram and Facebook)
- Morning check-ins with social workers

Translation of documents and interpreters will be used as needed to ensure accessibility to families of English language learners.

EPC.21.b. In accordance with Louisiana RS 17:416, ELAoL will prioritize classroom- and school-based interventions in lieu of out-of-school disciplinary removals to address student misconduct. The school will use restorative practices as the foundation for behavior management. The restorative justice approach focuses on building and maintaining positive relationships, repairing harm, and promoting a sense of community. Restorative practices have been shown to decrease overall school-level suspension rates and decrease racial discipline disparities, while boosting academic performance and teachers' assessments of school climate.²²

²⁰ Weaver and Swank, 2020: <https://www.tandfonline.com/doi/full/10.1080/19404476.2020.1733912>

²¹ Gregory et al, 2014: <https://www.tandfonline.com/doi/abs/10.1080/10474412.2014.929950>. Weaver and Swank, 2020: <https://www.tandfonline.com/doi/full/10.1080/19404476.2020.1733912>.

²² FutureEd. *Restorative Practices for School Discipline, Explained*. December 2022. <https://www.future-ed.org/restorative-practices-for-school-discipline-explained/#~:text=Restorative%20school%20discipline%20practices%E2%80%94also,accept%20responsibility%20and%20rebuild%20relationships.>

As a foundational intervention strategy, ELAoL will employ the core elements of restorative justice:

- **Community Building:** Restorative practices emphasize the creation of a positive and inclusive school community. This involves building strong connections between students, teachers, and other school staff.
- **Conflict Resolution:** Instead of punitive measures like suspension or expulsion, restorative practices encourage open dialogue and communication to address conflicts and behavioral issues. Students will be encouraged to take responsibility for their actions and work towards resolutions that repair harm.
- **Restorative Circles:** Restorative circles are where individuals affected by a conflict or harm come together in a circle to discuss their feelings, perspectives, and needs. The goal is to promote understanding and healing.
- **Responsive Conversations:** When conflicts or rule violations occur, restorative practices promote using restorative conversations or conferences to address the issue. All relevant parties are involved in these discussions, which aim to establish a solution that repairs damage and restores relationships.
- **Accountability and Responsibility:** Restorative practices focus on helping students understand the impact of their actions on others and take responsibility for making amends.

Should behavior not be remedied by restorative practices of the school, ELAoL will use the following alternative consequences to exclusionary discipline:

1. Behavioral contracts with daily check-in and check-out
2. Participation in tutoring (to close learning gaps that may contribute to adverse behavior)
3. Before- and after-school detention
4. Saturday morning detention
5. Suspension/expulsion, as mandated by state law (see below)

ELAoL will follow state mandates in cases of severe misconduct. For actions that pose an immediate threat to safety or well-being, or in cases of possession of firearms or certain controlled substances, ELAoL will implement immediate suspension and, if warranted, recommend expulsion, as outlined in Louisiana RS 17:416. This approach aligns with ELAoL's commitment to ensuring a safe learning environment for all students.

EPC.21.c. All students have the right to due process and all families have the right to appeal the decision to expel a student. The Handbook of Discipline Policies will include descriptions of due process and dispute resolution related to disciplinary decisions. In alignment with ELAoL's Grievance Policy, if a parent/guardian disagrees with a disciplinary decision, the following process should be followed:

1. If a problem arises in the classroom with a teacher, contact that teacher and try to resolve the problem.
2. If the teacher and family cannot successfully resolve the problem, the parent's next step is to contact the Director of Student Services to schedule a meeting. The Director of Student Services will then meet with the parent and, if necessary, the teacher and student to attempt to resolve any problems that are found.
3. After these steps have been taken and the parent is still not satisfied, the Director of Student Services will then schedule a meeting with the CEO, the parent, and all other parties involved. The CEO will conduct an investigation and recommend a decision.

4. If the parent is still not satisfied, the CEO will then schedule a meeting with the ELAoL Board of Directors and the parent may make a formal appeal. The parent may appear in person or in writing to discuss the appeal. The Board will then make a final decision.

ELAoL will protect the rights of students with exceptionalities in disciplinary actions and proceedings. The Director of Student Services will ensure the school follows all applicable laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. ELAoL will ensure students receive due process, and parents will be informed of their rights under IDEA and Section 504.

The unique needs of each student with exceptionalities will be considered when determining appropriate disciplinary measures. When disciplinary issues arise, the school will conduct a manifestation determination review (MDR) to determine whether the behavior in question is a manifestation of the student's disability. The Director of Student Services will provide annual training to all staff on the legal requirements for students with exceptionalities in disciplinary situations.

EPC.21.d. ELAoL will use JCampus, a student information system, to monitor discipline data, including suspensions and expulsions. The Director of Student Services and CEO will conduct periodic reviews of discipline data to assess the effectiveness of the behavior management systems and make adjustments as needed. The school will review discipline data monthly for trends and test for disproportionality.

If data suggests disproportionate or over-identification of any sub-group, the school will take immediate and purposeful action to address the issue. This action will be documented and tracked by the Director of Student Services to ensure effective resolution. Corrective steps could include a review of discipline policies and practices to identify and eliminate any discriminatory elements, professional development for staff, increased support for affected students and families, and collaborative development of more effective practices by faculty and staff.

EPC.21.e. As an alternative school setting, ELAoL will make every effort *not* to expel students from the school. In the event that a student is recommended for expulsion, ELAoL will follow a clear protocol to ensure appropriate supervision and support. The CEO will collaborate with another alternative school in the student's home parish for temporary placement. The Director of Student Services and school social workers will provide supervision of expelled students assigned to an alternate setting, ensuring that they continue to receive appropriate educational services and support to address the underlying reasons for their disciplinary issues.

EPC.22. See Appendix 5 - School Model Master Plan

EPC.23.a,b. Parent and Community Engagement. ELAoL recognizes the important role that families and the community play in driving student success. To that end, the school will create a collaborative and supportive environment that empowers parents/guardians and community stakeholders to be active partners in the education of ELAoL students. These partnerships will lead to improved student outcomes and a thriving school community.

ELAoL will implement the following strategies to build strong partnerships with families and the community:

1. **Quarterly parent-teacher conferences:** These conferences will supplement students' progress reports, detailing grades, academic progress towards goals, social-emotional growth, and attendance. To accommodate the diverse needs of ELAoL families living in Greater New Orleans, parents/guardians will be able to select in-person or virtual meetings from 7am-7pm.
2. **School events and celebrations:** Held twice a year, these events will showcase student achievements. Community partners will sponsor food, awards, and prizes for students, and community stakeholders will be invited to join.
3. **Parent workshops and seminars:** ELAoL will provide 3 seminars each year focused on the unique needs and challenges faced by families of overage middle school students. Workshop topics include:
 1. Supporting your child's accelerated learning journey (6th grade parents/guardians)
 2. Fostering resilience and social-emotional development (7th grade parents/guardians)
 3. Preparing for high school and beyond (8th grade parents/guardians)These workshops will be recorded and made available for parents/guardians to view asynchronously.
4. **Multimodal communications:** ELAoL will use various communication channels, including email, text messages, social media, and an up-to-date school website, to keep families informed and engaged. Critical communication will be provided in students' home languages.

To ensure that parents/guardians and community stakeholders have a voice in decision-making and opportunities to provide regular feedback, ELAoL will establish the following formalized mechanisms:

1. **CEO's Parent Advisory Council:** ELAoL's CEO will convene a Parent Advisory Council that meets regularly to discuss school policies, initiatives, and concerns, providing a platform for parents to offer input and feedback to school leadership.
2. **Town Hall:** ELAoL's leadership team and select board members will hold biannual town hall meetings open to all families and community members, where the CEO and charter board present updates, answer questions, and solicit feedback. In addition, all ELAoL board meetings will adhere to Louisiana's Open Meeting Law, with meetings open to families and the public.
3. **Annual surveys:** ELAoL will disseminate, collect, and analyze an annual family satisfaction survey - provided in students' home languages - to gather feedback and inform continuous improvement efforts. The survey will seek feedback on academic programs, school culture, and family engagement efforts.
4. **Community partnerships:** ELAoL will form partnerships with local community organizations, businesses, and institutions to provide additional resources, opportunities, and support for our students and their families.
5. **Transparent grievance process:** The school will establish a grievance process for families and community members to express concerns and provide feedback to school leadership and the charter board. This grievance process will be posted on the school's website. **For more information, see Appendix 6: Draft Grievance Policy**

EPC.24.a,b. Academic Goals. ELAoL will set and target ambitious, but feasible, academic goals that align with Louisiana's LEAP 2025 assessments. As an alternative middle school serving overage students, ELAoL's primary focus is to accelerate learning and ensure that students are prepared for success in high school. According to the Louisiana Department of Education's Alternative Education School Accountability Framework, "alternative education

schools serve students referred for long-term services and should thus be evaluated based on annual outcomes of students.”²³ ELAoL expects our students to enroll at the school with the goal of staying only one to two years, then returning to the home school upon catching up to grade level. Due to this school model, we expect not to maintain a consistent student body, but to serve new students on a rotating basis. The measurable academic goals for each of the first five years of operation described below are reflective of the alternative education accountability framework, the target student population, expected enrollment trends, and ELAoL’s goal of constant improvement.

School Performance Score. ELAoL will use as a baseline assumption the SPS letter grade of the 2 alternative schools in Greater New Orleans that serve non-incarcerated students in grades 6-8. Both of those schools are “C” rated. The goals below are subject to change once ELAoL has a baseline SPS. In accordance with the Charter School Performance Compact, the target School Performance Score at ELAoL will never be below a “C”. The progression of goals is set to ensure ELAoL is a “B” school within 3 years and an “A” School within 5.

ELAoL School Performance Score (SPS) Goals					
Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
C	C	C	B	B	A

Academic Growth as reflected in LEAP 2025 aligned assessments. ELAoL will use diagnostic assessments aligned with LEAP 2025 in all subject areas to establish a baseline. The school will set a goal of the percent of students achieving at least one year’s growth in ELA and Math based on LEAP 2025 aligned interim assessments. The goals below are subject to change once ELAoL has baseline data.

Percent of Students Achieving 1+ Year Growth on LEAP 2025 interim assessments					
Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
TBD	60%	70%	80%	80%	80%

Progressing toward Mastery in Core Subjects. ELAoL will aim to have students score at the “Mastery” performance level in each of the 4 core subjects on LEAP 2025. Doing so will indicate students are on grade level and ready for the content of the subsequent grade. Per the Alternative School Accountability Framework, progress on LEAP 2025 is the only student achievement data considered in calculating the school’s performance score. As such, demonstrating “top growth” on LEAP 2025 will be a high priority for ELAoL. Baseline percentages will be determined once students are enrolled and the school has access to previous student data.

²³
https://www.louisianabelieves.com/docs/default-source/district-support/louisiana-s-alternative-education-school-accountability-framework.pdf?sfvrsn=c7739d1f_2#:~:text=Alternative%20Elementary%2FMiddle%20School%20Accountability,accountability%20will%20also%20be%20considered.

Percent of Students Achieving “Mastery” on LEAP 2025						
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
Math	BL	BL +10%	BL + 15%	BL +20%	BL +25%	BL +30%
ELA	BL	BL +10%	BL + 15%	BL +20%	BL +25%	BL +30%
Science	BL	BL +10%	BL + 15%	BL +20%	BL +25%	BL +30%
Social Studies	BL	BL +10%	BL + 15%	BL +20%	BL +25%	BL +30%

ORGANIZATIONAL PLAN AND CAPACITY

STAFFING

OPC.25. Appendix 7 - Organizational Chart

OPC.26. Reporting lines and accountability

ELAoL's organization structure includes clear lines of reporting and accountability, and ensures the school can deliver on its mission of accelerating learning for overage students. By year 5, the reporting lines will be as follows:

- The **ELAoL Board** hires and evaluates the **CEO**. The CEO is responsible for the overall management of the school, including its academic, operational, and financial performance.
- The **Director of Curriculum and Instruction** reports to the **CEO** and is responsible for ensuring the school's instructional vision is consistently implemented.
- **Teachers, non-special education paraprofessionals, and interventionists** report to the **Director of Curriculum and Instruction**.
- The **Director of Students Services** reports to the **CEO** and oversees Special Education and EL.
- The **Dean of Culture** reports to the **Director of Student Services**. The dean manages a **Parent Liaison and Nurse**.
- **Special education teachers, special education paraprofessionals, EL paraprofessionals, and social workers** report to the Director of Student Services.
- The **Office Manager** reports to the **CEO**. The Office Manager oversees building maintenance and janitorial staff.
- **Finance and Operations** are managed through a contracted third party that works directly with the **CEO**. Outsourcing these functions enables the CEO to maintain a greater focus on instructional leadership and academic support to the school's students.

The organizational structure, staffing model, and accountability lines align with ELAoL's small school model.

OPC.27. Recruit and retain staff

ELAoL recognizes that effective teachers are the lynchpin to achieving its mission of educating overage middle school students. The school will prioritize the recruitment and retention of a diverse school leadership team and staff that represents Greater New Orleans and supports students' success.

To recruit and retain a diverse staff, ELAoL will employ evidence-based strategies²⁴, including the following:

1. **Early & Data-driven Hiring.** ELAoL will actively forecast hiring needs and create marketing campaigns targeted at teachers of color that are specific to open positions. The school will hire early; it will aim to have half of open roles filled by May 1 for the fall semester.

²⁴ Institute of Educational Sciences. *9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers*. https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/teacher_attrition.pdf

2. **Institutional Partnerships.** To source and recruit high-potential candidates, ELAoL will partner with local teacher preparation programs, including those at historically Black colleges and universities.
3. **Minimized Bias in Hiring.** Job postings will be advertised on online job boards (e.g., The [New Orleans Teacher Job Board](#), [workNOLA](#), etc.) and via local community organizations. The postings will detail the school's commitment to diversity, equity, and inclusion. To mitigate bias, the hiring process will be structured, including using standardized questions during interviews and including a diverse group of stakeholders on hiring committees.
4. **Professional Learning and Recognition.** ELAoL will foster a positive, supportive, and inclusive professional culture that makes it a highly desirable place to work. The school leadership team will recognize teacher and staff excellence publicly and frequently, a proven strategy to increase retention.²⁵ Teachers and staff will receive ongoing coaching and high-quality professional development.
5. **Competitive Salary and Attractive Benefits.** Teachers and staff will receive salaries competitive with schools in Greater New Orleans. To support teacher retention, ELAoL will prioritize work-life balance and staff wellness. This includes policies such as paid time off, wellness programs, and an Employee Assistance Program. By caring for our staff's well-being, ELAoL professionals will be better equipped to serve our students with compassion and dedication.

SCHOOL LEADERSHIP TEAM CAPACITY

OPC.28. Appendix 8 - Leadership Team Resumes

PROFESSIONAL DEVELOPMENT

OPC.29. Professional Development. Professional development for leaders, instructional staff, and other school employees is a critical component of ELAoL's school model. Professional Development at ELAoL will include training for all staff prior to the start of the school year and will include a total of ten dedicated professional development days and ongoing coaching throughout the year.

The school year will begin with two weeks of training focused on:

- 1) School Culture - Understanding the mission and vision of the school; Restorative practices to support discipline and behavior management; Social-emotional wellness practices
- 2) Curriculum - Star Academy-led content training; Wit and Wisdom training
- 3) Instruction - Star Academy-led training in instructional practices, including blended learning, differentiated instruction, and targeted small group instruction;
- 4) Accountability - Louisiana K-12 accountability system; use of data and assessments; Mental Health screening
- 5) Special Education - General SPED and IEP compliance; goal-setting and effective IEP implementation; differentiated instruction for exceptional learners.

PLCs and Coaching. During the school year, ELAoL will conduct weekly professional learning communities (PLCs) and routine coaching sessions. In PLCs, teachers and support staff will learn how to use the project-based curriculum efficiently and effectively by following protocols for unpacking modules and lesson planning.

²⁵ TNTP. *The Irreplaceables*. https://tntp.org/wp-content/uploads/2023/02/TNTP_Irreplaceables_2012.pdf

The coaching model at ELAOL leverages practices that have been shown to drive improvements in teacher practice and learner outcomes.²⁶ Coaching will include four key elements: observation, modeling, performance feedback, and relationship-building strategies.

Effective Coaching Practice	Description
Observation	Watching and documenting the teacher in the classroom using a specific: <ul style="list-style-type: none"> ● Intervention ● Practice ● Program
Modeling	Showing/demonstrating to the teacher how to use a specific: <ul style="list-style-type: none"> ● Intervention ● Practice ● Program
Performance feedback	Feedback is specific, positive, timely, and corrective, if warranted. Feedback is given both verbally and in writing.
Relationship-building strategies	Using specific strategies to build a positive relationship in a teacher-coach dyad. Examples: <ul style="list-style-type: none"> ● Empathetic listening ● Restating and summarizing information conveyed by the teacher ● Conveying expertise in teaching and deep content-area knowledge ● Identifying and working toward teachers' goals and needs

The Director of Curriculum and Instruction will be responsible for the coaching of teachers, non-special education paraprofessionals, and academic interventionists. The Director of Student Services will be responsible for the coaching of special education teachers and SPED/EL paraprofessionals. Non-instructional staff will receive coaching and feedback directly from their manager.

Coaching cycles (including observation, modeling, and performance feedback) will occur once a quarter for teachers and paraprofessionals with a proven track record of success. For novice teachers/paraprofessionals or those with emergent skills, coaching cycles will occur 2-3 times quarterly.

The specific coaching strategies used will be differentiated based on a confluence of factors, including years of experience, skill level, openness to feedback, individual goals and professional growth plan, and data on student outcomes.

²⁶ WestEd. *Effective Coaching: Improving Teacher Practice and Outcomes for All Learners*. https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf

By tailoring the coaching approach to each teacher's unique needs and context, ELAoL will provide the targeted support necessary to ensure all teachers effectively serve our students. The leadership team, including the CEO, Director of Curriculum and Instruction, and Director of Student Services will work collaboratively on the school's coaching program. They will analyze data, identify teacher needs, and adapt coaching plans as needed to maximize impact on teacher practice and student learning.

Professional Development Days. Each month, ELAoL will hold a full-day professional development for all staff. The Director of Curriculum and Instruction and CEO will design the content for each PD day based on needs identified via student assessments, PLCs, and teacher coaching.

All PD days will contain a data analysis component, during which teachers and support staff will review diagnostics and progress monitoring assessments and develop action plans to address academic deficiencies with differentiated instruction. Teachers will create lessons that are aligned to current content standards and the critical attributes of “proficient” or “highly effective” as outlined on the Compass teacher evaluation rubric.

PD days may also include specialized instruction on (1) content and instructional delivery from Star Academy, (2) SPED strategies, (3) restorative practices, or (4) other key elements of the ELAoL program.

Finally, PD will not be limited to instructional and student support staff. ELAoL will partner with the Louisiana Association of Public Charter Schools (LAPCS) to receive training for operational and financial staff. Additionally, ELAoL will seek membership with the Greater New Orleans Collaborative of Charter Schools (GNOCC). The GNOCC is an organization dedicated to networking and building the capacity of charter schools. Leaders and key personnel of ELAoL will participate in the following cohorts provided by GNOCC: (a) Finance and Business Managers, (b) Facilities and Operations, and (c) Development and Communications.

Evaluation. In accordance with evaluation guidelines established through Bulletin 130, ELAoL will use the Framework of Effective Evaluation²⁷ for all staff. Per this framework, evaluation plans will include the following elements:

1. A clear, specific **job description** outlining the expectations of each staff member - Created each summer and approved by the CEO, updated job descriptions will be provided to staff annually.
2. A **professional growth planning process** - Led by managers, each team member will have an individualized professional growth plan.
3. An **observation/data collection process** - Evaluations using Compass rubrics that include student learning targets (50%) and professional practice (50%) for all instructional staff.
4. **Professional development and support** - PLCs, coaching, and professional development days, described previously.

Evaluation of the CEO is described in detail in response to question **EPC.36**.

²⁷

https://www.louisianabelieves.com/docs/default-source/key-compass-resources/2022-2023-evaluation-guide-for-teachers.pdf?sfvrsn=26ce6318_4

CHARTER BOARD GOVERNANCE

OPC.30. Board Member Roster. Presently, ELAOL's board is comprised of five members, all residing in Greater New Orleans. Board composition meets the requirement of Bulletin 126 and the requirements of the Bylaws. A brief board roster is below. For more information about each member of the governing board, please see **Appendix 9**.

Board Member, Role	Description of Responsibilities	Area(s) of Expertise	Resides in the community?
Danny Cooper, President	Coordinates activities of the full board, ensuring alignment with vision and operation in compliance with bylaws, policies, and regulations.	Finances	no
Keith Gillies, Secretary	Supports organizational needs of the board, ensuring achievement of goals. Keeps meeting minutes and ensures adherence to open meeting laws and other legal requirements. Maintains records.	Management & Operations	yes
Todd Villarrubia, Treasurer	Directs financial work of the board, ensuring ethical, compliant, and mission-driven financial oversight.	Legal	yes
Loreal Stewart, Member	Ensure board achieves its goals and operates in accordance with bylaws.	Academics, Community Relations	yes
Theresa Henderson	Ensure board achieves its goals and operates in accordance with bylaws.	Alternative Education	yes

OPC.31. Appendix 9 - Board Member Resumes

OPC.32. Conflicts of Interest. ELAOL will uphold the highest standards of ethical conduct and maintain the public's trust in our school. To do that, the ELAOL board will adhere to a Conflict of Interest Policy that aligns with the Louisiana Code of Governmental Ethics that serves as the foundation for identifying and addressing potential conflicts of interest among our board members. Annually, every board member must sign and submit the "Annual Board Member Conflict of Interest Statement," affirming that they have received and pledge to adhere to ELAOL's conflict of interest policy.

The primary aim of this policy is to prevent scenarios where a board member's personal interests could be advanced through their involvement in ELAOL's business dealings or agreements. All board members are obligated to, and pledge to, disclose any real or potential conflicts of interest to the board chair. When a disclosure is made by a board member, that

board member will recuse themselves from the meeting, allowing the remaining board members to review the relevant information and take appropriate action.

The board will then deliberate and vote to determine whether a conflict of interest exists based on the criteria outlined in the board bylaws and the Louisiana Code of Governmental Ethics. If a conflict is identified, the board will end any relationship determined to be in conflict. In cases where a board member has failed to disclose a conflict, the board may take corrective measures, which could include removal from the board, in accordance with R.S. 42:1153B.

As mandated by Louisiana ethics laws, ELAoL board members will file Tier 3 Personal Financial Disclosure statements with the Louisiana Board of Ethics annually by May 15th.

ELAoL's board has reviewed all existing relationships and determined that there are no actual or perceived conflicts of interest among its members at this time. The board will continuously monitor and address any potential conflicts that may arise.

OPC.33.Governing Board. ELAoL will provide effective governance in support of the school's mission in 3 primary ways:

1. Implementing a training program for board members
2. Establishing clear roles and responsibilities for board members
3. Creating multiple avenues for stakeholder engagement

ELAoL board members receive onboarding and training to ensure they have a clear understanding of their roles and responsibilities as part of a governing board. When a new member joins the board, they participate in an orientation program that covers the distinct roles of governance outlined in ELAoL's bylaws.

The board member training emphasizes the board's primary responsibilities, including:

1. Setting the strategic direction for the school
2. Establishing policies
3. Overseeing financial health
4. Evaluating the performance of the Chief Executive Officer.

The board will also, at its annual retreat, receive professional development to keep board members current about best practices in charter school governance and inform them of relevant changes in laws and regulations.

To prevent the board from becoming involved in the the day-to-day operations of the school, ELAoL's bylaws define the roles and responsibilities of the board and the Chief Executive Officer. The board chair and CEO will maintain regular communication to ensure the board remains informed - but does not interfere with - management decisions of the CEO.

The ELAoL board will also conduct an annual self-evaluation to assess its performance, including identifying areas where it may be overstepping its governance role. If any concerns arise, the board will make necessary changes to ensure it remains focused solely on its strategic oversight responsibilities.

To facilitate its work, the board has established several committees that provide focused oversight and support in key areas. These committees follow the best practices of BoardOnTrack²⁸ and are described in the chart below:

Committee	Responsibilities
Governance Committee	Leads board member recruitment, orientation, and professional development to ensure the board's overall strength. Organizes the annual board retreat and assesses the board's strengths.
Development Committee	Assumes primary responsibility for raising non-grant funds to support the school's mission and long-term sustainability via a fundraising plan.
Finance Committee	Works with the CEO and 3rd party back office provider to provide financial oversight, i.e., create the annual budget, monitor its implementation, recommend revisions, and establish financial management policies.
Academic Excellence Committee	Measures the school's academic results against goals. Ensures alignment between the board and CEO's vision of academic excellence. Leads academic program oversight.
CEO Support & Evaluation Committee	Designs systems and processes to support the board-CEO partnership and help the CEO improve their performance. Responsible for effectively selecting, supporting, and evaluating the CEO.

ELAoL’s board will implement several strategies in its effort to be accessible and transparent. These include holding biannual town hall meetings where the CEO and board present updates, answer questions, and solicit feedback. Additionally, board meetings will be held regularly and be open to the public, with time allotted for public comment. The board will also make member contact information readily available on the school's website.

OPC.34.Organizational and Financial Goals. ELAoL has set ambitious but feasible organizational and finance goals. These goals are designed to ensure ELAoL delivers on its mission and meets the expectations outlined in the Louisiana Charter School Performance Compact.

²⁸ BoardOnTrack. *What Committees Should Your Board Have?*
<https://boardontrack.com/blog/school-board-committees>

Organizational Goals

Expectation	Indicator	ELAoL's goals
ELAoL enrolls and serves all students through prioritizing equity in its enrollment and discipline policies and procedures.	Enrollment targets*	100% of enrollment target met each year
	Economically Disadvantaged and Students with Disabilities percentage	80% or greater economically disadvantaged 10% or greater students with disabilities
	Suspensions	Less than 5%
	School is non-discriminatory and compliant with laws and policies related to student admissions, discipline, attendance, and truancy	no Notices of Concern or Breach
	School admissions process is nondiscriminatory and compliant with laws and policies related to students with disabilities	no Notices of Concern or Breach
All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy	Students with Disabilities evaluations	0% of evaluations out of compliance
	IEP timeline compliance	0% of IEPs out of compliance
	Least Restrictive Environment	80% of students with IEPs served in a regular classroom setting 80% or more of the school day
	Subgroup Performance	School not identified as "Urgent Intervention Required" for any subgroup
All special student populations receive the services and supports they need to ensure academic success in accordance with applicable law and policy.	School complies with all state and federal requirements regarding services for students with IEPs, IAPs and LEP plans	no Notices of Concern or Breach
Schools and governing boards responsibly follow all laws, policies and contractual obligations.	Board adheres to state policies regarding governance and compliance	no Notices of Concern or Breach

	School and board have no evidence of violations of Louisiana ethics laws	no Notices of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	no Notices of Concern or Breach
	School has no evidence of intentional violations of required test procedures	no Notices of Concern or Breach

*As an alternative school with the explicit goal of accelerating learning for students so they may return to their school of origin performing at grade level, ELAoL will not set re-enrollment goals for our students.

Financial Goals

Expectation	Indicator	ELAoL's goals
Schools demonstrate strong financial practices resulting in fiscally viable and responsibly maintained institutions.	LDE Fiscal Risk Assessment	"No action" risk assessment
	Annual External Audit Performance	No material findings in audit
	School uses federal and state funds in a fiscally responsible and legal manner	no Notices of Concern or Breach

OPC.35. Board Monitoring. The ELAoL board will monitor the school's progress toward the academic, organizational, and financial goals stated earlier in this application. The board will utilize clear, simple, and consistent dashboards within the committee structure described in section OPC.33 above. This regular monitoring by the board will ensure that the school is on track to meet its performance targets and enable it to promptly address any areas of concern.

Goals	How the board will monitor	Board actions take if not on track
Academic	<ul style="list-style-type: none"> Review academic dashboards prepared by the CEO which include data on assessments, student growth measures, and progress towards annual academic goals (monthly) Review (as a full board) comprehensive data, identifies successes and challenges, and develops improvement plans as needed (quarterly) Receive regular updates from 	<ul style="list-style-type: none"> Diagnose root causes of underperformance with the CEO Develop action plan with defined steps, owners, and timeline Allocate additional resources to support academic improvement Increase frequency of academic reviews in board and committee meetings Consider leadership changes if there are persistent academic challenges

	Director of Curriculum Instruction and CEO on academic programs and professional development	
Organizational	<ul style="list-style-type: none"> Review organizational dashboards prepared by the CEO which include data on student enrollment, attendance, retention, discipline, and progress towards annual organizational goals (monthly) Conduct annual reviews of school policies and practices to ensure alignment with ELAoL's mission, vision, and values Review stakeholder feedback, including results from parent and community surveys and town hall meetings, to monitor satisfaction and identify areas for improvement 	<ul style="list-style-type: none"> Work with the CEO to identify and address any operational or cultural challenges contributing to missed targets Provide additional oversight and support in areas of concern, such as student enrollment or special education Revise policies or practices that may be hindering organizational health Consider leadership changes if there are persistent organizational challenges
Financial	<ul style="list-style-type: none"> Review financial statements and budget-to-actual reports to track revenues, expenses, and cash flow (monthly) Conduct financial reviews with the CEO and 3rd party finance provider to discuss any variances, adjustments, or concerns (quarterly) Review and approve the school's budget, ensuring alignment with strategic priorities and financial goals (annually) Conduct annual audit and review the audit report. Monitor the implementation of any recommendations. 	<ul style="list-style-type: none"> Work with the CEO and 3rd party provider to identify the reasons for financial challenges and develop an action plan with defined steps, owners, and timeline Increase the frequency of financial reviews and board discussions Explore additional revenue opportunities, such as grants or fundraising, to improve the school's financial position Make budget adjustments or cuts as needed to maintain financial viability, while prioritizing essential services for students Consider leadership and/or 3rd party provider changes if there are persistent financial challenges

OPC.36.a-c. CEO Evaluation. ELAoL’s board will uphold its responsibility to assess and hold the CEO accountable to clearly defined performance standards. These standards are aligned to the performance metrics delineated in the Louisiana Charter School Performance Compact and encompass academic, organizational, and financial performance domains.

Academic Performance Standards:

1. School Performance Score (SPS) and letter grade
2. Student growth and achievement on state assessments
3. Progress in narrowing achievement gaps for economically disadvantaged students and students with disabilities

Organizational Performance Standards:

1. Student enrollment, attendance, and retention rates
2. Teacher retention and job satisfaction
3. Parent and community engagement levels
4. Adherence to all relevant laws, regulations, and policies

Financial Performance Standards:

1. Compliance with approved budget and financial policies
2. Accurate and timely financial reporting
3. Annual audits devoid of material findings
4. Effective fundraising and grants management

The board will conduct an annual evaluation of the CEO at the end of each academic year. The evaluation will include a self-assessment by the CEO and a thorough analysis of the school's academic, organizational, and financial data. The board will collect relevant evaluation data via committee reports. Should this process for collecting information prove onerous for school staff or impossible to conduct with a level of objectivity, the board will consider contracting a third party to collect and analyze evaluation data on their behalf.

The board will use a structured rubric; for each domain, the CEO will be given one of 4 ratings: Ineffective, Effective: Emerging, Effective: Proficient, or Highly Effective. The leader will receive an overall performance rating, along with a narrative description of strengths and areas for growth and development.

In addition to the annual evaluation, the board will track the CEO's progress towards key performance indicators on a quarterly basis. If the school is not making adequate progress towards its goals, the board will identify the areas of concern with the CEO and work collaboratively with her to develop an action plan for improvement. The action plan will detail specific steps, owners, and timeline for completion. The board will avail itself to the CEO for resources and support where needed.

Should the CEO fail to meet performance expectations despite these interventions, the board will take actions in the best interest of students and the school community. If the CEO receives an unsatisfactory evaluation for two consecutive years, or if there are persistent and/or significant deficiencies in any of the key performance areas, the board will initiate a leadership change. The board would not make this decision lightly, but understands its critical responsibility for holding the CEO accountable for the success of the school.

OPC.37.a,b. Financial Planning. The ELAoL board will establish a comprehensive set of policies and procedures that will guide financial planning, accounting, purchasing, and payroll processes. These policies will align with best practices in the field, comply with all legal and regulatory requirements, and safeguard the use of public funds. While the board of directors has ultimate accountability for the financial health of the organization and responsibility for legal compliance with requirements and restrictions for the use of public funds, school staff and a

contracted third party provider will implement day-to-day execution of financial tasks. All policies and procedures will be finalized by a vote of the board of directors in the spring of 2025, upon the hiring of the back office service provider.

The contracted back office provider will specialize in financial services for schools and nonprofits, bringing critical expertise and experience in financial management, budgeting, and accounting. This partnership will allow the school to benefit from professional financial support and guidance without hiring a full-time CFO. This contract arrangement ensures that the school's resources most effectively support its educational mission. A back office contract will include, but may not be limited to, the following financial services:

- *Budgeting & forecasting* - ELAoL will use a structured budgeting and forecasting process. The back office provider will work closely with the CEO and the board's Finance Committee to develop an annual budget that aligns with the school's strategic priorities and academic goals. This budget will be based on conservative revenue projections, historical expense data, and educational program needs. The budget will be reviewed by and approved by the board.
- *Accounting* - The third party service will provide monthly financial reports that detail actual revenue and expenses against the approved budget. These financial reports will be reviewed by the CEO and Finance Committee, which will provide oversight to ensure the school is financially on track.
- *Purchasing* - With the support of a back office provider, ELAoL will create and implement clear policies governing all aspects of purchasing, including the approval process, vendor selection, and invoice management. For large purchases, the school will use competitive bidding. The accounting system will provide clear audit trails and ensure the segregation of duties. There will be multiple levels of review and approval for all transactions.
- *Payroll* - The back office provider will manage payroll for the school. All tax withholding and reporting requirements will be adhered to. The board will also conduct regular internal audits to catch any errors or discrepancies promptly. This will supplement the annual external audit by an accounting firm selected by the board.

Board oversight. The board's Finance Committee understands its role in providing financial oversight, and will actively monitor the school's overall financial position. As described above, this will include:

- Reviewing monthly financial reports
- Reviewing quarterly updates on key financial indicators such as cash flow
- Reviewing and approving the annual budget
- Overseeing the external audit process
- Reviewing and assessing the school's financial policies and procedures

Financial Controls. To ensure long term financial viability, ELAoL will implement the following proposed financial controls, aligned with the Louisiana Legislative Auditor's Best Practice in Government checklist:

Policies and Procedures Handbook: Annually, ELAoL's finance committee will review, edit, and ratify a Policies and Procedures Handbook that contains clear, specific procedures for the following activities. Changes to the handbook will be approved via a board vote.

- Preparing, adopting, monitoring, and amending the budget
- Procurement and purchasing including segregation of duties
- Documentation for bids and quotes
- Receiving, recording, and preparing deposits for cash receipts
- Processing, reviewing, and approving disbursements
- Accounting for the business and personal use of cell phones
- Investing excess cash
- Recording, tagging, and safeguarding capital assets
- Controlling and monitoring inventories
- Use of credit cards and filing expense reports
- School Food Services
- School Activity Funds
- Disaster recovery/business continuity plan

Strategic Planning: Annually, the board and CEO will participate in strategic planning for the organization. Strategic plans will include short- and long-term goals and will be leveraged for future decision-making and budgeting.

Budgeting: The Finance Committee, CEO, and contracted back office provider will begin the budget development process each year in February. A draft budget will be shared with the board for feedback in April. A final budget will be reviewed in a public meeting in May. The board will approve the budget each June.

Financial Statement Reviews: Monthly, the back office provider will prepare financial statements, including budget-to-actuals for the Finance Committee. These statements will then be reviewed and discussed in each public board meeting.

Annual Audit: At the close of each fiscal year, the board will contract with a firm to conduct an independent audit of the school's financials. The audit results will be reported to the governing board and to the Louisiana Department of Education in alignment with compliance regulations and timelines. The Finance Committee of the board will ensure the auditing firm has access to all necessary documents and records to facilitate this process.

Finance Committee Meetings: As described throughout the application, the finance committee will meet regularly to review financial statements, track progress toward financial goals, and discuss and plan for critical activities such as annual budgeting.

Financial Leadership Training: The CEO and governing board will participate in annual charter school finance trainings to continue to build capacity in financial management.

OPC.38. Training Board Members. The ELAoL board is composed of individuals from diverse backgrounds who share a commitment to providing high quality educational opportunities for underserved students in Greater New Orleans. The ELAoL board members have a wide range of experience in education, law, finance, management, and community engagement. Most have personal connections to the students and families we will serve.

To deliver on the mission of the school, the board strives to operate at the highest level. To achieve that aim, the board provides ongoing training, development, and self-evaluation. All board members participate in annual training provided by the Louisiana Association of Public Charter Schools (LAPCS) to stay current on best practices in charter school governance,

policies, and legal requirements. The board also leverages the resources and tools provided by BoardOnTrack, a national organization that supports charter school boards. These tools assist the board in evaluating its own performance and identifying and supporting areas for improvement.

Annually, the Governance Committee will lead the board in a self-assessment process using the BoardOnTrack benchmark tools. This self-evaluation process will enable the board to assess its strengths and weaknesses across key domains, such as academic oversight, financial management, and organizational governance. Based on the results of this assessment, the Governance Committee will make recommendations to the full board regarding specific steps the board can take to address any identified weaknesses, such as targeted training or the recruitment of new members with particular expertise. Should the board identify a particular skill set or background is needed to strengthen the board's capacity, it will actively seek out candidates who meet those criteria.

The board will also provide orientation and training to new board members. The board's onboarding process, led by the Governance Committee, includes a thorough review of the board's bylaws, policies, and procedures, as well as an overview of the school's mission, history, and current priorities. New members will tour the school, meet with CEO and staff, and attend LAPCS's Top Shelf training, which offers a thorough review of charter school governance best practices.

OPC.39. Board Meetings. The ELAoL board holds 10 meetings per year. Each meeting is held at 6pm on the school campus. Translators will be at each meeting to support non-English speaking families. All public board meetings are properly noticed and held in compliance with La. R.S. 17:3996 and La. R.S. 42:12 requirements for open meetings. The 2025-2026 meeting calendar is below:

- | | |
|--------------|---|
| 1. August | Governance, Review bylaws |
| 2. September | Budget approval |
| 3. October | Academics |
| 4. November | Finance/Budget |
| 5. January | Academics |
| 6. February | Governance |
| 7. March | Academics |
| 8. April | Staff/Student/Family Policies |
| 9. May | Strategic Plans/CEO and Board Evaluations |
| 10. June | Finance/Budget |

In accordance with the Open Records Act, a person may submit a request, in writing, to the custodian of records with the specific data requested. The requested items will be provided within three business days or as is reasonably feasible. If the request takes longer than three days, the requestor will receive a timeline for when the request can be fulfilled.

OPC.40. Appendix 10 - Board Bylaws

FINANCIAL PLAN AND CAPACITY

FPC.41. Managing Non-academic Services. The table below describes how ELAoL will manage its non-academic services, including who in the school will be responsible for each specific operational aspect of the school.

Operational area	Responsible for Oversight	Details
Transportation	Office manager	Student transportation will be provided by a third-party vendor/contractor. All appropriate licenses, insurance, and governing aspects will be reviewed and approved by the board. Within a certain catchment zone, the school will provide busing for students to and from school. Depending on student enrollment, other transportation services may be offered, including rideshare, carpool, and alternative transportation. The office manager will work with all families to ensure transportation is not a barrier to attending the school. Transportation services will meet the needs of all ELAoL students, including special populations such as economically disadvantaged students and students with disabilities.
Food services	Office manager	ELAoL will contract with NOLA-PS or local food service providers to ensure high-quality, nutritious meals are available to all students. The provider will deliver services of the National School Lunch program to ensure students have opportunity for daily breakfast and lunch. All appropriate licenses, insurance, and governing aspects will be reviewed and approved by the board.
Facilities	Office manager	The planned school facility is owned and operated by the YMCA. ELAoL is renting their space from within the YMCA facility. The YMCA will be responsible for meeting all codes and ensuring the building is safe and well-maintained. ELAoL will have 2 janitors and 1 maintenance person on staff to handle day-to-day cleaning and minor repairs. Their work will be managed by the school's officer manager. All other facility-related services will be contracted through the lease with the YMCA. The board will have oversight of that lease.
Purchasing processes	CEO	The CEO is ultimately responsible for finances. As described in section in section OPC.37, ELAoL is contracting financial services through a third-party, who will execute tasks as directed by the CEO and provide full service financial services and regular reports. All major expenditures will be aligned with the board-approved budget, and proper procurement

		procedures will be followed to ensure fiscal responsibility.
Student records	Office manager	The office manager will be responsible for collecting and maintaining accurate and up-to-date student records, including enrollment information and attendance data. ELAoL will use a secure student information system to store and manage student data and will ensure compliance with student privacy laws such as FERPA.
School safety	CEO	The CEO will be responsible for school safety. The school will contract with a third-party provider to develop and implement a school safety plan that is compliant with all security requirements. Included in this plan will an Emergency Operations Handbook that all teachers and staff will be familiar with and trained on. The CEO will work with the office manager to coordinate regular safety drills and the school will use a security system with video camera and key cards for entry to the campus.

FPC.42. Recruiting student population. Engaged Academies of Louisiana will serve middle school students in grades 6-8 who are overage for their grade and at risk for disengagement and dropping out. The school will begin a targeted recruitment plan in the fall of 2024, a year before the school’s planned opening. ELAoL aims to open with 150 students in the fall of 2025 and reach 240 students by 2028.

FPC.42.a. As a Type 2 charter school, ELAoL will be open to any eligible middle school student in the state of Louisiana. That said, the school expects students to come from Orleans, Jefferson, and St. Bernard Parishes. The application process for entry into the school will align to those districts’ processes and timelines to the greatest extent possible.

The application will be simple and accessible online and in print form. As the school has no academic entry requirements, the form will only ask basic student information. The application will be translated into Spanish and Vietnamese. Other languages will be added by request.

The school will use the following enrollment timeline:

Timeline	Action
July 2024	School website is live; website can capture contact information from interested families Marketing materials are prepared
August 2024 (following charter approval)	Begin targeted recruitment and outreach to <ul style="list-style-type: none"> ● Enrollment personnel in area school districts (particularly Jefferson & St. Bernard Parishes) ● Middle school principals of Orleans Parish charter schools

	<ul style="list-style-type: none"> • Community organizations that serve youth who are academically struggling • Juvenile justice and workforce development partners
September 2024	Application live on website; printed applications available
September 2024 - May 2025	<p>Execute social media campaign on Instagram and Facebook</p> <p>Hold information sessions at middle schools to directly engage with students who could benefit from the ELAoL's school model</p> <p>Follow up with families that have expressed interest on website and through social media campaigns</p>
September 2024 - January 2025	Priority application window
January 2025	<i>Recruitment benchmark goal: 50 student applications</i>
January 2025 - May 2025	Conduct monthly Open House events for enrolled and perspective families
March 2025	<i>Recruitment benchmark goal: 100 student applications</i>
February 2025 - May 2025	Rolling application window
May 2025	<i>Recruitment benchmark goal: 150 student applications</i>
May 2025	If more than 180 student applications are received, a lottery will be conducted
June 2025 - July 2025	If needed, further targeted recruitment and outreach at middle school summer school programs
July 2025	Follow up with registered families to ensure students are committed to attending school on first day
June 2025 - August 2025	Student enrollment and registration; first day of school

Given the model of ELAoL, the school also expects to enroll students throughout the school year and will accept new students during the school year on a first come, first served basis.

FPC.42.b. ELAoL has identified the following potential barriers to access the school and ways to mitigate those barriers:

Potential Barrier	Plans to mitigate barrier
Lack of awareness among families of overage/struggling students about alternative program options	Partner closely with district and middle school leaders in Orleans, Jefferson, and St. Bernard to spread awareness of ELAoL as a positive alternative for struggling students Launch robust social media campaign to raise awareness among students and families about ELAoL
Stigma or reluctance to leave a traditional school setting	Host information sessions at middle schools to engage directly with students and families and communicate the benefits of ELAoL's school model Host monthly Open House events at ELAoL's campus to inform and welcome prospective students
Concerns about transportation to a new school location (that may be in a different parish for area students)	Communicate ELAoL's commitment to transportation assistance for all students clearly on website and in marketing literature
Language barriers for non-English speaking families	Provide school application, recruitment materials, and direct family outreach in multiple languages

FPC.42.c. ELAoL will ensure equitable access to the school for all students who want to apply. All school materials will be translated into students' home language, and recruitment events and open houses will have translators available. ELAoL leaders will hold recruitment meetings in schools and neighborhoods across the area, and offer prospective students the opportunity to experience ELAoL's unique program at its campus. If student applications exceed available seats, a lottery will be held (see below for details) to ensure equitable opportunity.

FPC.42.d. ELAoL will only have 2 admissions requirements:

- 1) Louisiana students eligible to enroll in grades 6, 7 or 8, and
- 2) Students are at least one year overage for their grade level.

Other than those two criteria, the school will have an open admissions policy and will not discriminate based on academic scores, performance, or any protected characteristics. If there are more student applicants than seats, a lottery will be used to select students for enrollment.

FPC.42.e. A lottery will be used if the number of applications exceeds the 180 *maximum* available seats available for the fall of 2025. The CEO and a member of ELAoL's board will conduct the lottery in May 2025. The CEO will randomly select 60 students for each grade level who will be notified immediately after the lottery. Students who are not selected will be added to a waitlist, which will be used to fill seats on a rolling basis.

FPC.43.Compliance. ELAoL is committed to serving a student population that reflects students in Greater New Orleans, including students who are economically disadvantaged and students with disabilities. Because the school seeks to serve overage middle school students who are academically struggling, it anticipates a disproportionate percentage of students that come from economically disadvantaged households and students who have disabilities, both of whom are overrepresented in overage student populations. In compliance with state regulations, the student body at ELAoL will be 85% or more of the average of any demographic subgroup.

As described in section EPC.7, ELAoL will aim to have a student body that is represented below:

	Economically disadvantaged	Students with disabilities
Jefferson Parish	76%	11%
St. Bernard Parish	77%	11%
Orleans Parish	84%	**
Engaged Learning Academies of Louisiana	90%	12%

ELAoL will use the targeted recruitment efforts described above in section FPC.42 to ensure it attracts and enrolls students from low-income backgrounds and those with disabilities. The application process is designed to be simple, easy, and accessible with all barriers to entry minimized. During the application and enrollment process, ELAoL's leadership team and staff will be available to assist families in completing applications and navigating any challenges that arise. The school will provide translation services to support non-English speaking families.

ELAoL will closely monitor the demographic composition of the student body in the school to ensure ongoing compliance with required percentages. If the school's enrollment of economically disadvantaged students or those with disabilities falls short of required targets, the CEO will immediately develop and implement a corrective action plan in consultation with the board. This plan could include additional outreach to families of these target populations, better retention of these students, or collaboration with local schools to identify and attract eligible students.

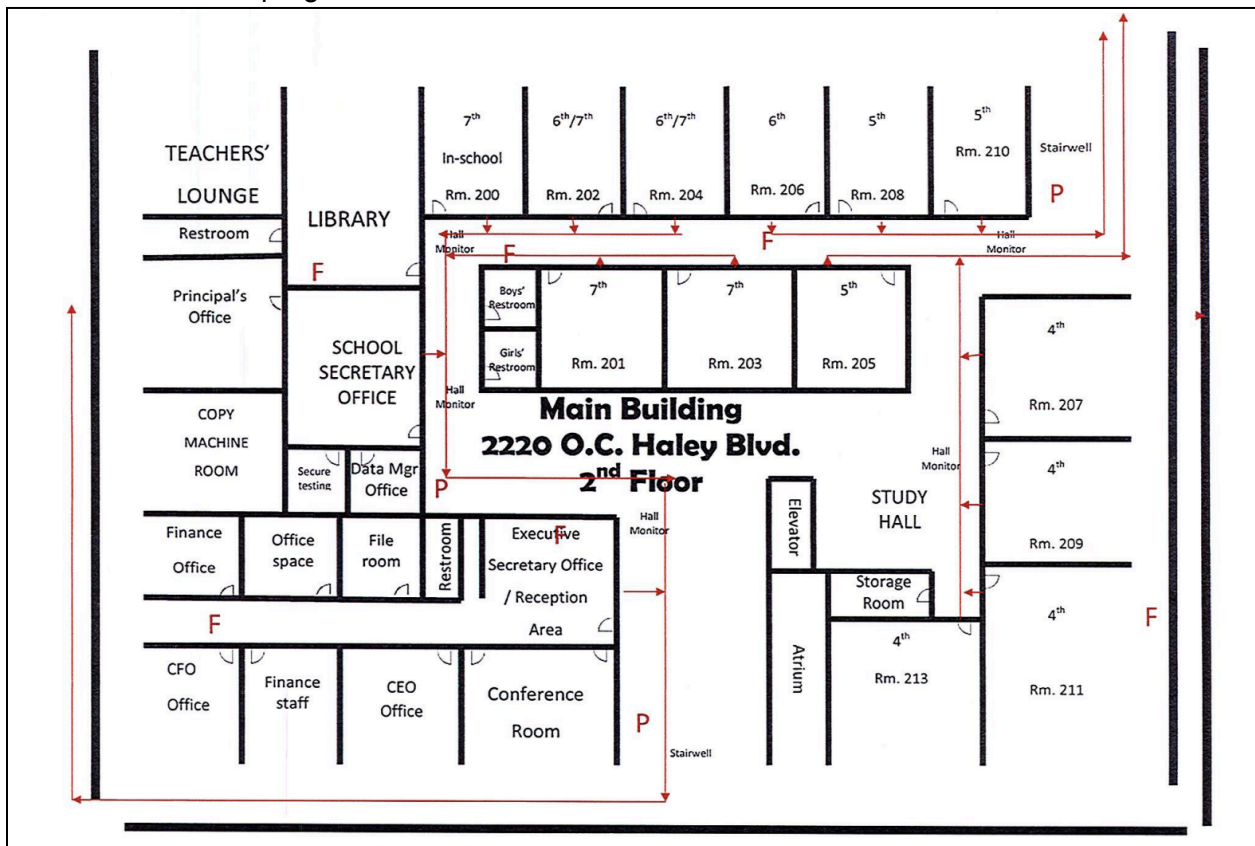
FPC.44.a. School Facility. ELAoL has identified an ideal facility for the school's educational program at the Dryades YMCA located at 2220 Oretha Castle Haley Blvd. in New Orleans. The facility previously housed a preK-8 school with 350 students. Its size, location, and program make it an ideal location for ELAoL's planned full year 4 enrollment of 240 students in grades 6-8.

The Dryades YMCA is located centrally in New Orleans and is easily accessible by public transportation. The school facility's location will help mitigate transportation barriers of our students and make the school accessible by students across Greater New Orleans.

The facility has ample space and amenities to support the school's academic model and needs of students:

- **Classrooms:** The building has 13 classrooms, more than sufficient space to support the school at full enrollment. Each classroom will be equipped with a Promethean Board for interactive technology.
- **Specialized spaces:** Setting the school within a YMCA campus offers many specialized spaces to students to support learning activities and physical education. The facility includes an indoor gym, cafeteria, an Olympic-size pool, and a large outdoor field.
- **Offices and collaborative spaces:** The facility has several offices and flexible meeting spaces that can be used for project-based learning and group activities. The spaces will enable the school to implement the school’s hands-on, collaborative instruction programming, as well as allow for individual and small group instruction.
- **Technology:** Each ELAOL student will be provided with a Chromebook to support digital learning. Every classroom will be equipped with wifi and ample electrical plugs.

The diagram below shows the layout of the school, with classrooms and offices mapped to the former PK-8 school program it housed.



Notably, the facility is move-in ready and will not require significant renovation or modifications before opening. This will allow ELAOL to focus its efforts on implementing its programmatic model, hiring staff, and recruiting students. Should any unexpected facility issues arise, the school will work within its contractual agreement with the YMCA to make repairs or upgrades.

In the event that ELAOL's charter should cease, the school will ensure a smooth transition for students and the proper disposition of school assets. All items purchased with MFP or special funds, including technology and instructional materials, will follow students to their new school to

ensure continuity of learning. Any remaining assets will be distributed in accordance with state law and in consultation with the Louisiana Department of Education.

FPC.45. Appendix 11 - Revenue Sources

FPC.46. Contingency Plan. In the event that the actual revenues are lower or expenses are higher than anticipated, ELAoL has a contingency plan to maintain financial stability while maintaining quality educational programming. The CEO, contracted 3rd party financial provider, and Finance Committee of the board will coordinate and implement the plan.

The contingency plan includes a multipronged approach. First, the school will maintain an operating reserve fund of 5% of the annual budget as a buffer to absorb a shortfall in revenue or higher than expected expenses. If that buffer is not sufficient, ELAoL will reduce non-essential expenses, such as non-essential facility maintenance, travel, and services and supplies. The board will also increase fundraising efforts through grants, donations, and community partnerships. To the greatest extent possible, the school will avoid making staffing cuts, but if gaps remain after the above actions are taken, ELAoL will make reductions in personnel starting with non-instructional staff. All actions taken to shore up the financial health of the school will prioritize maintaining a strong educational program for students.

FPC.47. Financial Manager or Service Provider. ELAoL will partner with a third-party provider that specializes in financial services for schools. The services they will be contracted for are described in section OPC.37 above, and include budgeting and forecasting, accounting, purchasing, and payroll. The board's Finance Committee will provide strong oversight of the school's finances serviced by the back office provider.

FPC.48. Annual Budget. ELAoL will use a structured, collaborative process to develop a budget in a way that aligns to its mission, strategic priorities, and student needs. The budget will be carefully crafted, reviewed, edited, and approved at the beginning of each academic year.

FPC.48.a. Who will be involved

The budget will be developed with the key stakeholders:

1. The CEO will lead the budget development process and identify the key educational programming, staffing, and operational needs.
2. The Finance Committee of the ELAoL board will review and give feedback on the budget before it goes to the full Board.
3. The Back Office Service provider will build the actual budget and assist with financial forecasting.
4. The Director of Student Services and Director of Curriculum and Instruction will provide input on educational programming needs.
5. The full ELAoL Board of Directors will review and approve the budget.

FPC.48.b. How needs will be identified and weighed. The first step of the budget will be a needs assessment led by the CEO. That assessment will consider academic priorities, enrollment projections, staffing requirements, operational needs, and other long-term strategic initiatives. With those needs identified, the CEO will work with the back office provider to develop a draft budget which will be reviewed by the Finance Committee. The Finance Committee will provide feedback and recommendations. Finally, the CEO will present the budget to the full Board for review, refinement, and approval.

Once the budget is approved, the CEO and Finance Committee will review monthly financial reports and identify any concerns in revenues or expenses. If significant changes occur that warrant a change in the budget, the CEO and Finance Committee will recommend budget modifications to the full Board for approval.

FPC.49. Appendix 13 - Types of Insurance

High School Addendum - Not Applicable

Corporate Partnerships Addendum - Not Applicable

Educational Services Provider Addendum - Not Applicable

Virtual Operator Addendum - Not Applicable

Appendix 1: Cover Page

Support from Community Stakeholders - As evidenced by the enclosed letters of support, ELAoL benefits from a broad base of interest in our school model. Significantly, many members of our community support the expansion of the Star Academy program to a stand alone school. The support for ELAoL includes students, parents, and educators who have directly benefited from this program. Further evidence of testimony in support of the effectiveness of the Star Academy program can be viewed in student testimony videos, available [here](https://www.youtube.com/@nolaeducation2939): <https://www.youtube.com/@nolaeducation2939>. For more information about the strategies used to solicit community input throughout the process of developing the charter application, see the charter application narrative response to **EPC.8**.

Candid Analysis of Depth of Support for the School - ELAoL is filling a niche need in Greater New Orleans – serving overage, undercredited middle school students interested in accelerated learning and returning to their home schools in the grade level appropriate for their age. While our leadership team has not encountered direct opposition, as experienced leaders in public education, we know that operators of area charter schools have, in the past, expressed a disinterest in alternative school models, arguing that all kids can and should be served adequately in more traditional settings. Fortunately, ELAoL considers the alternative schools and the vast majority of traditional schools in our region as *partners* in the effort to meet the needs of all students in our community. As described in the charter application, ELAoL plans to continue our community engagement efforts throughout the 2024-2025 start up year, with a strong focus on prospective parents and families and on developing robust partnerships with nearby schools.

Evidence of Support

Document	Page #	Description
Richard Hartley	54	Former Senior Policy Adviser, Governor John Bel Edwards support for ELAoL school application
Daquanda Broussard	55	Middle School Math Teacher, support for Star Academy's math program
Charone Babineaux	56	Educational Support Specialist, support for Star Academy program
Carter Kopel	57	Jefferson Parish Educator, support for Star Academy program
Tom Watson	58	Community Member, support for ELAoL school application
Keyan Lafrance	59	Non-Profit Business Manager, Community Member, support for ELAoL school application
Stephanie Cockerham	60	Early Childhood Director, Community Member, support for ELAoL school application

Loreal Stewart	61	Early Childhood Assistant Director, Community Member, support for ELAoL school application
Brittany Kelley	62	Early Childhood Educator, Community Member, support for ELAoL school application
Jeannette Catchings	63	Early Childhood Educator, Community Member, support for ELAoL school application
Chelsea Douglas	64	Early Childhood Educator, Community Member, support for ELAoL school application
Joneka Morgan	65	Early Childhood Educator, Community Member, support for ELAoL school application
Mailyng Benitez	66	Early Childhood Educator, Community Member, support for ELAoL school application
Kierston Garrison	67	Early Childhood Educator, Community Member, support for ELAoL school application
Betty Salazar	68	Early Childhood Educator, Community Member, support for ELAoL school application
Albert Franklin	69	Early Childhood Educator, Community Member, support for ELAoL school application
Kiontay Wicks	70	Early Childhood Educator, Community Member, support for ELAoL school application
Junnieth Romero	71	Early Childhood Educator, Community Member, support for ELAoL school application
Sharon Campbell	72	Early Childhood Educator, Community Member, support for ELAoL school application
Addison Lee	73	Educator, support for Star Academy program
Kristin Wilson	74	Educator, support for Star Academy program
Virgina Cagle	75	Educator, support for Star Academy program
Alex Kindard	76	Science Educator, support for Star Academy program
Libby McGee	77	Educator, support for Star Academy program
Dylan Harris	78	Educator, support for Star Academy program
Yulanda Lassiter	79	Educator, support for Star Academy program
Erik Frank	80	Community Member, support for Star Academy program

Kyla Aucoin	81	School Improvement and Assessment Specialist, support for Star Academy program
John Wehrer	82	Community Member, support for Star Academy program
Steven Steele	83	Principal, support for Star Academy program
Denise James	84	Community Member, support for Star Academy program
Keith Brown	85	Business Owner, Community Member, support for ELAoL school application
Sarah Gros	86	Educator, support for ELAoL school application
Todd Morrell	87	Star Academy team member, support for Star Academy program
Yolanda Levier	88	Science Teacher, support for Star Academy program
Shannon Rogers	89	Community Member, support for Star Academy program
Virginia Robinson	90	Community Member, support for Star Academy program
Courtney Fangué	91	Community Member, support for Star Academy program
Terry Carter	92	Community Member, support for Star Academy program
LeAndra Evans	93	Community Member, support for Star Academy program
Dawn Weimer	94	Educator, support for Star Academy program
Lathecia Wiley	95	ELA Teacher, support for Star Academy program

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

To Whom It May Concern:

As the former Senior Policy Advisor to former Governor John Bel Edwards, I am writing to express my strong support for the approval of the Engaged Learning Academies of Louisiana (ELAoL) charter school application. The greater New Orleans area has long grappled with providing effective educational solutions for underserved students who have fallen behind academically, and ELAoL offers an innovative approach to addressing this critical need.

By employing an alternative educational model that utilizes individualized, adaptive, and standards-aligned programming, ELAoL has the potential to re-engage students in their education, enabling them to recover credits and successfully reintegrate into a traditional school setting.

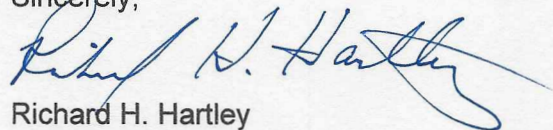
Furthermore, I am particularly impressed with the school's vision to cultivate a nurturing environment that fosters personal growth, academic achievement, and leadership skills. This holistic approach prepares students for future success by equipping them with essential life skills and exposing them to potential career paths.

In my role as a Policy Advisor and my travels across the state, I became keenly aware of the significant impact that a quality education has on the trajectory of a young person's life and, by extension, the well-being of an entire community. ELAoL's mission and vision align with my desire and commitment to strive to provide equitable educational opportunities for all students, regardless of their circumstances.

I firmly believe that the approval of this charter school application will be a valuable investment in the future of the greater New Orleans area. By empowering underserved students to overcome academic challenges and achieve their full potential, ELAoL will contribute to a more educated, skilled, and resilient workforce, ultimately driving economic growth and prosperity for the region.

For these reasons, I wholeheartedly support the Engaged Learning Academies of Louisiana charter school application and urge its approval. This innovative educational option has the potential to transform lives and strengthen the Greater New Orleans Area for generations to come.

Sincerely,



Richard H. Hartley
Former Senior Policy Advisor
Former Governor John Bel Edwards

April 15, 2024

RE: Star Academy

To Whom This May Concern:

As a dedicated math teacher, I am writing to express my strong support for the implementation of Star Academy's hands-on learning mathematics curriculum. Incorporating interactive and experiential activities into math education is essential for promoting student engagement, fostering conceptual understanding, and developing essential skills that extend beyond the classroom.

Mathematics, often perceived as an abstract and theoretical subject, can greatly benefit from a hands-on approach. By providing students with opportunities to manipulate physical objects, construct models, and actively engage in problem-solving scenarios, we can bridge the gap between abstract concepts and real-world applications. Hands-on activities allow students to visualize mathematical concepts, making them more tangible and relatable, ultimately enhancing their comprehension and retention.

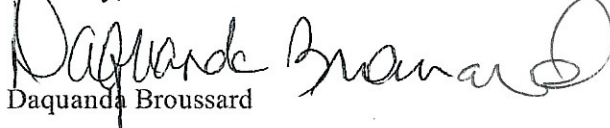
Moreover, hands-on learning in mathematics nurtures critical thinking, problem-solving, and collaboration skills – competencies that are highly valued in today's rapidly evolving workforce. When students work together on interactive projects, they learn to analyze problems from multiple perspectives, devise creative solutions, and communicate their thought processes effectively. These skills are invaluable for their future academic and professional endeavors, regardless of the field they pursue.

Beyond academic benefits, hands-on learning in mathematics can also foster a sense of joy and curiosity in students. By engaging in hands-on activities, students can experience the excitement of discovery and develop a genuine appreciation for the beauty and practical applications of mathematics. This enthusiasm can inspire them to pursue STEM (Science, Technology, Engineering, and Mathematics) fields, contributing to the advancement of our society.

As an educator, I have witnessed firsthand the transformative impact of hands-on learning on student motivation and achievement in mathematics. Students who actively participate in interactive activities demonstrate a deeper understanding of mathematical concepts, improved problem-solving abilities, and a more positive attitude towards the subject.

By providing our students with these invaluable learning experiences, we can equip them with the knowledge, skills, and enthusiasm necessary to excel in mathematics and become critical thinkers and problem-solvers in their future endeavors.

Sincerely,


Daquanda Broussard

Opelousas Junior High Mathematics Teacher

April 15, 2024

RE: Star Academy

To Whom This May Concern:

As an Educational Support Specialist specializing in innovative teaching methodologies, I am writing to strongly endorse the implementation of Star Academy's hands-on learning program. Experiential and interactive learning approaches have been proven to significantly enhance student engagement, comprehension, and the development of essential skills necessary for success in the 21st century.

In my extensive work with schools and districts around the country, I have witnessed firsthand the transformative impact of Star Academy's learning experiences on student outcomes. When students actively participate in tactile activities, simulations, and project-based learning, they move beyond passive absorption of information and become active constructors of their own knowledge. This approach caters to diverse learning styles, making education more inclusive and accessible for all students.

Numerous studies have demonstrated that hands-on learning leads to improved retention of content, heightened critical thinking abilities, and increased motivation to learn. By physically manipulating materials, conducting experiments, and applying concepts in practical scenarios, students develop a deeper understanding of the subject matter and are better equipped to transfer their knowledge to real-world situations.

Moreover, Star Academy's hands-on learning cultivates essential skills that are highly valued in today's rapidly changing job market, such as problem-solving, teamwork, communication, and creativity. When students collaborate on interactive projects and activities, they learn to analyze problems from multiple perspectives, devise creative solutions, and effectively communicate their thought processes – competencies that are applicable across various disciplines and industries.

Investing in Star Academy will not only benefit your students academically but also prepare them to become productive, innovative, and adaptable members of society. By providing these invaluable learning experiences, you equip your students with the knowledge, skills, and enthusiasm necessary to excel in an ever-changing world.

I strongly encourage the allocation of resources towards the implementation of Star Academy's comprehensive hands-on learning program. By doing so, you will be investing in the future success of your students and contributing to the advancement of your community.

Sincerely,


Charone Babineaux

Star Academy Educational Support Specialist

April 15th 2024

Carter Kopel
Jefferson Parish School District
501 Manhattan Blvd.,
Harvey, LA 70058
504-349-7600

Re: Star Academy

To Whom it May Concern:

Star Academy's commitment to holistic education is truly amazing. Not only does the academy focus on academic and workforce development but it also fosters a deeper understanding of society and encourages community engagement.

Implementing local projects that align with learning objectives and core standards are deemed relevant by both teachers and education experts. These projects not only reinforce classroom learning but also provide students with opportunities to apply their knowledge and skills in real-world situations. Additionally, engaging in community projects instills a sense of responsibility and pride in students, helping them develop into well-rounded individuals who are invested in making positive contributions to their communities.

Overall, Star Academy's emphasis on social awareness and community involvement enriches the educational experience and equips students with the tools they need to thrive academically, professionally, and as active members of society.

Sincerely,

Carter Kopel



To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

To Whom It May Concern:

As a community leader in the greater New Orleans area, I am writing to express my strong support for the approval of the Engaged Learning Academies of Louisiana (ELAoL) charter school application.

Our community is in dire need of innovative educational options that can effectively re-engage and support middle school students who are academically behind. ELAoL's mission to empower underserved students through an alternative educational model that utilizes individualized, adaptive, and standards-aligned programming is precisely what our community needs. By providing a nurturing environment that fosters academic achievement and accelerated growth, ELAoL will prepare these students for success in high school and beyond.

I am particularly excited about the school's vision to connect learning with real-world applications, exposing students to potential career paths, and maximizing the relevance of their education. This approach not only has the potential to re-engage students in their learning but also to inspire them to pursue their passions and dreams.

As a community leader I firmly believe that ELAoL will be a valuable addition to our educational community, offering a much-needed alternative for students who have fallen behind academically. I wholeheartedly support this charter school application and urge its approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Watson', with a stylized flourish at the end.

Tom Watson

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

To Whom It May Concern:

As an early childhood educator in the greater New Orleans area, I am writing to express my strong support for the approval of the Engaged Learning Academies of Louisiana (ELAoL) charter school application.

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As an early childhood educator I firmly believe that ELAoL will be a valuable addition to our educational community, offering a much-needed alternative for students who have fallen behind academically. I wholeheartedly support this charter school application and urge its approval.

Sincerely,



Keyan LaFrance
Business Manager Non-Profit

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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As an early childhood educator I firmly believe that ELAoL will be a valuable addition to our educational community, offering a much-needed alternative for students who have fallen behind academically. I wholeheartedly support this charter school application and urge its approval.

Sincerely,



Stephanie Cockerham
Early Childhood Director

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

To Whom It May Concern:

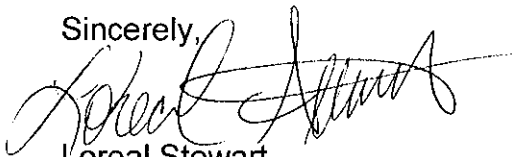
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As an early childhood educator I firmly believe that ELAoL will be a valuable addition to our educational community, offering a much-needed alternative for students who have fallen behind academically. I wholeheartedly support this charter school application and urge its approval.

Sincerely,



Loreal Stewart

Early Childhood Assistant Director

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

To Whom It May Concern:

As an early childhood educator in the greater New Orleans area, I am writing to express my strong support for the approval of the Engaged Learning Academies of Louisiana (ELAoL) charter school application.

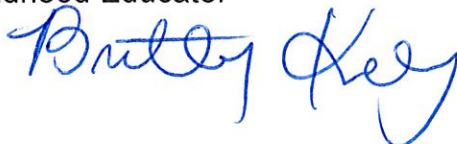
Our community is in dire need of innovative educational options that can effectively re-engage and support middle school students who are academically behind. ELAoL's mission to empower underserved students through an alternative educational model that utilizes individualized, adaptive, and standards-aligned programming is precisely what our community needs. By providing a nurturing environment that fosters academic achievement and accelerated growth, ELAoL will prepare these students for success in high school and beyond.

I am particularly excited about the school's vision to connect learning with real-world applications, exposing students to potential career paths, and maximizing the relevance of their education. This approach not only has the potential to re-engage students in their learning but also to inspire them to pursue their passions and dreams.

As an early childhood educator I firmly believe that ELAoL will be a valuable addition to our educational community, offering a much-needed alternative for students who have fallen behind academically. I wholeheartedly support this charter school application and urge its approval.

Sincerely,

Brittany Kelley
Early Childhood Educator



To: Louisiana Department of Education

Re: Engaged Learning Academies of Louisiana's charter school application

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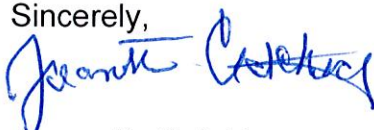
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Sincerely,



Jeannette Catchings
Early Childhood Teacher

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Sincerely,

A handwritten signature in blue ink that reads "Chelsea Douglas". The signature is fluid and cursive, with a large loop at the end.

Chelsea Douglas
Early Childhood Educator

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Sincerely,



Joneka Morgan

Early Childhood Educator

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Sincerely,



Mailyng Benitez

Early Childhood Educator

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Sincerely,


Kierston Garrison
Early Childhood Educator

To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Sincerely,

Betty Salazar
Early Childhood Educator



To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Sincerely,

Albert Franklin
Early Childhood Teacher



To: Louisiana Department of Education
Re: Engaged Learning Academies of Louisiana's charter school application

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Kiontay Wicks
Early Childhood Educator

To: Louisiana Department of Education
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Sincerely,



Junnieth Romero
Early Childhood Educator

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Sincerely,

Sharon Campbell
Early Childhood Educator



April 15, 2024

Addison Lee
Stuttgart School District
2501 S Main
Stuttgart, AR 72160
870.509.3248

Re: Star Academy

To Whom It May Concern,

I am thoroughly impressed by the forward-thinking approach taken by Star Academy in shaping the educational journey of its students.

What sets Star Academy apart is its commitment to providing students with exposure to a diverse array of career paths, transcending the boundaries of traditional education. Through meticulously crafted modules aligned with both academic standards and practical job skill objectives, students are given the opportunity to explore over 50 different career paths. These hands-on modules serve as invaluable windows into various fields and industries, offering students invaluable insights and igniting their passions.

Moreover, Star Academy's dedication to customizing its curriculum to suit the needs and interests of its students is truly commendable. By actively engaging students with potential career opportunities within their community, the academy is taking proactive steps to prepare them for the demands of the modern workforce. This personalized approach ensures that students not only acquire the necessary knowledge and skills but also develop a clear pathway towards fulfilling and meaningful careers.

In essence, by addressing the holistic needs of each student, Star Academy not only paves the way for academic success but also equips them with the tools and confidence needed to thrive in their future endeavors.

Sincerely,

Addison Lee

April 16, 2024
Kristin Wilson
Stuttgart School District
Stuttgart, AR 72160
kristin.wilson@stuttgartschools.org

Re: Star Academy

Star Academy epitomizes educational innovation, recognizing that genuine learning transcends mere academic achievements. Through seamless integration of work readiness skills into its curriculum, the program not only imparts knowledge but also equips students with the essential tools to excel as active members of society.

The emphasis on instilling qualities such as responsibility, respect, and collaboration lays a solid foundation for success, extending beyond classroom boundaries to shape future professional endeavors. This holistic approach to student development is not only commendable but also sets an exemplary standard in the field of education.

I wholeheartedly endorse Star Academy's approach, especially for students who may thrive under alternative learning methods. The program's comprehensive nature ensures that every student, irrespective of their unique needs, is allowed to thrive and realize their full potential.

In conclusion, Star Academy's unwavering dedication to holistic student growth is truly inspiring and serves as a beacon of educational excellence. I am confident that within such a nurturing and inclusive learning environment, every student, regardless of background or learning style, will flourish.

Warm regards,

Kristin C. Wilson

April 16, 2024

Virginia Cagle
Stuttgart Junior High School
2407 S. Buerkle
Stuttgart, AR 71260
870-673-3562
Re: Star Academy

To Whom it May Concern:

I am writing to express my admiration for the Star Academy program and its innovative approach to education. It is evident that Star Academy recognizes the importance of going beyond traditional academic measures and focusing on the holistic development of students.

One aspect of the program that truly stands out is its integration of work readiness skills into the curriculum. By equipping students with not only knowledge but also essential skills such as responsibility, respect, and collaboration, Star Academy is preparing them to succeed not only academically but also as active and productive members of their community.

I firmly believe that the qualities fostered by Star Academy will serve as a solid foundation for success, both in school and in the future workforce. In today's rapidly changing world, it is essential for educational programs to take such a holistic approach to student development.

Moreover, I highly recommend Star Academy to students who may benefit from an alternative means of study. The well-rounded nature of the program ensures that every student has the opportunity to thrive and reach their full potential.

In conclusion, I commend Star Academy for its dedication to providing a comprehensive and enriching educational experience. I am confident that the program will continue to positively impact the lives of its students and contribute to the betterment of our community.

Sincerely,
Virginia Cagle

April 16, 2024

Alex Kinard
Barnwell County School District
779 Allen St.
Barnwell, SC 29812
803.541.1370

Re: Star Academy

To Whom It May Concern:

Star Academy is a program based on creating an educational program that extends far beyond just academic achievement. By integrating workforce skills into the curriculum, the program ensures that students are not only equipped with knowledge but also with the essential skills needed to thrive as successful citizens of their community. Building qualities like responsibility, respect and collaboration will lay a strong foundation for success not only in school but also in their future workforce. It's wonderful to see an educational program taking such as a hands on and collaborative approach to student growth.

My recommendation is that every student, especially those who are in need of an alternate means of study, will thrive in such a well-rounded program. This program is design to help bring content to live for all students and apply it into read world jobs.

Sincerely,

Alex Kinard

April 15, 2024

Libby McGee
Focus Academy
1301 Commerce Road
Pine Bluff, AR 71602
501-463-3285

Re: Star Academy

To Whom it May Concern:

Star Academy is a wonderful program. I teach the science portion of the program. This program allows students to learn at their own pace. It focuses on all types of learning that in return allows the students to grasp the material at a faster pace and with better comprehension. The science experiments that come with the program are hands-on and are phenomenal with the students. I recommend this program for anyone especially for an area that just needs an extra tool that promotes learning. Having a curriculum that is hands on such as the Engage program for science has improved our students' test scores. This is the second year that our school has had the opportunity to use Star Academy. The test scores from the start of last year until now have dramatically increased. This is such a creative way of learning.

Sincerely,

Libby McGee

April 16, 2024

Dylan Harris

Explore Academy

4900 Dollarway Rd.

Pine Bluff, AR 71602

501-612-2696

Re: Star Academy

To Whom it May Concern,

Star Academy is a program based on the knowledge that in order to be a well rounded individual in society, students must not only be college focused but career focused as well. By integrating project based instruction into the curriculum, the program ensures that students are not only mastering their state standards at a high level of rigor but also developing essential skills needed to thrive as successful citizens of their community. Students are continuously developing qualities such as responsibility, respect, and collaboration; thus laying a strong foundation for success not only in school but also in their future workforce. It is wonderful to see an educational program that actually takes a holistic approach to student development. My recommendation is that every student will thrive in such a well-rounded program. Please let me know if you have any questions and I will be happy to elaborate further about my tremendous experience since being a part of a Star Academy based program.

Sincerely,

Dylan Harris

870-941-1503

harrisdy@aresc.k12.ar.us

Yulanda Lassiter
Pine Bluff Junior High Academy
2602 Fluker Street
Pine Bluff, Arkansas 71601
870-534-3878

April 16, 2024

Re: Star Academy

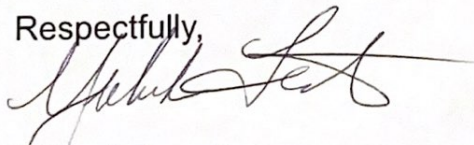
To Whom it may concern:

I am writing this letter in support of additional Star Academy sites being implemented. The clear focus on academic and workforce development has proven to be effective in my experience. Students are engaged in the academic environment and are more aware of the importance of community engagement.

The customized curriculum which allows students to determine possible career paths provides students with the opportunity to experience a variety of possibilities which they may otherwise not experience. The holistic approach ensures that students meet or exceed the traditional standards of teaching and learning. The ultimate goal being providing students with all of the necessary materials to achieve their goals as they matriculate through their academic goals.

I wholeheartedly believe that the Star Academy program is a wise investment in any academic setting and will serve as an asset to any community.

Respectfully,



Yulanda Lassiter



April 12, 2024
Erik Frank
Petra Coach
77 Palmetto,
Kenner LA, 70065
(504) 975-7655

Re: Star Academy

To Whom it May Concern:

Star Academy is a comprehensive program that recognizes the importance of education beyond pure academic achievement. A program that preaches progress over perfection. I highly recommend Star Academy for all students, particularly those who require alternative learning methods, as it offers a well-rounded and inclusive educational experience in which they can thrive. As a parent with a child who learns differently, I can attest to the challenges of the “one size fits all approach” to learning that the traditional school system takes. It wasn’t in till we recognized our child’s learning styles and preferences that she could succeed.

Star Academy cultivates a true desire to learn in children, and experientially delivers the attributes of responsibility, collaboration and accountability.

I highly recommend Star Academy to any school who wants the best for every student.

Sincerely,
Erik Frank
Erik Frank

Petra Coach

4/15/24

To: Louisiana Department of Education

Re: Engaged Learning Academics of Louisiana's Charter School Application

To Whom it May Concern:

As School Improvement Specialist for the Iberia Parish School District, it is imperative that we are consistently providing support, assistance, and leadership to principals, teachers, and students in the areas of instructional strategies. With the implementation of Star Academy, we have continued to identify areas of opportunities, continue research and analysis, and implement those positive changes in one of our UIR (Urgent Intervention Required-Academics) schools. For these reasons, I recommend Star Academy based on my own educational experience. By implementing Star Academy, we are able to provide engaging, hands-on, and project-based learning; thus being extremely pleased with the quality of student learning they provide. Star Academy's holistic approach; focusing on the academic, social, and emotional needs of the students; increased student success; especially in the realm of our multisensory learners. Data taken from our District Benchmark has shown that the number of students placing in the level above Basic has tripled after the implementation of the Star Academy program. This program has led to a decrease in behavior referrals and absenteeism; thus increasing student morale, engagement, confidence, and ownership of their education. I am very pleased to recommend Star Academy to you, and trust that your experience with them will be as positive as ours.

Professionally Yours,

Kyla Aucoin

School Improvement and Assessment Specialist

Iberia Parish School District

April 15, 2024

John J Wehrer Jr
NOLA Education LLC

Re: Star Academy

To Whom it May Concern:

Star Academy is a program based on the recognition that education extends far beyond just academic achievement. By integrating work readiness skills into the curriculum, the program ensures that students are not only equipped with knowledge but also with the essential skills needed to thrive as successful citizens of their community. Building qualities like responsibility, respect and collaboration will lay a strong foundation for success not only in school but also in their future workforce. It's wonderful to see an educational program taking such a holistic approach to student development.

My recommendation is that every student, especially those who are in need of an alternate means of study, will thrive in such a well-rounded program.

Sincerely,



John J Wehrer Jr

April 15, 2024

Steven D. Steele
Berkeley County School District
107 Main Street
Moncks Corner, SC 29461

Re: Star Academy

To Whom It May Concern:

This letter serves as a highly favorable endorsement for the Star Academy program. As the principal at Berkeley High School, I had the privilege to facilitate a Star Academy program on our campus for nine years. During the life of this program, we saw the positive academic, social, and behavioral growth for many students who entered the program behind grade level by one or more academic years. By matriculating through the program, our Star Academy students were able to catch back up with their peers and they improved their chances significantly for success in high school and beyond.

Our students found success in Star Academy by navigating a rigorous progression of varied instructional methods, incorporating hands-on learning, real-world learning experiences, individualized instruction, team instruction, and personal development. Additionally, through the academy model, parents, teachers, and students were able to foster a healthy and productive community wherein they strengthened their communication skills and worked together in a safe, engaging, and trusting environment. This community developed in the academy, along with the wraparound services provided at the school level, was an essential component in meeting the needs of the whole student.

Star Academy reignited the passion for learning for many of our students. Our students were able to recapture a sense of purpose, regain their self-esteem, and succeed academically. In addition to the personal growth and achievement experienced by our students individually, we also noticed the impact the Star Academy's success had on our collective success as a school district concerning graduation rates, declining disciplinary infractions, and improved attendance. I endorse without reservation the Star Academy program as a means of supporting the academic, social, and behavioral goals of the students being considered.

Respectfully,

Steven D. Steele

April 16, 2024

Denise W James, Director
Guinyard-Butler Middle School
Barnwell School District 45
779 Allen Street
Barnwell, SC 29812
803.541.1370

Re: Star Academy

To Whom It May Concern:

Star Academy is a program based on the recognition that education extends far beyond just academic achievement. Star Academy integrates rigorous curricula in core subjects like science, math, English language arts, and social studies. In addition, it prioritizes engaging, hands-on learning methods that offer students an opportunity to experience real world situations. Not only does the academy ensure that students meet or exceed state standards, but it offers different learning styles, particularly benefiting those who might be disengaged in traditional classroom settings.

My recommendation is that every student, especially those who are in need of an alternate means of study, will thrive in such a well-rounded program.

Sincerely,

Denise W James

To: Louisiana Department of Education

Re: Engaged Learning Academies of Louisiana's charter school application

To Whom It May Concern:

As a business owner of Hospitality Realty covering the South Louisiana area. I am writing to express my strong support for the approval of the Engaged Learning Academies of Louisiana (ELAoL) charter school application.

Our community is in dire need of innovative educational options that can effectively re-engage and support middle school students who are academically behind. ELAoL's mission to empower underserved students through an alternative educational model that utilizes individualized, adaptive, and standards-aligned programming is precisely what our community needs. By providing a nurturing environment that fosters academic achievement and accelerated growth, ELAoL will prepare these students for success in high school and beyond.

I am particularly excited about the school's vision to connect learning with real-world applications, exposing students to potential career paths, and maximizing the relevance of their education. This approach not only has the potential to re-engage students in their learning but also to inspire them to pursue their passions and dreams.

As a business owner I firmly believe that ELAoL will be a valuable addition to our educational community, offering a much-needed alternative for students who have fallen behind academically. I wholeheartedly support this charter school application and urge its approval.

Sincerely,

A handwritten signature in black ink that reads "Keith Brown". The signature is written in a cursive style with a long horizontal flourish at the end.

Keith Brown
Owner
Hospitality Realty

To Whom It May Concern,

I am writing to express my support for Engaged Learning Academies of Louisiana (ELAoL), recognizing its profound and constructive influence on students' educational journeys.

Within my thirteen years of experience as a teacher, instructional leader, and administrator, I deeply value initiatives that cater to the diverse needs of learners. Star Academy's approach of integrating various learning modalities into its curriculum is a great way to engage the nontraditional learner.

Aligned to Louisiana State Standards and career readiness skills, Star Academy embodies a commitment to nurturing individuals to be successful past high school. Its emphasis on practical application resonates profoundly with our mission to cultivate well-rounded learners.

I am particularly impressed by Star Academy's focus on career readiness. Through immersive learning experiences, the program fosters active engagement through hands-on learning.

I wholeheartedly endorse Star Academy and encourage your robust support. Witnessing its positive impact on students and the broader community, I am enthusiastic about its integration in the Engaged Learning Academies of Louisiana (ELAoL).

Yours in education,

A handwritten signature in cursive script that reads "Sarah Gros".

Sarah Gros, M.Ed.

To: Louisiana Department of Education

Todd Morrell
732 Delmar Ave SE
Atlanta, GA 30312

April 16, 2024

To whom it may concern:

Full disclosure, I work with Star Academy. But I can confidently say that you will not find a group more competent and committed to solving the challenges in education, and personally helping teachers to teach, and students to learn.

I have over 20 years' experience in mathematics remediation and e-learning in states across the U.S., and I can personally recommend Star Academy for its commitment to re-engaging students who have been frustrated by school, and all too commonly, math.

Math is perhaps the most foundational subject. Middle school students cannot solve linear equations if they lack the ability to divide, add or subtract fractions, combine like terms, and other critical needs that are unique to each student.

In addition to teaching Louisiana standards, and giving students a new view of their future and careers, Star Academy provides proprietary mathematics intervention programs that are both efficient in identifying the unique needs of each student, from one to several grades below their enrolled grade, and effective at delivering instruction and practice to achieve mastery of those specific needs.

I wholeheartedly recommend students in Louisiana get the opportunity to succeed in Star Academy's innovative and effective environment.

Sincerely,



Todd Morrell

April 15, 2024

RE: Star Academy

To Whom This May Concern:

As a science teacher, I firmly believe in the power of hands-on learning experiences to engage students, foster scientific curiosity, and deepen their understanding of complex concepts. I am writing to express my strong support for Star Academy's hands-on science program in our district.

In the field of science, theoretical knowledge alone is insufficient for students to truly grasp the intricacies of the natural world. Hands-on activities, such as experiments, field trips, and interactive simulations, allow students to actively participate in the scientific process. By physically manipulating materials, observing phenomena, and collecting and analyzing data, students develop critical thinking skills, problem-solving abilities, and a deeper appreciation for the scientific method.

Hands-on learning in science not only reinforces the concepts taught in the classroom but also cultivates essential skills that are invaluable in the 21st century. Students learn to formulate hypotheses, design experiments, interpret results, and communicate their findings effectively. These skills are transferable to various disciplines and professions, preparing our students for future academic and career endeavors.

Moreover, hands-on learning experiences have the potential to spark a lifelong passion for science in our students. When they witness scientific principles in action and experience the excitement of discovery firsthand, they are more likely to develop a genuine interest in pursuing STEM (Science, Technology, Engineering, and Mathematics) fields. This interest can lead to a more diverse and skilled workforce, driving innovation and advancements in our community and beyond.

As a science educator, I have witnessed firsthand the transformative impact of Star Academy's hands-on learning on student engagement and comprehension. Students who actively participate in experiments and projects demonstrate a deeper understanding of scientific concepts, and their retention of the material is significantly improved compared to traditional lecture-based instruction.

Star Academy has helped my students with invaluable learning experiences, that foster a generation of critical thinkers, problem-solvers, and future scientists who will contribute to the advancement of our society.

Sincerely,



Yolanda Levier

Science Teacher

Opelousas Junior High

Shannon Rogers
735 Concord St.
Strong, Ar 71765
Strong Huttig High School

Dear Sir or Madame

Transformation of Learning at Star Academy

The impact of Star Academy on traditional education is truly remarkable. This innovative program empowers students to progress at their own pace, facilitating a comprehensive grasp of each lesson. By offering targeted reteaching whenever necessary, students advance steadily, nurturing a deep affection for Star Academy. This transformative approach has revolutionized the learning journey for students, altering the course of their educational trajectory.

At the core of Star Academy's mission is the aspiration to connect students with prospective career pathways within their local community through a tailored curriculum. The initiative allowing students to participate in the established writing team is notably exceptional, fostering a proactive transition into the modern workforce and equipping them with essential competencies for successful career pursuits. Encouraged to take ownership of their learning, students cultivate habits of responsibility, thereby acquiring enduring skills in self-sufficiency. Consequently, challenges become more manageable as Star Academy students develop the resilience to navigate and overcome obstacles effectively.

Sincerely,

Shannon Rogers

Virginia Robinson

Dear Sir or Madame,

Star Academy is traditional education blended with meaningful learning experiences that allow students to feel as though their educational journey is truly unique and tailored to their learning styles. This innovative program empowers students to progress at their own pace, facilitating a comprehensive grasp of each lesson. By offering targeted reteaching whenever necessary, students advance steadily, nurturing a deep affection for Star Academy. This transformative approach has revolutionized the learning journey for students, altering the course of their educational trajectory.

At the core of Star Academy's mission is the aspiration to connect students with prospective career pathways within their local community through a tailored curriculum. The initiative allowing students to participate in the established writing team is notably exceptional, fostering a proactive transition into the modern workforce and equipping them with essential competencies for successful career pursuits. Encouraged to take ownership of their learning, students cultivate habits of responsibility, thereby acquiring enduring skills in self-sufficiency. Consequently, challenges become more manageable as Star Academy students develop the resilience to navigate and overcome obstacles effectively.

Sincerely,

Virginia Robinson

April 16, 2024

To Whom it May Concern:

Star Academy integrates rigorous curricula in core subjects like science, math, English language arts, and social studies. In addition, it prioritizes engaging, hands-on learning methods that offer students an opportunity to experience real world situations.

Not only does the academy ensure that students meet or exceed state standards, but it offers different learning styles, particularly benefiting those who might be disengaged in traditional classroom settings. The goal of Star Academy is to engage and bring success to every student... those who excel independently as well as those who benefit from a non-traditional approach.

Sincerely,

Courtney Fangué

April 16, 2024

RE: Star Academy Recommendation

To Whom It May Concern,

Star Academy provides a much-needed service to students who are struggling with attendance and engagement issues when the students need it the most. The program integrates work readiness skills into the curriculum so students are not only gaining knowledge but also acquiring skills needed to be participatory citizens in their community. Developing qualities like responsibility, respect, and collaboration provide a strong foundation for success not only in academia but also in life pursuits. The way this program develops the whole student is forward-thinking in the educational realm.

I recommend every student, especially those who are in need of an alternate means of study, will thrive in such a well-rounded program.

Sincerely,

Terry Carter

April 16, 2024

LeAndra Evans

Strong-Huttig School District

635 S. Concord Street

Strong, Arkansas 71765

870-797-2312

RE: Star Academy

To: Whom It May Concern

Star Academy implements a technology-based curriculum aimed at captivating students through hands-on experiments. Each module not only covers essential standards but also fosters connections to real-world scenarios, providing students with valuable insights.

This innovative approach offers a more advanced and engaging learning experience than traditional instruction methods. Through tailored curriculum, Star Academy strives to ensure success for every student. Witnessing the moment when students grasp the concepts and make connections is truly rewarding.

By addressing the holistic needs of students, Star Academy not only supports their academic journey but also prepares them for future success. Emphasizing workplace readiness skills and community involvement enriches the educational experience, empowering students to excel academically, professionally, and as contributing members of society.

Sincerely,

LeAndra Evans

To Whom it May Concern,

I am writing to express my full support for Star Academy, as it is proven to have a significant, positive impact on the educational experience of students.

As a former educator/administrator with 20 years' experience, I understand the importance of implementing innovative and comprehensive programs that cater to the diverse needs of students. Star Academy demonstrates a thoughtful approach to addressing these needs by integrating multiple modes of learning into one curriculum.

Furthermore, I believe Star Academy aligns perfectly with the educational goals and values of our educational system. Its emphasis on learning through application resonates deeply with our mission to nurture well-rounded individuals who are equipped to thrive in an ever-evolving world.

I am particularly impressed by the career emphasis within Star Academy that I believe will greatly enhance the learning experience and foster the holistic development of students. By engaging students with an immersive experience, the program encourages active participation and deeper understanding.

Moreover, Star Academy demonstrates a commitment to continuous improvement and adaptability, which are essential qualities in today's educational landscape. This program continues to evolve in response to emerging educational trends, ensuring its relevance and effectiveness in the years to come.

In conclusion, I wholeheartedly endorse Star Academy and urge you to give it your full support. I have seen the positive impact it has on students and the broader community, and I am excited to see it increasingly implemented.

Thank you for considering my endorsement.

Sincerely,

Dawn Weimer

April 15, 2024

RE: Star Academy

To Whom This May Concern:

Star Academy's commitment to holistic education is truly remarkable. Beyond focusing solely on academic and workforce development, the academy fosters a deeper understanding of society and encourages active community engagement among its students.

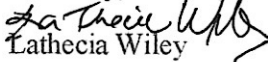
The implementation of local projects that align with learning objectives and core standards is highly valued by both teachers and educational experts. These projects not only reinforce classroom learning but also provide invaluable opportunities for students to apply their knowledge and skills in real-world situations. Engaging in community projects instills a profound sense of responsibility and pride in our students, helping them develop into well-rounded individuals who are invested in making positive contributions to their communities.

Star Academy's emphasis on social awareness and community involvement enriches the educational experience in profound ways. It equips our students with the tools they need to thrive not only academically and professionally but also as active and conscientious members of society.

Through this holistic approach to education, Star Academy cultivates a generation of students who are not only academically accomplished but also socially conscious, compassionate, and committed to making a positive impact on the world around them.

We are truly fortunate to be part of an educational institution that recognizes the importance of nurturing both the intellectual and the civic development of its students. This comprehensive educational approach will undoubtedly yield countless benefits for our students, our community, and society as a whole.

Sincerely,


Lathecia Wiley

ELA Teacher

Star Academy – Franklin Junior High

Appendix 2

Sample student schedule for a typical week

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers
7:50-8:00	Transition	Transition	Transition	Transition	Transition
8:00-9:30	Math	Math	Math	Math	Math
8:30-9:35	Transition	Transition	Transition	Transition	Transition
9:35-10:35	ELA	ELA	ELA	ELA	ELA
10:35-10:40	Transition	Transition	Transition	Transition	Transition
10:40-11:40	Science	Science	Science	Science	Science
11:40-12:20	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20-1:20	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
1:20-1:25	Transition	Transition	Transition	Transition	Transition
1:25-2:25	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
2:25-2:30	Transition	Transition	Transition	Transition	Transition
2:30-3:30	Elective: PE	Elective: Music	Elective: PE	Elective: Art	Elective: PE
3:30-3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-4:45	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)

Appendix 3

Sample English Learner student schedule for a typical week

EL student

6th grade

Proficiency: Progressing

- EL teachers will push-in to classes prioritized according to student need
- Push-in services allow EL students to receive support in regular classroom setting
- ELA and Social Studies will be primary push-in classes
- Students may receive pull-out services as needed for English language development or to receive intensive support on content standards

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers
7:50-8:00	Transition	Transition	Transition	Transition	Transition
8:00-9:30	Math	Math	Math	Math	Math
8:30-9:35	Transition	Transition	Transition	Transition	Transition
9:35-10:35	ELA <push-in>	ELA <push-in>	ELA <push-in>	ELA <push-in>	ELA <push-in>
10:35-10:40	Transition	Transition	Transition	Transition	Transition
10:40-11:40	Science	Science	Science	Science	Science
11:40-12:20	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20-1:20	Social Studies <push-in>	Social Studies <push-in>	Social Studies <push-in>	Social Studies <push-in>	Social Studies <push-in>
1:20-1:25	Transition	Transition	Transition	Transition	Transition
1:25-2:25	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
2:25-2:30	Transition	Transition	Transition	Transition	Transition
2:30-3:30	Elective: PE	Elective: Music	Elective: PE	Elective: Art	Elective: PE
3:30-3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-4:45	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)

Appendix 4

Sample schedule for student with exceptionalities for a typical week

7th grade student with exceptionalities

Exceptionality: Specific learning disability (SLD) in reading comprehension

Assumptions: No social-emotional concerns

Weekly services:

Specialized academic instruction in Reading:

- 60 minutes per session, 5 times per week (during social studies block)
- Setting: Resource Room (pull-out)
- Total number of minutes in special setting (per week): 300

Accommodations and modifications (implemented in general education classroom):

- Extended time on assignments and tests (50% extra time)
- Audiobooks for grade-level reading materials
- Graphic organizers for reading comprehension
- Reduced homework load (50% of regular assignments)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers	Arrival, Breakfast, Social-Emotional Check-in with Social Workers
7:50-8:00	Transition	Transition	Transition	Transition	Transition
8:00-9:30	Math	Math	Math	Math	Math
8:30-9:35	Transition	Transition	Transition	Transition	Transition
9:35-10:35	ELA	ELA	ELA	ELA	ELA
10:35-10:40	Transition	Transition	Transition	Transition	Transition
10:40-11:40	Science	Science	Science	Science	Science
11:40-12:20	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:20-1:20	Social Studies (Special setting)	Social Studies (Special setting)	Social Studies (Special setting)	Social Studies (Special setting)	Social Studies (Special setting)
1:20-1:25	Transition	Transition	Transition	Transition	Transition
1:25-2:25	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention	Reading Intervention
2:25-2:30	Transition	Transition	Transition	Transition	Transition
2:30-3:30	Elective: PE	Elective: Music	Elective: PE	Elective: Art	Elective: PE
3:30-3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-4:45	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)	Sports/Clubs (optional)

Appendix 5: Draft School Model Master Plan**Positive Behavior Support**

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Engaged Learning Academies of Louisiana (ELAoL) will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). ELAoL 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 ELAoL 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 ELAoL 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 ELAoL 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.

ELAoL 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. _____ Be Perseverant _____
2. _____ Be Respectful _____
3. _____ Be A Risk Taker _____
4. _____ Be Prepared _____
5. _____ Be Present _____

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 ELAoL 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.

ELAoL 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 ELAoL School shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

ELAoL 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.

ELAoL 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

ELAoL 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. ELAoL 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).

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

ELAoL 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 ELAoL School.

Inter-Agency Cooperation

ELAoL 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.

Student Records

ELAoL 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 ELAoL 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 ELAoL School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. ELAoL 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 6-8 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 ELAoL School Board.

Each parent/guardian of each student in grades 6-8 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

Appendix 6: Draft Grievance Policy

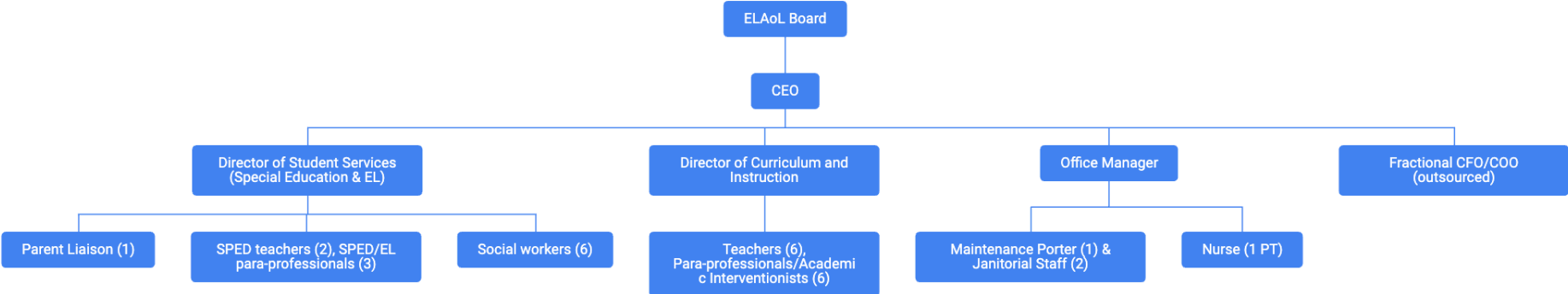
PARENTAL CONCERNS/COMPLAINTS

The Engaged Learning Academies of Louisiana’s Board and staff take every complaint made by parents and others very seriously. There are times when misunderstandings and disagreements may arise. This is especially true in an educational and school environment. The Board of Directors believes that complaints from parents and others should be given serious consideration and handled through a system that works efficiently, smoothly, and timely. The Board requests that parents use the following procedure to address any concerns or complaints:

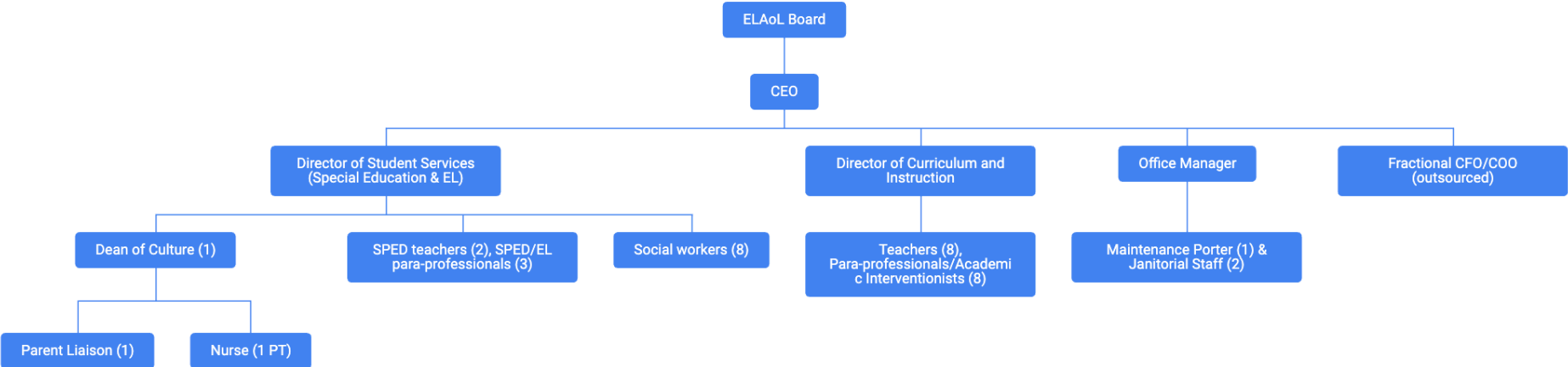
1. If a problem arises in the classroom with a teacher, contact that teacher and try to resolve the problem.
2. If both of you cannot successfully resolve the problem, the parent’s next step is to contact the principal to schedule a meeting. The Director of Student Services will then meet with the parent and, if necessary, the teacher, and student to attempt to solve any problems that are found.
3. After these steps have been taken and the parent is still not satisfied, the Director of Student Services will then schedule a meeting with the CEO, the parent and all other parties involved. The Director will conduct an investigation and report back to the parent.
4. If the parent is still not satisfied, the CEO will then schedule a meeting with the ELAoL Board of Directors. The parent may appear in person or in writing to discuss complaints or concerns.

Appendix 7: Organizational Charts

Year 1: 2025-2026



Year 5: 2029-2030



Appendix 8: Leadership Resumes Cover Page

Team Member Descriptions

Name, Proposed Role	Rationale
Erika Mann, CEO	<ul style="list-style-type: none"> ● 26+ years experience as an educator ● 16+ years in public education leadership roles ● MA in Education ● Former school leader and CEO of YMCA
Erika Murray, Director of Curriculum and Instruction	<ul style="list-style-type: none"> ● 10+ years experience as an educator ● 7+ years in public education leadership roles ● PhD & MA in Education ● ELA and Literacy specialist
Denise Carpenter, Director of Student Services	<ul style="list-style-type: none"> ● 38+ years experience as an educator ● 31+ years in public education leadership roles ● MA in Education (also holds a JD) ● Student support services specialist

Erika M. Mann

[REDACTED]
New Orleans, LA 70122
[REDACTED]
[REDACTED]

Administration/Supervision

Student-focused educational leader, possessing a strong commitment to the development of students and staff while providing a stimulating, safe and engaging learning environment. A visionary leader and team player with a proven track record of collaborating with the school community, identifying and focusing on individual needs of all students, and maintaining excellence in discipline and academia. Trustworthy professional with excellent communication skills who develops strong and lasting relationships with all members of the school community.

PROFESSIONAL EXPERIENCE

James M. Singleton Charter School
2220 Oretha Castle Haley Blvd.
New Orleans, LA 70113

Head of School

June 2019 to Present

The Head of School must possess the ability to establish a compelling vision, to ensure an effective tone, and to set clear expectations for the school faculty and students; the ability to collaborate competently with colleagues; the ability to communicate with parents and students in a clear, responsive, and timely manner; and the ability to supervise and support faculty to meet and exceed high standards in instructional methods, pedagogy, best practices, and curriculum implementation.

The Head of School should hold an advanced degree in an academic subject area or in educational administration and must be a skilled writer and commanding speaker with a positive outlook, a strong work ethic, and an engaging sense of humor. The instructional leader must be student-centered, confident in making final decisions, and adept at building relationships and consensus. The Head of School should have a collaborative, managerial style; a desire to be immersed in an active educational community; successful experience in working with students, parents, and teachers; and a strong interest in defining strategies to improve school culture.

Primary Responsibilities

- Participate as a leader and member of the school’s Instructional Leadership Team (ILT), reporting to the Governing Board.
- Maintain congruence between the school’s Mission Statement and all academic activities.
- Build on a culture of belonging where every student is known, loved, and challenged.
- Partner with educational vendors and community members to ensure all possible resources for students are identified and implemented accordingly.
- Work closely with all Division Heads to ensure vertical alignment and lead Instructional Leadership Team Meetings.

- Prepare and maintain the school budget; assist in the preparation and review of all departmental budgets.
- Present information about the school and its educational program to prospective students and their parents as well as to new and current families.
- Represent the school at various events and serve as a spokesperson and advocate for the school, its values, its mission, and the programs offered to ensure and further its mission.
- Conduct other duties as assigned by the Governing Board.
- Be a good steward of sensitive and confidential information.
- Demonstrate maturity, tact, diplomacy, and excellent communication in all interactions with parents, students, faculty, and visitors.

Responsibilities to Students and Parents

- Confer with parents regarding academic and other issues affecting student performance and sense of wellbeing within the school community; make recommendations to parents regarding support for their students; facilitate communication between parents and teachers.
- Plan, coordinate, and oversee the orientation program for new and returning students and their families.
- Conduct meetings with students and families to identify tools to ensure each student's success.
- Oversee special reporting to parents regarding student academic performance, including progress reports, report cards, teacher commentaries, student information system, data reporting, etc.
- Oversee effective, consistent, and fair execution of the Student Handbook.

Responsibilities to Faculty

- Observe, supervise, and help evaluate the school faculty in the development and implementation of Tier I curriculum, supervise pedagogy and discuss teaching performance/best practices with instructional staff during Professional Learning Community Meetings.
- Ensure compliance with the educational standards established by the Louisiana Department of Education.
- Interview and hire potential new faculty and support staff.
- Oversee programs for the orientation of new teachers and for in-service training of all teachers.
- Ensure that teachers are familiar with and adhere to school policies in all areas of school operation and student rights.
- Oversee the grading methods and reporting standards used by teachers in measuring student achievement to foster fairness, consistency, and furtherance of the school's mission.
- Set specific standards for communication expectation from faculty to home.
- Serve as a consultant to teachers in matters of classroom management, teaching methods, and general school procedures.
- Encourage and support the professional development of the faculty through the Instructional Leadership Team, Professional Learning Communities, workshops, conferences, and other programs providing support to educators.
- Provide support to faculty members and facilitate swift resolution of conflicts that may arise with parents and/or students.

Jefferson Parish Schools
1901 Manhattan Blvd.
Harvey, LA 70050

Disciplinarian/Dean of Student Services

August 2008 to June 2013

Dean of Students Services with demonstrated capabilities in implementing district, school and parish guidelines while dealing with student behavior, managing parental involvement and communicating with federal agencies. Meeting with all students and parents to discuss discipline concerns and process all behavior referrals entered in JCampus. Assisting the Assistant Principal (Principal is on leave) with evaluations, utilizing Compass Evaluation and TAP Evaluation Instruments, for English Language Arts and Social Studies teachers, all English as a Second Language para-educators, serving as the chair of the ABIT Committee, Testing Coordinator, Administrative Supervisor of the plant, plant staff, Athletic Director, Interventionist, In School suspension teacher and para-educators. Committed to helping students achieve academic success with the help of every means available to them at the school level.

Principal

August 2013 to June 2017

K-8 Principal responsible for total instructional, behavioral and management of functions of a population that consistently changed on a 45 day or longer placement of students reaching up to 140 students; supervision of teachers, assistant principal and all non-certified staff; management of the master schedule; budget preparation and fiscal monitoring; implementation of District, State and Federal policies and procedures in particular Bulletin 741 and the district's Pupil Progression Plan; working collaboratively to come up with a plan to ensure each student's success with parents; outside agency representatives and community stakeholders.

Disciplinarian/Dean of Student Services

August 2008 to June 2013

Dean of Students Services with demonstrated capabilities in implementing district, school and parish guidelines while dealing with student behavior, managing parental involvement and communicating with federal agencies. Assisting the principal with evaluations, utilizing Compass Evaluation, for all support staff at Deckbar/Martyn Alternative School, serving as the chair of the ABIT Committee, Testing Coordinator and Title I Coordinator. Committed to helping students achieve academic success with the help of every means available to them at the school level.

Special Education Teacher

August 2006 to July 2008

Elementary and middle school special education teacher of academically gifted students, responsible for providing individualized instruction, enhancing the educational experience of each child in a student driven curriculum.

Head Softball Coach/Assistant Girls Soccer Coach

August 2006 to Present

High school coach with expertise, knowledge and competency in first aid for the prevention and treatment of injuries and fundamentals of the sport. Knowledge of the rules and regulations as required by the Louisiana High School Athletic Association for varsity athletics and ensuring all mandated documents are completed on each athlete to maintain eligibility on the state and district levels.

**New Orleans Parish Public Schools
3520 General DeGaulle Drive
New Orleans, LA 70114**

Special Education Teacher

August 2000 to August 2005

Elementary and middle school special education teacher of academically gifted students. Responsible for providing individualized instruction, enhancing the educational experience of each child in a student driven curriculum.

Regular Education Teacher

August 1998 to July 2000

Elementary and middle school regular education teacher of fourth and eighth grade students. Responsible for providing whole class instruction according to district, state and federal guidelines ensuring academic success in class and LEAP assessment.

EDUCATION

- **University of New Orleans**, Master of Education, May 2000 - Curriculum and Instruction
- **Southern University of New Orleans**, Teacher Certification 1997
- **Loyola University of New Orleans**, Bachelor of Arts, May 1995 Mass Communications, minor in History
- **New Leaders for New Schools Leadership Cohort**, 2012-13

REFERENCES

Honorable Steven Higginson
Fifth Circuit Court of Appeals
[REDACTED], New Orleans, LA 70130
[REDACTED]

Mrs. Theresa Henderson, Principal (retired)
Martyn/Deckbar Alternative School
[REDACTED], Jefferson, LA 70121
[REDACTED]

Cedirc Patin
Treasurer of DYMCA Board
[REDACTED], NOLA 70113
[REDACTED]

Denise Carpenter (retired)
Chief of Student Services Jefferson Parish
[REDACTED] Metairie, LA 70002
[REDACTED]

ERIKA A. MURRAY

EDUCATOR • LEADER

Innovative, out-of-the box thinker who has a passion for children and their academic success. Organizer, leader, and team player who understands the value of education, progress, and innovation.

EXPERIENCE

Early Literacy Specialist/Assistant Principal of Academics | Pierre A. Capdau School | June to present.

Assist with the day-to-day operations of the school, Prepare & facilitate PD, Coach & support teachers and Academic Deans, perform administrative duties as requested.

Assistant Principal, Academics/3-8 ELA Director of Curriculum & Instruction | SciTech Academy & ReNEW Schools | May 2019 – May 2022

Prepare & facilitate PD Coach and support Middle School ELA Teachers, School site administrative duties. Coach network coaches & teachers.

Education Consultant | Greater Image Consulting | June 2019 – present

Teach workshops and provide consulting services to clients in educational practices and teacher growth.

Turnaround Team: ELA/Social Studies Curriculum Specialist/District Testing Coordinator/Dean of Students | Dryades YMCA, James Singleton Charter School | January 2018 – May 2019

Coach and support ELL, ELA and Social Studies Teachers Coordinate testing with fidelity. Uphold the disciplinary routines of the school. Prepare & facilitate PD

Administrator, 504 & Testing Coordinator | Eisenhower Academy | July 2017 – January 2018

Serve on SAT meetings, Evaluate students for Dyslexia and related disorders, Write student IAPs. Coordinate testing with fidelity. Facilitate PD.

English Teacher | Martin Behrman and Eleanor McMMain High School July 2014 – May 2017

Write lesson plans, provide data driven instruction, impeccable student results on standardized assessments, classroom management.

Theater & Spoken Word Teacher | New Orleans Science & Math | August 2006 – June 2009

OBJECTIVE:

Highly motivated individual seeking a leadership position with an organization to utilize my educational experience, budgeting, communication and organizational skills; while improving student performance, academically and culturally throughout the school.

RELEVANT SKILLS

Demonstrated ability to manage, coach, and collaborate with a variety of people • Preparing Scope and Sequence for 3-8 ELA • Creating 3-8 ELA Assessments • Excellent capacity to lead with intelligence and morality in an instructional environment • Strong data-analysis skills • Ability to give constructive feedback to improve academic outcomes • Great relationship-building abilities • Outstanding communication and interpersonal skills • Openness to learn and grow in a multifaceted environment • Strong organizational skills with attention to detail • Quick and sound decision-making skills • Knowledge of both traditional learning styles and innovative teaching techniques

EDUCATION

Ed.D. | December 2023 | St. Thomas University

Major: Educational Leadership and Innovation

M.Ed. | May 2016 | St. Thomas University

Major: Reading Education, 3.958 GPA
Theta Alpha Kappa Honor Society

B.A. | May 2014 | University of New Orleans

Major: English Dean's List Spring 2012

Foundations of Literacy | AIM Pathways

Course Completion: April 2022

Denise Carpenter

Metairie, Louisiana 70002

Management is doing things right; leadership is doing the right things.

Peter Drucker

EDUCATION

- **Century College, White Bear Lake, MN**
Stu & Bath Design Certificate, Century College, White Bear Lake, MN
- **Xavier University, New Orleans, LA**
Louisiana School Turnaround Specialist
- **Loyola University School of Law, New Orleans, LA**
Juris Doctorate
- **Loyola University, New Orleans, LA**
M.Ed., Educational Administration
- **St. Mary's Dominican College, New Orleans, LA**
Certification in Learning Disabled
- **St. Mary's Dominican College, New Orleans, LA**
B.A., Social Studies Education

PROFESSIONAL EXPERIENCE

- **Director of Special Education** James M. Singleton Charter School
- **Chief Student Support Officer** Jefferson Parish Public Schools
- **Principal:** Riverdale High School, JPPSS
- **Assistant Principal:** Riverdale High School, JPPSS
- **Special Education Teacher** Jefferson Parish Public Schools
- **Teacher - English, Reading** Jefferson Parish Public Schools

PROFESSIONAL AWARDS & ACHIEVEMENTS

- Semi-Finalist Louisiana State High School Principal of the Year
- Louisiana Region I High School Principal of the Year
- Jefferson Parish High School Principal of the Year
- Earned Louisiana School Turnaround Specialist

VOLUNTEER SERVICE

- **Volunteer Judge** Louisiana State High School Mock Trial Competition
- **Team member AdvancED** LSU Laboratory School School Review
- **Team member AdvancED** Lafayette School System District Review
- **Team member AdvancED** McDonogh 35 High School School Review
- **School Board Member** Audubon Montessori Charter School

REFERENCES UPON REQUEST

Appendix 9: Board Resumes Cover Page

Board member	Role	Area of Expertise	Resides in the community?
Danny Cooper	President	Finances	no
Keith Gillies	Secretary	Management & Operations	yes
Todd Villarrubia	Treasurer	Legal	yes
Loreal Stewart	Parent	Academics, Community Relations	yes
Theresa Henderson	Member	Alternative Education	yes

DAN R. COOPER

EXPERIENCE

1994 to Present, **The Capitol Group of Companies.** Jackson, Mississippi

Chairman and Chief Executive Officer

Multistate Public Affairs and Government Marketing Firm whose mission has been to represent clients at every level of government and jurisdiction. The firm has a wide and deep skill set emphasizing traditional legislative lobbying, as well as, the complex world of public sector marketing. The firm has successfully represented many of the Fortune 50 companies who have an eye towards providing government services to States and the Federal Government.

1991 to 1994, **Hon. Kirk Fordice, Governor** of the State of Mississippi

Assistant to the Governor, Legislative Liaison

- Responsible for all matters relating to the Office of the Governor and all of its attendant agencies as it related to the Mississippi Legislature, the 82 county governments, all municipalities and all special purpose political subdivisions in the State of Mississippi which involved policy and legislation.
- Responsible for intergovernmental affairs as it related to the Federal Government to include the Executive Branch its Agencies and the Congress of the United States.
- Governors Liaison to the Republican Governors Association, the Southern Governors Association and the National Governors Association

1988–1991 **Mississippi Farm Bureau Federation** Jackson, Mississippi

Director of Public Affairs

- Managed the day-to-day operations and staff of the public affairs department of a 250,000-member farm service organization with three domestic insurance operations, a twelve state life insurance company and a six state property and casualty company providing insurance products in those states.

1987-1988 **Hon. Ray Mabus, Governor of the State of Mississippi**

Office of the Governor, Congressional Liaison – Disability Examiner IV

(Social Security Administration / Vocational Rehabilitation Issues)

1984 to 1987 **Conagra, Incorporated**

Omaha, Nebraska

Corporate Management Trainee / Legal Services

EDUCATION

1977 - 1980 **University of Mississippi** Oxford, Mississippi
B.A., English and Political Science.

- Graduated with 193 hours of classroom credit

1975 -1977 **Millsaps College**
Music Major – Voice Performance
Pre-Medicine Track

Graduate Studies

1981 - 1984 **Mississippi College School of Law**
Doctor of Jurisprudence Degree 102 hours Classroom Credit

INTERESTS

Part Time Member of Advance teams for two United States Presidents.

Staff and/or Executive Finance Committee member for 5 gubernatorial campaigns in last 25 years. Also active involvement with 5 US Senatorial campaign and a number of House and Senate races on State and Federal levels.

Active member of the National Finance Committee for the Republican Governor's Association (RGA), Washington DC for 14 years.

Active in the Ole Miss Alumni Association, the University of Mississippi Athletic Association and the Sooner Club of Mississippi (thru spouse). Member of Kappa Alpha Order. Member of First Baptist Church, Sanctuary Choir, Men's Quartet of Jackson, Mississippi.

Enjoys hunting, firearms & sports.

FAMILY

Married to Denise Reed Cooper with three children. Mary Hannah, Riley and Peter, currently attending Ole Miss.

BIOGRAPHY

Keith M. Gillies

Keith M Gillies, CFP, MBA, is the Managing Principal of Wealth Solutions, LLC and The Pension Center, LLC, and co-founder of United Wealth Advisors Group, LLC, where he serves as Chief Executive Officer. He began his career as a financial advisor in 1981 with a commitment to providing advice and strategies to individuals, professionals, and business owners to help them achieve their personal, business and charitable goals.

Keith is an honor graduate of Tulane University's A. B. Freeman School of Business with a M.B.A. and of the University of New Orleans with a B.A. in Political Science. He is a Certified Financial Planner, Chartered Life Underwriter, and Chartered Financial Consultant.

Keith is a Registered Representative and Investment Advisor Representative with Ameritas Investment Corp., a member of FINRA/SIPC. He is a leading representative of the Ameritas group of companies. Keith served many years in field leadership including chairing the Broker-Dealer Task Force and as Chair of the prestigious Ameritas Field Advisory Cabinet, an elected team of advisors who work directly with the Ameritas senior leadership to shape strategies and product development. In 2013, Keith was named the Lester A. Rosen Humanitarian Award recipient for his service to his community, profession, and to the greater Ameritas family. In 2016, Keith was inducted into the Ameritas Hall of Fame. He is currently honored as one of Louisiana's top financial advisors by Forbes Magazine. He was recognized by the University of New Orleans as one of the most impactful business led by a UNO graduate.

Keith is very active in his community, church, and the financial services profession. For over twenty years, Keith chaired the St. John the Baptist Parish (County) Planning and Zoning Commission. He also chaired the St. John the Baptist Parish Select Presidential Advisory Committee for Finance. Keith served the St. Joan of Arc Catholic Community by chairing the Pastoral Finance Committee for seven years and he served as the basketball program coordinator and coach for sixteen years. In 2013, Keith was awarded the Distinguished Service Award by St. Joan of Arc, the highest of all lay honors.

Professionally, Keith served as President of the National Association of Insurance and Financial Advisors, NAIFA. Prior to joining the NAIFA National Executive Committee, Keith was elected to two consecutive two-year terms to the National Board of Trustees. He is past-president of both greater NAIFA-Greater New Orleans and NAIFA-Louisiana. His honors include NAIFA-Greater New Orleans Member of the Year in 1997; NAIFA-Louisiana's President's Award in 2004; and NAIFA-Louisiana's Arthur Abramson Member of the Year Award in 2007. He is also a life and qualifying member of the most prestigious financial services organization in the world, the Million Dollar Round Table with status as a Top of the Table member.

A lifelong resident of the greater New Orleans area, Keith currently resides in New Orleans, Louisiana with his wife, Cindy. They have five children. He enjoys reading, golf, cycling, traveling with his friends and family.



TODD VILLARRUBIA

J.D., LL.M., AEP
D. AEP

SUMMARY

Highly accomplished, experienced, board-certified expert in estate planning & administration, as certified by the Louisiana Board of Legal Specialization, with a long track record of success in a vast array of disciplines within the tax law industry that includes high net-worth estate planning, corporate business & tax compliance, wills & trusts, tax planning, business tax advisory services, & client relationship management with a strong work ethic and the passion and drive necessary to achieve optimum success at a superior level.

WORK EXPERIENCE

CO-FOUNDER, CHIEF OPERATING OFFICER (COO)

Fountainhead Development Partners, LLC | 2021-Present

- Successfully perform & execute all COO responsibilities of the firm including all corporate & small business incorporations, small business 8A, EDWOSB & B-Lab certifications.
- Help to ensure that all back-office needs are properly administered & that all financial & investment decisions are prudent & beneficially aligned to the company's strategic goals & objectives.
- Translate strategy into actionable goals for performance & growth, adhere to all company, federal, state, & local business regulations, design & implement policies to properly promote company culture, & vision, & oversee all business operations necessary to keep the business on track & sustainable.

FOUNDER & CEO

Todd M. Villarrubia, APLC d/b/a Wealth Planning Law Group / 1995-Present

- Implemented written based systems for every aspect of the business, used tactics & skills learned from Verne Harnish on how to scale the company's operations, & served as the Lead Attorney & Owner for a firm whose mission statement was as follows: "We protect highly successful business owners from the government, taxes, and creditors."
- Carefully drafted wills and trusts, successions, family limited partnerships, private foundations, LLCs, GRATs, dynastic trusts, domestic asset protection trusts, SCINs, & multi-generational wealth planning.
- Directly responsible for all major sales to both prospective new High Net Worth clients & supervised & oversaw the work of a staff of up to 10 employees that included other board-certified estate planning, Tax & MBA attorneys, paralegals & support staff to ensure the highest levels of industry compliance & quality standards were properly executed.

ENTER YOUR JOB TITLE HERE

Company Name / 2015-2016

Make sure to save this resume as a PDF! Some companies would specifically ask for word documents only then save it as such otherwise always save as a borderless PDF file. It is as easy as that.

- Word files often have compatibility issues. So it is best to use pdf's





TODD VILLARRUBIA

J.D., LL.M., AEP

SKILLS

High Net-Worth Multi-Generational Estate Planning | Complex Estate Tax Reduction Strategies | Business Tax Advising | Income & Estate Taxes | Asset Protection | Captive Insurance Companies | Corporate & Tax Compliance | Irrevocable Life Insurance Trusts | Intentionally Defective Grantor Trusts | Wills & Trusts | Private Foundations | Grantor Retained Annuity Trusts | Dynastic Trusts | Special Needs Planning | Limited Partnerships & LLC's | Family Buy/Sell Agreements | Business Acquisitions & Sales | Business Incorporation | Client Relationships Management | Team Leadership & Management | Business Continuity | Effective Communication Process Improvement | Strategic Planning

AWARDS & RECOGNITIONS

- Admitted to Practice Before the United States Tax Court.
- Worth Magazine – Top 100 Estate Planning Attorneys in America.
- Law Firm 500, Top 200 Fastest Growing Law Firms in the Country for 2 consecutive years.
- Named in Louisiana Super Lawyers.
- Martindale-Hubbell, Recognized by peers with an A / V Preeminent rating - the highest possible rating for legal professionalism and ethics.
- Received the Edgar E. Burkes Award for Most Outstanding Student Leader at UNO.

Submitted April 19, 2024

WORK EXPERIENCE CONTINUED

ESTATE & BUSINESS PLANNING ASSOCIATE

Steeg & O'Connor Real Estate Law Firm / 1993-1994

- Served as an Associate Attorney that was directly responsible for drafting wills & trusts, succession pleadings, generating loan documents, creating LLC operating agreements, & other such incorporation documents & real estate-related matters.
- Met with clients to determine their needs & wishes, which led to drafting appropriate documents to best meet those needs & wishes such as wills, trusts, powers of attorney, health care directives, providing advice on estate, gift, GST, & income tax matters & explain CDP's approach to engagements & fees.

PROFESSIONAL ORGANIZATIONS

MEMBER

NAIFA, Atticus, Advisors Forum & The New Orleans Estate Planning Council

BOARD OF DIRECTORS

Young Leadership Council

MEMBER/BOARD OF DIRECTORS

Entrepreneurs Organization

STUDENT MEMBER

LSU Board of Supervisors

Advisory Board Member

ResearchWild, LLC

PRESIDENT

Student Government Association

MEMBER

The New Orleans & Jefferson Bar Association

PRESIDENT

Tau Kappa Epsilon Fraternity

BOARD MEMBER

The Board for the Celerity Charter School System

PRESIDENT

Panhellenic Council

CERTIFICATIONS

BOARD-CERTIFIED EXPERT IN ESTATE PLANNING & ADMINISTRATION

Louisiana Board of Legal Specialization

ACCREDITED ESTATE PLANNER

The National Association of Estate Planning Councils

EDUCATION

LL.M. in TAXATION

Emory University | 1993

JURIS DOCTORATE

Louisiana State | 1992

BACHELOR OF ARTS DEGREE

University of New Orleans | 1998

LINKEDIN

[Linkedin.com/in/todd-villarrubia-a413a9](https://www.linkedin.com/in/todd-villarrubia-a413a9)

CONTACT

101 West Robert E. Lee Blvd.
Suite #404
New Orleans, LA 70124

United States

Tel. 504.982.8207
Email. todd@lawealthplan.com

Loreal Stewart

504-701-1425 | loreals21@outlook.com | New Orleans, United States 70122

SUMMARY

Friendly and energetic Paraprofessional with expertise in assistant teaching in public classroom environment. Motivated to help students learn and be happy, healthy and well-behaved. Calm and effective at mediating student conflicts. Knowledgeable support professional with experience assisting teachers in classrooms, between classes and during field trips. Devoted to student learning and safety. Always ready to step in and help with any need. Flexible hard worker ready to learn and contribute to team success.

SKILLS

- Arts and crafts
- Reporting requirements
- Classroom management
- Teacher assistance

EXPERIENCE

Paraprofessional, Young Men's Christian Association, YMCA, September 2021-Current
New Orleans, LA

- Supplied one-on-one attention to each student during group activities.
- Offered students personalized educational, behavioral and emotional support.
- Supported students in developing strategies for individual and group learning.
- Cleaned and organized classrooms, materials and supplies.
- Observed students to help teachers identify potential learning blocks and opportunities for support.
- Handled clerical duties, managed classrooms and coordinated documents for teachers.

Shift Supervisor, CVS Pharmacy, October 2012-July 2021
New Orleans, LA

- Assisted upper management with daily operations to meet standards of service and quality.
- Resolved customer complaints and reported issues to senior management.
- Completed opening and closing duties to facilitate business operations.
- Counted cash on hand at shift change and closing to determine shortages or overages and prepare bank deposit statements.
- Delegated tasks to employees and monitored activities and task completion.

Medical Assistant, Premier Foot Specialists, April 2017-March 2019
New Orleans, LA

- Relayed messages from patients to physicians about concerns, condition updates or refill requests to facilitate treatment.

- Scheduled appointments for patients via phone and in person.
- Contacted pharmacies to submit and refill patients' prescriptions.
- Efficiently performed insurance verification and pre-certification and pre-authorization functions.
- Educated patients about medications, procedures and physician's instructions.
- Interviewed and engaged patients to obtain medical history, chief complaints and vital signs.

Cashier, Rouses Market, October 2008-October 2012

New Orleans, LA

- Operated cash register, collected payments and provided accurate change.
- Wiped down counters and conveyor belt to remove debris and maintain cleanliness.
- Trained new team members in cash register operation, stock procedures and customer services.
- Verified customer identification for alcohol or tobacco purchases.

EDUCATION AND TRAINING

Some College (No Degree)

Blue Cliff College - Alexandria, Alexandria LA

Some College (No Degree)

Medical Assisting, Blue Cliff College - Metairie, Metairie LA

Theresa A. Henderson Engaged Learning Academies of Louisiana
2930 Hudson Street
New Orleans, Louisiana 70114
Home (504) 366-3464 Cell (504) 214-4385
Thend2930@cox.net

OBJECTIVE

Seeking a part-time teaching position that will afford full utilization of the education, skills and experiences acquired during thirty-six years of service in the Orleans and Jefferson Parish Public Schools as a teacher and school site administrator.

CAREER HIGHLIGHTS

Board Member for Proposed Charter School ~ Board Member of ACCESS Schools Alliance (ASA), a Louisiana non-profit established to govern the proposed ACCESS Career and Technical Academy (ACTA.) The non-profit is currently in the process of securing additional funding and revising its proposal to meet specifications outlined by the State of Louisiana.

Implemented Faculty Study Groups ~ Conducted regular professional development meetings with teachers and support staff to analyze student academic and behavioral data and develop instructional strategies and positive behavior support techniques to directly impact student achievement.

Redesigned a Student Support Plan for Alternative Schools ~ Redesigned the Student Support Plan for three alternative schools in Jefferson Parish to better serve the needs of expelled and special needs students in grades K-12.

Developed a Comprehensive Reading Program ~ Addressed the needs of illiterate and functionally illiterate middle and high school students assigned to Martyn Alternative school by implementing a reading focused instructional program that included teaching reading across the curriculum and the computer-based System 44/READ 180 and Fast ForWord reading programs.

Implemented a Mentoring Program ~ Designed and implemented a whole-school mentoring program based on the *Each One Save One* mentoring guidelines and practices.

Cluster Leader for Area Principals ~ Represented the interests of principal colleagues at the Cluster Office level of decision-making.

Established University Partnerships ~ Increased involvement of Southern University at New Orleans, University of New Orleans, Delgado Community College and Loyola University in the instructional and guidance programs of assigned Orleans Parish schools.

Trained Teachers for Leadership Roles ~ Identified and mentored classroom teachers for future leadership roles in educational administration. Four trainees served as principals and several others as assistant principals in the New Orleans Public Schools.

Co-Chair of Middle School Task Force ~ Played a critical leadership role in shaping the plan for redesign of the School District's middle schools.

Superintendent's Contract Negotiations Team ~ Served on a Negotiations Team tasked with reviewing and revising the Union Contract between the Orleans Parish School Board and the United Teachers of New Orleans.

EMPLOYMENT

Jefferson Parish Public Schools

Principal June 2010 to June 2015 Martyn and Deckbar Alternative Schools

Principal of two alternative schools for expelled students and students in need of intensive supervision in grades K-12. Schools housed in same building with separate school codes, payrolls, budgets, and staffing. (Schools were consolidated as one school with grades K-12 in August 2012 with the name Martyn Alternative School.)

Principal July 2007 to June 2010 Martyn Alternative School

Principal of an alternative school for expelled students and students in need of intensive supervision in grades 7-12. Responsible for implementing a Tri-Level Student Support System to assist students with developing the academic, social and emotional competencies necessary for successful return to traditional school settings.

Dean of Student Services August 2006 to June 2007 St. Ville Accelerated Academy

Administrative Assistant of an accelerated academy designed to provide students with an opportunity to reclaim a failed year of schooling by advancing two grade levels in one school year. In the absence of an assistant principal, duties included assisting with all instructional and management functions of the school.

Orleans Parish Public Schools

Urban Leaders Academy Administrator July to August 2005

Brief administrative assignment ended following Hurricane Katrina. Duties included training and principal mentor placement for 60 aspiring school site administrators as part of a Wallace Grant funded program under the direction of the Louisiana State Department of Education.

Principal July 1994 to July 2004 John F. Kennedy Senior High School

High School Principal responsible for total instructional and management functions of 1500 student high school; supervision and evaluation of 100+ employees; management of master schedule; budget preparation and fiscal monitoring; implementation of District and State policies and procedures.

Principal July 1991 to July 1994 Samuel J. Peters Middle School

Administrator for urban middle school with 600 students and 35 employees. Responsible for master schedule, staff evaluations, fiscal affairs, and supervision and discipline of students.

Principal July 1990 to July 1991 P.M. High School

Responsible for the instructional program of adult, evening high school specializing in completion of high school curriculum for regular high school diploma.

Assistant Principal July 1988 to July 1990 Sarah T. Reed High School

Duties included assisting with instructional and management functions of the school with direct focus on student discipline and administrative correspondence.

Special Education Teacher August 1980 to June 1988 Alcee Fortier Senior High School

High School special education teacher of learning disabled students. Responsible for providing individualized instruction in a modified self-contained setting and monitoring the progress of students mainstreamed to regular classes.

Special Education Teacher August 1978 to June 1980 Alfred Lawless Junior High

Junior High School special education teacher of mildly mentally retarded students. Responsible for providing individualized instruction in a modified self-contained setting.

EDUCATION

Dillard University, Bachelor of Arts, May 1978 – Elementary & Special Education Certifications

University of New Orleans, Master of Arts, December 1981 – Special Education

University of New Orleans, Master of Arts, December 1983 – Educational Administration

Louisiana State University, Baton Rouge, LA, Incomplete Ph.D (ABD) – Curriculum and Instruction

HONORS & AWARDS

Magna Cum Laude Graduate, Dillard University, 1978

District Middle School Principal of the Year, 1994

Iota Phi Lambda Sorority Outstanding Service in Education Award, 2000

Marcus B. Christian Community Service Award, University of New Orleans, 2003

REFERENCES

Ms. Michelle Blouin-Williams, Chief Administrative Officer
New Orleans Public Schools
3520 General DeGaulle Drive – Suite 5055
New Orleans, LA 70114
(504) 304-3520 Michelle.Blouin-Williams@opsb.us

Ms. Erika Mann, Principal
Westbank Community School
2590 Barataria Blvd.
Marrero, LA 70072
(504) 942-6150 erika.mann@jppss.k12.la.us

Dr. Shawn D. Wilson, State Secretary
Louisiana Department of Transportation and Development
1201 Capitol Access Road
P.O. Box 94245
Baton Rouge, LA 70804-9245
(225) 379-1200 shawn.wilson@la.gov

ENGAGED LEARNING ACADEMIES OF LOUISIANA

BYLAWS

**ARTICLE I
NAME & PURPOSE**

1.1 Name. The name of the corporation is Engaged Learning Academies of Louisiana and is sometimes referred to hereinafter as the “Corporation.” The principal office of the Corporation shall be located at 610 Belle Terre Boulevard, LaPlace, LA 70068 or such place as the Board of Directors shall designate. The Corporation may also maintain additional offices at such other places as the Board of Directors may from time to time designate.

1.2 Purpose. Engaged Learning Academies of Louisiana was created for the purpose of opening and operating a public charter school in the State of Louisiana.

**ARTICLE II
MEMBERS**

There shall be no members. All rights, powers, duties and obligations usually vested in the members of a nonprofit shall be vested in the directors in accordance with these bylaws.

**ARTICLE III
BOARD OF DIRECTORS**

3.1 General Powers. The business and affairs of the Corporation shall be managed by the Board of Directors and it shall exercise all powers not otherwise delegated by law, the Articles of Incorporation or these Bylaws. The Board of Directors will monitor the day to day operations of Engaged Learning Academies of Louisiana.

3.2 Number of Qualifications. The number of directors of the Corporation at incorporation shall be five (5). The directors constituting the initial Board of Directors shall be as specified in the Articles of Incorporation and shall serve as directors until the first regular meeting of the Board of Directors, at which time their successors shall be appointed and qualified in accordance with the provisions of 3.3 below. The number of directors shall be established from time to time by a majority vote of those present at any regular meeting of the Board of Directors.

3.3 Appointment and Term of Office. At the first regular meeting of the Board of Directors of the Corporation, directors shall be appointed to succeed the initial directors named in the Articles of Incorporation of the Corporation as is provided in this 3.3.

The Directors appointed at the first regular meeting of the Board of Directors shall serve staggered terms as provided hereinafter. Two directors elected shall serve for a period of two (2) years or until their successors shall be appointed and qualified. Three Directors shall be elected for a period of three (3) years or until their successors shall be appointed and qualified. Thereafter, as vacancies occur by reason of expiration of terms, each director shall serve for a period of three (3) years or until his successor shall be appointed and qualified. Directors can serve two full consecutive three (3) year terms. The Directors will be representative of the fields of interest of Engaged Learning Academies of Louisiana.

3.4 Vacancies. Any vacancy in the authorized number of directors whether occurring by reason of expiration of term, resignation, death, or increase in the authorized number, shall be filled as provided in this 3.4. A vacancy created by a vacating director shall be filled by the majority vote of the remaining members of the Board of Directors. An individual appointed to fill such a vacancy shall serve for the remaining term of the director who created the vacancy.

3.5 Resignation and Removal. Any director of the Corporation may resign by giving written notice to the Board of Directors or the Chief Executive Officer. Any director of the Corporation may be removed from the Board of Directors with or without cause by two-thirds (2/3) vote of the Board of Directors.

3.6 Regular Meetings of the Board of Directors. Regular meetings of the Board of Directors shall be held at such time and place as may be fixed by the resolution of the Board. Regular meetings of the Board of Directors may be held at any place within the United States of America. No notice shall be required for regular meetings of the Board of Directors.

3.7 Special Meetings of the Board of Directors. Special meetings of the Board of Directors may be called at any time by the Chief Executive Officer or by any two (2) members of the Board. Special meetings of the Board of Directors may be held at any place within the United States of America. Notice of any special meeting of the Board of Directors shall be given to each director not less than seven (7) days before such meeting and shall state the place, day, hour, and the purpose or the purposes for which the meeting is called. Notice may be given either by personal contact, mail, or email.

3.8 Waiver of Notice of Special Meetings. Notice of any special meeting of the Board of Directors may be waived either before or after the time stated in such notice. A waiver of notice in writing signed by the director entitled to such notice shall be equivalent to the giving of such notice. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

3.9 Virtual or Phone Meetings. Members of the Board of Directors may participate in any meeting of such Board by conference telephone or digital platform or similar communications equipment by which all individuals participating in the meeting can hear and/or

see each other at the same time; participating in such manner shall constitute presence in person at a meeting.

3.10 Action Without Meeting. Any action which may be taken at a meeting of the Board of Directors may be taken without a meeting if, prior to such action, a consent in writing, setting forth the actions to be taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effects as a unanimous vote of the directors, and may be stated as such in any writing or document.

3.11 Quorum and Manner of Acting. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors. If a quorum is present at the meeting, the act of a majority of the directors present at the meeting shall constitute the act of the Board, except in cases where the vote of a great number is required by law, the Articles of Incorporation or by these Bylaws.

3.12 Voting. Each director shall at every meeting, be entitled to vote.

3.13. Non Compensation to Directors. No compensation or payment shall be paid or made to any officer, director, creator, or organizer of this Corporation or substantial contributor to it unless approved by the Board of Directors. Allowable exceptions will include reimbursement for reasonable expenses incurred in their performance of their responsibilities as a Director or Chief Executive Officer, actual expenditures or services rendered to or for this Corporation. Neither the whole nor any portion of the assets or net earnings current or accumulated of this Corporation shall ever be distributed to or divided among any such persons, and neither the whole nor any part or portion of such assets or net earnings shall ever be used for, accrued to, or inure to the benefit of any member or private individual within the meaning of Section 501 (c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE IV OFFICERS

4.1 Number. The officers of the Corporation shall be a Chief Executive Officer, a Secretary and a Treasurer. In addition, there may be such other officers as may be designated from time to time, by the Board of Directors, in accordance with these Bylaws. Any two (2) positions, except those of Chief Executive Officer and Secretary, may be held by the same individual.

4.2 Election and Term of Office. The officers of the Corporation shall be elected by a majority vote of the Board of Directors at any regular or special meeting of the Board of Directors. Each such elected officer shall hold office for a period of one (1) year or until his or her successor shall be duly elected and qualified. Election or appointment of an officer, employee or agent of the Corporation shall not of itself create contract rights between any appointee and the Corporation. Nothing in these Bylaws may be construed to create any contract

rights, written or implied, including, but not limited to, the term of office, compensation or benefits for any officer, employee or agent.

4.3 Resignation. Any officer may resign at any time by giving written notice of such resignation to the Board of Directors, or to the Chief Executive Officer. Such resignation shall take effect at the time specified therein, or if no time is specified upon its receipt. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

4.4 Removal. The Board of Directors, may, by majority vote, remove any officer from office, with or without cause.

4.5 Vacancies. A vacancy in any office shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

4.6 The Chief Executive Officer. The Chief Executive Officer shall oversee and conduct the Corporation's business and affairs. Said person is empowered to appoint committees as herein provided and shall, ex officio, be a member of all such committees. The Chief Executive Officer may sign, execute and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts and other instruments, except in cases where such signing, execution or delivery thereof shall be expressly otherwise delegated by the Board of Directors, by these Bylaws or by law, and, in general, shall perform all duties incident to the office of Chief Executive Officer and such other duties which may from time to time be assigned to him by these Bylaws or by the Board of Directors.

4.7 The Secretary. The Secretary shall keep an accurate record of all minutes of meetings of the Board. The Secretary shall be custodian of the seal of the Corporation and shall affix the seal to all such documents as may be required. He/she has the authority to give notice of all meetings of the directors in accordance with the provisions of these Bylaws, and shall keep copies of these Bylaws available for inspection by the Board. In general, he/she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him/her by these Bylaws, the Board of Directors or the Chief Executive Officer.

4.8 The Treasurer. The Treasurer shall oversee the collection of all monies payable to the Corporation and the disbursement of all funds. The accounts of the Corporation shall be open at all times to the inspection of any member of the Board of Directors. In general, the Treasurer shall perform all the duties incident to the office of Treasurer and such other duties as may from time to time be assigned to him by these Bylaws, the Board of Directors or the Chief Executive Officer.

4.9 Executive Director. The Board of Directors may select an Executive Director to manage the business and property of the corporation, subject to the direction of the Board of Directors, during the interim between annual meetings of the Board of Directors and shall fix the

salary of said Executive Director, and as a qualification for said position, it shall not be necessary that the person so employed be a member of the corporation or a Director. The Executive Director will oversee the day to day operations of Engaged Learning Academies of Louisiana.

ARTICLE V FUNDS, CHECKS & DEPOSITS

5.1 Depositing of Funds. All funds of the Corporation shall be deposited in such depository or depositories as may be designated by the Board of Directors. Such deposits shall be made in the name of the Corporation.

5.2 Signing of Checks, Drafts, or for Payment. All checks, drafts, or other orders for the payment of money shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

5.3 Surplus Funds or Assets upon Dissolution. The Corporation shall not operate for profit. In the event of the dissolution of the Corporation all assets on hand shall be distributed in accordance with the terms of **the Articles of Incorporation**.

5.4 Distributions by the Corporation. All distribution of the Corporation shall be approved by a majority of the Board of Directors, either at a regular or special meeting or in writing.

ARTICLE VI SEAL

The seal of the Corporation shall be circular in form, shall bear its name in the margin thereof, and shall indicate the date of incorporation and the state of incorporation.

ARTICLE VII PROHIBITED ACTIVITIES

No part of the earnings of the Corporation shall benefit, or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distribution in furtherance of the purposes set forth in the Articles of Incorporation of the Corporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by and organization exempt from federal income tax under section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or by an organization contributions to which are deductible for federal income tax purposes under section 170 of the Code, or the corresponding section of any future federal tax code.

ARTICLE VIII MISCELLANEOUS

8.1 Fiscal Year. The fiscal year shall end on December 31.

8.2 Books and Records. The Corporation shall keep correct and complete books and records of the account and shall keep minutes of the proceedings of the Board of Directors and any committees having any of the authority of the Board of Directors. The Corporation shall keep at its registered office or principal office a record of the names and addresses of its directors and officers.

All books and records of the Corporation may be inspected by any director or officers, or his agent or attorney, for any proper purpose at any reasonable time.

8.3 Review. To the extent that resources are available, the books and records of the Corporation shall be reviewed or audited once annually by an independent accountant appointed by the Board of Directors if requested by any member of the Board of Directors.

8.4 Financial Statements. The Corporation shall issue an annual statement of its finances as of the close of the fiscal year to each member of the Board of Directors, each officer and the members.

8.5 Designated Gifts and Contributions. The officers, directors, employees or any other person authorized by the Corporation may accepts on its behalf any contribution, gift, bequest, or devise of money or property for its general purposes set forth in the Articles of Incorporation within the purposes described in section 501©(3) of the Code, or the corresponding section of any future federal tax code; provided, however, designations for contributions will only be accepted at the discretion of the Board of Directors and only if the designated purpose, project or activity set out by the donor is in furtherance of the Corporation's tax exempt purposes. Any designation of any contribution shall not be deemed to be legally binding upon the Corporation unless the designation made by the donor is deemed to be a lawfully enforceable condition subsequent impressed upon the gift. If, upon the advice of counsel, it is determined that one or more contributions made to the Corporation are subject to any enforceable condition subsequent, requiring its use in the manner specified by the condition, and is not deemed to be a precatory or discretionary designation by such donor, the condition subsequent will be deemed to obligate the Corporation and will be honored only if the condition

imposed by the donor is consistent with the purposes stated in the Article of Incorporation. If not, such contribution shall be returned to the donor or otherwise disposed of in compliance with the condition subsequent.

8.6 Insurance. The Foundation may purchase and maintain insurance on behalf of any Director, officer, employee or agent of the Foundation against any liability asserted against such person and incurred in such capacity whether or not the Foundation would have power to indemnify such person against such liability under the provisions of the above section.

8.7 Amendments. These Bylaws may be amended by two thirds (2/3) vote of those present at any regular meeting of the Board of Directors. Subject to the power of the members to amend, alter or repeal by the Bylaws; provided, however, that notice of any such action by the Board of Directors shall be given to each Director.

I, Keith M. Gillies, do hereby certify that I am the Secretary of Engaged Learning Academies of Louisiana, and that the foregoing Bylaws were duly presented to and considered by the Board of Directors of the Corporation and adopted as and for the Bylaws of such Corporation.

In WITNESS WHEREOF, I have hereunto set my hand this _____ day of _____, 2023.

Keith M. Gillies, Secretary

Appendix 11: Fundraising Contributions

Consistent with a conservative approach to budgeting, Engaged Learning Academies of Louisiana has included a proposed budget that primarily relies upon state and federal revenue sources. The school does assume \$2M in funding from the state Charter School Program (CSP) grant. ELAoL will submit a letter of intent to apply for this grant by end of July, 2024 and will submit the full application by end of August, 2024. Though the school plans to seek philanthropic support, an effort led by our CEO, no additional philanthropic revenue is included in our Operating Statement of Activity.

Again, consistent with a conservative approach to budgeting, the Startup Conversion Statement includes no revenue assumptions beyond CSP funds, which will be leveraged in Y1. Erika Mann, the proposed CEO of ELAoL, will continue her leadership role in 2024-2025 via support from a separate 501c3 organization. Our two additional proposed leaders are prepared to formally enter contracts in Y1 (2025-26), but will volunteer their time to support during the start up year. Additionally, following approval, the school will actively engage in fundraising activities with the goal of raising sufficient funds to offset expenditures in the start up year.

Appendix 12: Back Office Service Provider

ELAoL plans to contract with a back office service provider to provide financial services. This entity has not yet been chosen. ELAoL plans to seek a back office provider who can support the following service areas:

Budgeting & forecasting - In partnership with the CEO and the board's Finance Committee, develop an annual budget that aligns with the school's strategic priorities and academic goals. This budget will be based on conservative revenue projections, historical expense data, and educational program needs. The budget will be reviewed by and approved by the board.

Accounting - Provide monthly financial reports that detail actual revenue and expenses against the approved budget. These financial reports will be reviewed by the CEO and Finance Committee, which will provide oversight to ensure the school is financially on track.

Purchasing - Support ELAoL in the creation of clear policies governing all aspects of purchasing, including the approval process, vendor selection, and invoice management. For large purchases, the school will use competitive bidding. The accounting system will provide clear audit trails and ensure the segregation of duties. There will be multiple levels of review and approval for all transactions.

Payroll - Manage payroll for the school. All tax withholding and reporting requirements will be adhered to. The board will also conduct regular internal audits to catch any errors or discrepancies promptly. This will supplement the annual external audit by an accounting firm selected by the board.

Additional service areas may also be provided by the back office service provider, depending upon need and expertise.

ELAoL will not select an individual financial manager to provide financial services. As such, no resume is enclosed.

Appendix 13:

Below is a list of the types of insurance coverage ELAoL plans to secure, a brief description of each, and describe the levels of coverage. This list is consistent with the [Louisiana Department of Education Charter School Insurance Requirements](#).

Worker's Compensation Insurance:

- Description: Covers obligations imposed by federal and state statutes having jurisdiction over the Charter Operator's employees, and employers' liability insurance
- Coverage Level: Minimum of \$100,000

Comprehensive General Liability Insurance:

- Description: Umbrella, Directors and Officers, and GL and Crime packages
- Coverage Level: Minimum combined single limit of \$1,000,000 each occurrence.

Comprehensive Automobile Liability Insurance:

- Description: Hired and non-owned automobiles only
- Coverage Level: Combined single limit for bodily injury and property damage or not less than \$1,000,000 each occurrence.

Property Insurance:

- Description: For contents purchased by ELAoL only (facility will be leased, not purchased)
- Coverage Level: TBD

Errors and Omissions Liability Insurance:

- Description: This insurance shall cover the Charter Operator for those sources of liability arising out of the rendering or failure to render professional services in the performance of this agreement, including all provisions regarding financial management and indemnification
- Coverage Level: \$25,000 max deductible; \$1,000,000 min limit per claim/annual aggregate

Employee Dishonesty Insurance:

- Description: Compensation for employee actions that may cause physical or financial harm to the business
- Coverage Level: \$250,000 min limit per claim/annual aggregate.

Employment Practices Liability Insurance:

- Description: Coverage for claims by workers that legal rights as employees have been violated.
- Coverage Level: \$500,000 min limit per claim/annual aggregate.