



Proposed Type 2 Charter School:

Northwest Louisiana Classical Academy

Submitted by:

**Shreveport Charter
Foundation, Inc.**



Submitted Electronically to:

Louisiana State Board of Elementary and Secondary Education
charters@la.gov

Submitted on:

April 19, 2024

EXECUTIVE SUMMARY

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

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provides the foundation for the entire proposal. The mission and vision statement, taken together, should:
 - a. Identify the students and community to be served;
 - b. Illustrate what success will look like; and
 - c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).

The Shreveport Charter Foundation, Inc. (SCF), is a Louisiana nonprofit corporation organized exclusively for educational purposes and is comprised of respected leaders from Northwest Louisiana. All members are committed to providing high quality educational options for the citizens of Caddo Parish. SCF currently governs Magnolia School of Excellence (MAGN) K-5 and 6-12 located in Shreveport. In the pursuit of creating a network of high-quality charter schools that help every student scholar (scholar) realize his or her academic and personal potential, SCF proposes a new K-8 charter school, Northwest Louisiana Classical Academy (NLCA). NLCA will serve 900 scholars once fully enrolled, with a proposed opening in the 2025-2026 school year in the area of Wallace Lake in Shreveport.

In alignment with Louisiana R.S. 17:3972, NLCA is intended to increase learning opportunities and access to quality educational programming in Caddo Parish, as well as improve pupil learning and encourage the use of different and innovative teaching methods. NLCA will offer families a public, classically inspired education that integrates Louisiana Student Standards with liberal arts curricula, character development, citizenship, and purposeful integration of technology.

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

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

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

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

Total enrollment: 900

- Free and Reduced Lunch (FRL) recipients: 65%
- Minority: 66%
- English Learners (EL)/Limited English Proficiency: 2%
- Students with Disabilities (SWD): 10%

- Gifted: 3%
- Homeless students: <5%

The rationale for seeking to serve the anticipated scholar population is to increase secular classical education opportunities for local families and to provide diverse learners with a school model that prepares them with the knowledge and skills required as 21st century learners and active citizens. The liberal arts (i.e., the natural sciences, formal sciences, social sciences, arts, and humanities) are becoming increasingly desirable in today's diversified job market, with employers choosing to hire liberal arts majors (Forbes, 2019) due to their ability to handle complex situations and solve problems with ease (Perkins, 2019). SCF believes NLCA can help set the foundation for scholars' future success in school and life.

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

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

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

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

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

Under Louisiana's current School Performance Scores (SPS) accountability model, the goal of NLCA will be to meet and then exceed the performance of local, demographically similar Caddo Parish Public Schools (CPPS) after its baseline year. Additionally, the intent is for the proposed academic program to promote lifelong learning and civic mindedness.

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

This question is non-applicable to SCF.

SECTION 1: EDUCATIONAL PROGRAM AND CAPACITY

School Establishment

6. Provide a narrative analysis of the community you seek to serve in the proposed school including:
 - a. A description of the community the school will locate, proposed physical address (if known), and parish;
 - b. The applicant's rationale for selecting the community;
 - c. Performance of local schools in the community that serve a similar student population;
 - d. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community;
 - e. Explanations of any partnerships or contractual relationships central to the school's operations or mission; and
 - f. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?

NLCA's proposed site is in the area of Wallace Lake in Shreveport, within the southern part of Caddo Parish close to I-49 and bordering DeSoto Parish.

The proposed site has a population of approximately 156,008 within a 15-minute drive time from the target site in the Lake Wallace area. This area has a daytime population comprised of approximately 181,019, which is a combination of 93,509 workers in the area and 87,510 residents that stay in the area during school hours. As stated in response to **Question 3**, the area lacks access to a public school with a classical focus.

The performance of local CPPS schools in the target community averages 68.3 SPS, equaling a letter grade of a C. Compared to Caddo Parish as a whole on K-8 metrics only (68.8 – C), the target area is slightly higher performing. **Table 6.1.** lists the schools within the 15-minute drive time of the target community.

Northwest Louisiana Classical Academy

Table 6.1

School Name	School Grade 22-23	SPS Points
Charter Schools		
Linwood Public Charter School	D	50.9
District Schools		
A.C. Steere Elementary School	B	80.1
Atkins Technology Elementary School	F	48.6
Broadmoor STEM Academy	F	46.8
Caddo Heights Math/Science Elementary School	D	57.6
Caddo Middle Career and Technology School	F	47.7
Caddo Parish Middle Magnet School	A	125.4
Claiborne Fundamental Elementary School	A	99.3
Creswell Elementary School	D	58.8
Eden Gardens Fundamental Elementary School	A	112.5
Fairfield Magnet School	A	113.4
Keithville Elementary/Middle School	C	67.5
Queensborough Elementary School	D	53.6
Ridgewood Middle School	D	54.7
South Highlands Elementary Magnet School	A	118.6
Southern Hills Elementary School	D	59.9
Summer Grove Elementary School	D	53.2
Summerfield Elementary School	D	50.5
Sunset Acres Elementary School	F	37.8
University Elementary School	C	71.4
Werner Park Elementary School	F	39.1
Westwood Elementary School	D	56.3
Youree Dr. Middle Advanced Placement Magnet School	C	68
Local School Average	C	68.3
Caddo Parish (K-8 only)	C	68.8

NLCA will provide the community with a public classical education school choice option integrated with technology and aligned to Louisiana Student Standards. This will provide local families with a school model that prepares scholars with the knowledge and skills required as 21st century learners and active citizens.

No formal partnerships or contractual relationships have been determined at this time, outside of SCF's management agreement with CSUSA as the board's selected Educational Services Provider (ESP).

Based on local research, there is a need for classically inspired educational choices that integrate Louisiana Student Standards with liberal arts curricula, character development, citizenship, and 21st century technology.

7. **Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes:**
 - a. **Racial and socioeconomic demographics;**
 - b. **Percentage of special education students;**
 - c. **Percentage of English Learners;**
 - d. **Percentage of homeless students;**

Northwest Louisiana Classical Academy

SCF is committed to serving a diverse student population that reflects the local community and offers opportunities for all children to learn regardless of a student's background or incoming achievement levels. NLCA's projected demographics are detailed in **Table 7.1** and were calculated using the average demographic data of current schools in CPPS serving grades K–8 within a 15-minute drive time of the target area. The anticipated student population at NLCA is comprised of approximately 65% of students receiving FRL and approximately 66% identifying as minority. Additionally, the anticipated student population reflects approximately 10% SWD, 2% ELs, 3% Gifted, and less than 5% of students facing homelessness.

Table 7.1

School Name	FRL	Minority	EL	SWD	Gifted	Homeless
Charter Schools						
Linwood Public Charter School	98%	99%	2%	9%	0%	<5%
District Schools						
Fairfield Magnet School	24%	35%	1%	5%	3%	<5%
Atkins Technology Elementary School	98%	98%	3%	15%	0%	<5%
Caddo Parish Middle Magnet School	28%	40%	0%	5%	20%	<5%
Eden Garden Fundamentals Elementary School	22%	39%	0%	5%	0%	<5%
Southern Hills Elementary School	94%	97%	2%	14%	0%	<5%
Ridgewood Middle School	92%	96%	1%	19%	1%	<5%
Keithville Elementary/Middle School	81%	65%	1%	14%	1%	<5%
Summerfield Elementary School	85%	89%	3%	14%	5%	<5%
Summer Grove Elementary School	94%	96%	1%	11%	0%	<5%
Westwood Elementary School	95%	96%	1%	13%	0%	<5%
University Elementary School	63%	56%	1%	12%	1%	<5%
Sunset Acres Elementary School	98%	98%	1%	15%	0%	<5%
Caddo Middle Career and Technology School	97%	98%	1%	20%	0%	<5%
Werner Park Elementary School	99%	99%	1%	12%	0%	<5%
Caddo Heights Math/Science Elementary	95%	98%	3%	17%	0%	<5%
Claiborne Fundamental Elementary School	70%	98%	1%	6%	2%	<5%
Queensborough Elementary School	97%	98%	1%	11%	0%	<5%
Creswell Elementary School	95%	89%	13%	16%	0%	<5%
South Highlands Elementary Magnet School	19%	31%	0%	5%	9%	<5%
Broadmoor Stem Academy	91%	86%	5%	13%	0%	<5%
AC Steere Elementary School	53%	21%	3%	9%	0%	<5%
Youree Dr. Middle Advanced Placement Magnet School	70%	71%	1%	9%	3%	<5%
Local School Average	65%	66%	2%	10%	3%	<5%

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

SCF trustees are diverse with relevant professional experiences that enrich the board and its schools and carry a deep enthusiasm for increasing local educational choice options for families. NLCA will provide families with increased access to quality educational programming with a classical focus. Currently, there are no public school options that align standards-based instruction to a classical approach.

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

Appendix 1 includes an Environmental Systems Research Institute (ESRI) Community Profile 2023 report for the target site area.

Academic Plan

9. Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:
 - a. The key design elements that reflect the school's mission and vision;
 - b. A clear rationale for the school model and key design elements, based on the track record of success with similar student populations served by the non-profit organization; and
 - c. Any differences in the proposed school model from existing schools operated by the non-profit organization.

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

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

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

Classical Focus

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

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

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

- **The Grammar Stage (Grades K-5):** In this stage, scholars learn foundational skills and knowledge of core subject areas through methods they enjoy and respond to such as singing, chanting, dancing, rhymes, and fables, and the primary skills developed are observation and memory. These strategies are employed in conjunction with a research-based literacy curriculum grounded in the seminal work of Gough and Tunmer (1986), known as the 'Simple View of Reading' or 'Simple View'. Gough and Tunmer's (1986) Simple View

includes two strands of instruction: the Skills Strand is meant to build students' decoding skills (D), while the Listening and Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud.

- **The Logic Stage (Grades 6-8):** In this stage, scholars are introduced to formal logic (the art of correct argument), participate in debates, and learn to argue using logic and reason and to identify invalid inferences. The primary skill developed in this stage is discursive reason.
- **Introductory Rhetoric:** Scholars will gain an introductory understanding of the art of public speaking in grades 6-8, which is intended to provide scholars with the tools required to devise creative works and speeches. This is considered introductory as scholars typically study Rhetoric in secondary grade levels as they study the more challenging subjects in the quadrivium (astronomy, arithmetic, geometry, and music).

Latin: Latin instruction will begin in the lower grades (K-5) and continue through middle school (6-8). Latin will provide scholars with many of the root words of specialized vocabularies of modern sciences and is the language of law, politics, and logic. In addition, Latin teaches children to work out core meanings, identify patterns and devise logical solutions. Most importantly, studying Latin throughout the K-8 experience helps increase the deductive reasoning required to learn and understand core concepts and fosters clear, logical thinking.

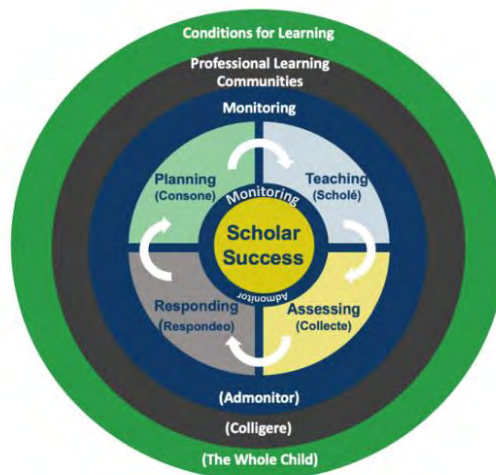
Beacons of Virtue (Beacons): The Beacons—Prudence, Fortitude, Temperance, and Justice—will be critical to developing a culture and climate of moral character and civic virtue and will serve as an extension of NLCA's mission and vision.

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

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

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

CSUSA Education Model: Integrated with a Classical Focus



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

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

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

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

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

Continuous Improvement Process

The Education Model embeds a continuous improvement process to drive teaching and learning across grade levels, subject areas, and the learning environment. This process is informed in part by William Edwards Deming's approach to continuous quality improvement. Deming outlined four key iterative stages of continuous improvement (Plan-Do-Check/Study-Act) that drive a cycle for identifying problems and implementing solutions in a timely manner. Application of a continuous improvement process in education can help yield positive outcomes for students, including increased participation in rigorous college-prep coursework and college enrollment, and decreased failure rates (Best & Dunlap, 2014). The process is intended to facilitate better understanding among administrators and teachers of what scholars need to ensure academic success.

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

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

1. Conditions for Learning: Attending to the whole child

Attending to the whole child honors individual humanity and is critical to providing equitable learning opportunities for all scholars to reach their full potential.

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

- Establishing clear rules and expectations for appropriate behavior.
 - Protecting scholars from physical and emotional harm by upholding all duties and obligations as mandatory reporters.
 - Supporting the mental and emotional well-being of all scholars.
 - Cultivating an environment where differences are respected among all stakeholders.
 - Establishing a climate and culture of trust among scholars and faculty in the school community.
 - Providing scholars with opportunities to set goals and demonstrate growth.
 - Making purposeful use of indoor and outdoor learning spaces.
- Instituting Beacons of Virtue—prudence, fortitude, temperance, and justice—which are detailed further below, to drive the development and maintenance of conditions for learning.

2. Professional Learning Communities (PLCs): Colligere

Colligere, (Latin for 'gathering') means a gathering of the minds toward higher intellect. PLCs at NLCA will be referred to as Colligere and help emphasize the virtue of wisdom and the individual as a lifelong learner.

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

- Establish goals based upon current levels of scholar achievement.
- Work together to achieve goals and backwards plan as a grade-level team.
- Align grade-level planning and instruction to the Trivium, detailed further below, to ensure the effective delivery of key instructional approaches according to the natural progression of child development.
- Analyze data to inform data-driven instruction and planning and provide periodic evidence of progress.

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

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

3. Monitoring: Admonitor

Active monitoring of implementation will be referred to as admonitor (Latin, to 'monitor'), to represent the monitoring of scholar performance.

Consistent monitoring of NLCA's academic program implementation and scholar performance will reflect a vigilant focus on the application of each component of the Education Model to ensure schoolwide fidelity. The instructional leadership team will actively monitor the conditions for learning, PLCs, data chats, lesson plans, and classroom observations, among other means, to gauge efficacy of each Education Model component. A Curriculum Resource Teacher (CRT) will work closely with classroom teachers to ensure conformity with the teaching and learning cycle detailed below, as well as the school's classical focus, and provide frequent feedback on lesson plans to ensure standards alignment and differentiated instruction.

Teachers will monitor attainment of standards at the classroom-level through frequent formative assessments. This regular monitoring will allow for intra-unit instructional adjustments. Assessments will also support instructional

monitoring and the prompt identification of necessary remediations through proficiency tracking and analysis of scholar growth and subgroup performance.

Teaching and Learning Cycle

The descriptions below illustrate the four components of the Education Model necessary for planning and executing each cycle of instruction. Each of the following components will also reflect attainment of NLCA's mission and vision.

4. Consone: Planning

Instructional planning will be referred to as Consone, (Latin, 'in unison' or 'harmoniously') to represent the harmony that exists among planning, alignment, and creativity during the lesson planning process.

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

5. Teaching: Scholé

The Greek word for leisure (scholé) is the origin of Latin scola, and the English word for "school." Therefore, scholé is the word used to refer to institutions of learning. Most importantly, scholé is a leisure of quality pursuits. Meaning, classical teachers and scholars are expected to relish the love of learning by taking time to fully process, analyze, and comprehend the complex materials in the curriculum.

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

6. Assessing: Collecte

Assessments will drive instruction and serve as the bridge between teaching and learning and will be referred to as Collecte (Latin, 'to collect') to emphasize the data collection that occurs through scholar assessment.

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

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

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

7. Responding: *Respondeo*

Responsive teaching (planning, teaching, assessing, responding) is reflective of the results of classroom and schoolwide formative assessment analysis. Responding will be referred to as Respondeo (Latin, to 'respond') to represent the process of responsive teaching.

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

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

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

- **Success Block: *Prospero***

Success Block is a daily 30-minute schoolwide effort, that will emphasize teacher-directed small group instruction and cooperative learning and will be known as Prospero (Latin, to 'prosper') to signify the goal that all scholars will prosper through participation in differentiated instruction and cooperative learning.

Using assessment data and scholar goals specific to NLCA, detailed in Section 5, scholars will be placed in flexible groups to extend learning or develop mastery of core subject area standards. Initially, scholars in grades K-5 will receive targeted remediation in their grade level. Scholars who are above proficient in both reading and math will be able to participate in enrichment activities. Scholars in grades 6-12 in need of intensive intervention will receive additional support outside of the core English language arts (ELA) and math blocks. Each quarter, intervention groups will be adjusted accordingly based on interim benchmark assessment and classroom data to ensure scholars continuously receive the support they need. Eventually, after staff have a firm understanding of scholar needs and build automaticity with transitions and scheduling, scholars will be strategically grouped with teachers across grade levels and/or content areas based on data. Teachers who are most appropriate to provide remediation (based on data and capacity) will work with scholars demonstrating lowest proficiency in standards assessed. For scholars who have mastered unit learning, enrichment activities will be provided to stimulate continued learning and engagement.

Marzano's High Probability Instructional Strategies

Marzano's High Probability Instructional Strategies can be implemented across subject levels and throughout lessons

in various ways. These strategies have been proven by research to yield positive results in student learning (Haystead & Marzano, 2009). Teachers will be provided with PD in select strategies listed below in support of Education Model implementation and the school's mission to educate scholars through key tenets of classical education grounded in a rigorous and data-driven curriculum.

- **Tracking Student Progress & Setting Goals/Objectives:** Determine current level of performance; Identify achievement goals and establish a rate of progress; Track progress visually; Adjust instruction to improve learning; Provide more intensive instruction to re-teach the material if goals are not being met. Set a core goal, and let scholars personalize it; Make sure goals are achievable; Teachers help with strategies to achieve goals. Data chats and PLCs will provide teachers with the opportunities to apply these strategies, supported by CRTs and school leadership. Scholars will use PLPs as the primary tool for tracking scholar progress, and setting and monitoring goals, as well as celebrating successes.
- **Building Vocabulary:** Provide deliberate instruction, including direct and small-group instruction to accelerate students' vocabulary development; Facilitate active engagement before, during, and after lessons beyond definition knowledge; Implement a comprehensive program for students to be able to understand complex texts, engage deeply with content area concepts, and participate in academic discussions. Rich classroom discussions, debate, Latin instruction, and the Great Works will all supplement direct and small group instruction in vocabulary development.
- **Interactive Games:** Use in addition to effective teaching; Define the objectives of the game to set a purpose; Should be challenging, but not frustrating; Can foster teamwork and social interaction; Provides opportunities for success and positive reinforcement. During Success Block, as well as at other times, scholars will engage in interactive games that utilize the facility design and planned instructional technology.
- **Note Taking:** Use teacher-prepared models/templates to teach basic principles and expectations; Give time to practice note taking and provide feedback on the skills; Students become familiar with content, jot down main ideas, and write down questions.
- **Student Discussion/Chunking:** Set expectations for classroom discussions and try in small groups first; Use a variety of techniques, having students take notes throughout the discussion and segment the discussion to check for understanding; Organize content into small, related segments that are more manageable for understanding in daily lessons.
- **Practice:** Ask questions that require students to process and rehearse the material; Give feedback on the practice while circulating and monitoring work; Provide additional explanations and several examples; Cooperative learning is an effective strategy to utilize practice. Teachers will utilize the planned spiral instruction to provide scholars with spaced retrieval practice to encourage mastery of content.

Blended Learning

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

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

Differentiated Instruction

Differentiated instruction is a method of teaching that flexibly employs a variety of instructional strategies to meet individual student needs (Watts-Taffe et al., 2013). This will support accommodating and motivating all scholars to fulfill

the school's mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue. All teachers will be provided with ongoing PD to ensure differentiated instruction is: 1) a teacher's response to scholar needs, 2) the recognition of scholars' varying background knowledge and preferences, 3) scholar-centered, 4) instruction that addresses scholars' differences, and 5) a blend of whole-group and small-group instruction.

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

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

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

School-level Factors

Guaranteed and Viable Curriculum

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

Challenging Goals and Effective Feedback

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

The results of several research studies show that academic achievement in classes where effective feedback is provided to students is considerably higher than the achievement in classes where effective feedback is not provided. John Hattie reviewed about 8,000 studies and found that "the most powerful single modification that enhances

achievement is feedback.” The simplest prescription for improving education must be ‘dollops of feedback.’ Effective feedback has two very specific characteristics: (1) It must be timely, and (2) must be specific to the content being learned (Bangert-Drowns). George Madaus and colleagues found that tests that are not specifically designed to assess a particular school’s curriculum frequently underestimate the true learning of the scholars (What Works in Schools, 2003).

Parent and Community Involvement

According to Marzano’s research, effective parental and community involvement includes the areas of communication, participation, and government.

Safe and Orderly Environment

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

Collegiality and Professionalism

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

Teacher-level Factors

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

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

Student-level Factors

Home Environment

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

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

We will make all attempts possible to keep lines of communication open between our school and families to ensure parents and guardians are supported in their child’s education. We will keep parents informed of their child’s academic progress in school and engaged in the classroom and school communities. Teachers will share progress reports, report cards, interim benchmark assessment scores, and encourage use of the student information system to communicate pertinent information related to student performance and involvement in the school community. Creating a strong and

meaningful connection to the school community benefits all stakeholders and makes keeping an open and clear line of communication between parents and the school possible.

Learned Intelligence/Background Knowledge

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

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

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

Classical Education

NLCA's classical focus is supported by scholarly research in the field of classical education. The seminal work of Dorothy Sayers and research conducted by Dr. Albert Cheng and other notable scholars illuminate the effectiveness of the classical approach to teaching and learning. Sayers' trivium emphasizes the intrinsic developmental psychology of student scholars, rather than the extrinsic instructional content (Cothran, 2018). In this way, Sayers method teaches how to learn by teaching them the skills of learning through developmentally appropriate methods described in detail below.

- **The Grammar Stage (Grades K-5):** In this stage, scholars learn foundational skills and knowledge of core subject areas through methods they enjoy and respond to such as singing, chanting, dancing, rhymes, and fables, and the primary skills developed are observation and memory. These strategies are employed in conjunction with a research-based literacy curriculum grounded in the seminal work of Gough and Tunmer (1986), known as the 'Simple View of Reading' or 'Simple View'. Gough and Tunmer's (1986) Simple View includes two strands of instruction: the Skills Strand is meant to build students' decoding skills (D), while the Listening and Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud.
- **The Logic Stage (Grades 6-8):** In this stage, scholars are introduced to formal logic (the art of correct argument), participate in debates, and learn to argue using logic and reason and to identify invalid inferences. The primary skill developed in this stage is discursive reason.
- **The Rhetoric Stage (Grades 9-12):** In this stage, scholars learn to apply their cumulative knowledge developed in the grammar and logic stages to learn how to communicate, separating opinions from fact and presenting their opinions in an effective and persuasive manner. Imagination is piqued as scholars participate in deep discussion, synthesize ideas, engage in writing activities, and continue to refine their debate skills to enhance their ability to create arguments based upon reason. During this stage, scholars participate in two years of formal rhetoric training, where they learn the art of writing, speaking articulately and persuasively, reasoning logically, and writing well. For example, scholars participate in Socratic Seminars to enhance their logic, rhetoric (argumentation) and oratorical skills. Finally, as a culmination of the Trivium, scholars complete a senior thesis to demonstrate their acquisition and application of the skills learned in the three stages. The primary skills developed in this stage are communication and application.

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

NLCA will differ from MAGN, SCF's existing school campuses for K-5 and 6-12, in its implementation of the CSUSA Education Model and in its school facility design. The Education Model's implementation focus will be reflective of key classical education components detailed above.

- 10. In Louisiana, charter schools are able to purchase instructional materials that are best for their students. For core content areas (English language arts, mathematics, science, and social studies), identify the primary curricula your school will use, such as textbook selection and supporting materials by subject and/or grade level, including:**
- a. A description of how it aligns with state standards; and**
 - b. How it will meet the needs of the targeted student population?**

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

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

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

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

Table 10. 1

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

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

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

Target population needs

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

NLCA will also create processes and committees of stakeholders that will intentionally supplement the curriculum to provide the intended student population with representations of their racial, ethnic, and cultural backgrounds without the perpetuation of stereotypes or deficit perspectives. We anticipate this approach, and implementation of Attitude is Altitude curriculum, a social-emotional learning program, to support all efforts to meet each scholar’s academic and social-emotional needs.

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

ELA

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

Math

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

As other tools are developed to support learners in social studies and science, we will use them strategically and intentionally to support those learners. As new evidence-based instructional materials are vetted and made available, we may adjust our list of curricular resources to best support student learning needs.

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

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

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

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

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

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

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

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

Classrooms will accommodate 21 scholars in grades K – 2 and 25 scholars in grades 3 – 8 and allow for whole group and small group instruction. Socratic seminars will be easily facilitated within classrooms, the Learning Lab, and outdoor

learning spaces. Classrooms will be equipped with flexible seating options, multipurpose furniture (e.g., desks with dry-erase surfaces), and digital white boards to incorporate technology into instruction. At this time iPads are planned as NLCA's primary instructional devices in classrooms for grades 3-8. However, Chromebooks may be added as a resource for scholars.

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

Additionally, NLCA's outdoor space is intended to expand instruction beyond traditional walls and support each scholar in developing a love for learning through hands on experiences and application of educational concepts and ideas in the real world. Gardens and a performance space will be utilized to provide students opportunities to expand their critical thinking and speaking skills in whole group settings between their peers and adults. Gardens will be used to promote sustainability efforts and connections between new learnings and nature.

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

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

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

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

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

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

Schoology is used widely throughout the CSUSA network as part of its Mobile Classroom initiative. Mobile Classroom presents an opportunity for expert and impactful teachers within the CSUSA Louisiana network of schools to expand their reach and impact. It integrates the use of Schoology and communication platforms, such as Microsoft Teams and Zoom, with a 360-degree camera with zooming features that capture teachers' every move and word as they circulate

throughout the classroom. The combination of these tools offers scholars who are hybrid of fully mobile opportunities to collaborate with peers that are in-person. If the Mobile Classroom is utilized at NLCA, teachers will be provided with asynchronous training on the technology itself and have the technology modeled for them by CSUSA Louisiana state team members. The school-based IT technician will also receive training and support to best meet the needs of scholars, families, and staff.

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

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

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

ASSESSMENTS

14. **Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. Provide data outlining the growth of a population of similar students served by the non-profit organization. This response should include:**
 - a. **Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development; and**
 - b. **Explain how the school will communicate with parents/guardians and students about academic achievement and progress.**

NLCA will utilize a balanced assessment plan to evaluate student knowledge and skills which will include Louisiana Educational Assessment Program (LEAP) 360 interim assessments and i-Ready Diagnostic assessments, or a comparable assessment such as NWEA MAP. Additionally, NWEA Map Science may be utilized in grades 3-8. These interim assessments were selected to monitor progress within the school year regarding mastery of the Louisiana Student Standards and reaching a satisfactory level of achievement on LEAP 360. Please note that the assessment tools described below do not preclude NLCA from incorporating other assessments, as needed, in support of its mission to transform hearts and minds through a classically inspired liberal arts education committed to rigorous academics and rooted in the values of moral character and civic virtue. Historically, CSUSA-LA's two existing Lafayette schools provide the best approximation of a similar population to NLCA. Combined, students at Acadiana and Lafayette Renaissance Academies regularly meet and exceed their normative and stretch growth targets on nationally normed assessments, 50% and 30% respectively. For example, during the 22-23 school year 60% of CSUSA-Lafayette students met or exceeded annual typical growth in i-Ready reading with 35% meeting or exceeding Stretch Growth target. In math, 59% of students met typical growth targets and 33% met stretch growth targets.

LEAP 360

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

- **Diagnostic Assessments:** used to determine student readiness for new course work and assist teachers in

setting meaningful and ambitious goals

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

i-Ready Diagnostic

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

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

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

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

NWEA MAP Growth Assessments:

At NLCA, MAP Growth will be used to assess Science in Grades 3-8, three times per year. When needed, NGSS-aligned Biology and State standards aligned Algebra and Geometry EOCs are also available. The MAP Growth Science assessments are both nationally normed and aligned to the Louisiana Science Standards. MAP Growth is proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a continuous scale score (RIT) from grades 2-12 in science, which enables us to monitor growth from one season to the next, one grade level to the next, as well as determining exactly how far above or below the national norm students are placed relative to other students in their grade level nationwide. Schools use MAP Growth results to set

overall achievement growth goals as well as identify students' specific skill strengths and gaps. Student grouping reports also support teachers when identifying standards or skills to teach during targeted small-group instruction.

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

State-Mandated Assessments

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

Kindergarten – Third Grade

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

Third Grade – Eighth Grade

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

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

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

Communicating academic achievement and progress

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

LOUISIANA ACCOUNTABILITY SYSTEM: ACADEMIC PERFORMANCE

- 15. In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data, including:**
 - a. Explanation of performance deficiencies;**
 - b. Explanation of subgroup performance;**
 - c. Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126; and**

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

CSUSA-LA's two existing Lafayette schools provide the best approximation of a similar population to NLCA. **Table 15.1** below lists all of CSUSA's managed K-8 schools in Louisiana, as well as their 2022-23 Economically Disadvantaged (ED) and minority percentages. The schools with similar demographics to the projections for NLCA are shaded in grey, Acadiana Renaissance Charter Academy (ARCA) and Lafayette Renaissance Charter Academy (LRCA).

Table 15.1

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

At ARCA, high performance levels have been maintained over the past five school years, as shown below in **Table 15.2**; even in the face of new assessments and new accountability frameworks. After the initial year of the newest accountability framework update in 2018 where they would have been A-rated on the original calculation, ARCA improved their overall grade to an A, maintained A-level Progress and improved their Assessment Index by over 3 points in 2019. Coming out of the pandemic, ARCA maintained an A on the Informational SPS and continues to improve, gaining 9+ SPS points from 2021 to 2022. Preliminary estimates for 2023 indicate another A-rated performance. At LRCA, where students come in lower achieving than their neighbors at ARCA, it is important we demonstrate continuous improvement and growth. For each year prior to the revision of the LA SPS calculation, LRCA showed measured growth raising their overall SPS score by 13 points in two short years. Post pandemic, LRCA has also made gains in their overall SPS as well as improving the Assessment index by 5 points, Progress Index by almost 2 points, and DCAI by almost 30 points.

Table 15.2

ARCA Historical SPS				LRCA Historical SPS		
2015	94	B		2015	65	D
2016	103	A		2016	71.3	C
2017	106	A		2017	78.0	C
*2018	89.7	B (A)	Baseline Year	*2018	66.6	C (C)
2019	91.6	A		2019	65.1	C
2020	No Grades			2020	No Grades	
*2021	90.3	A	Informational	*2021	62.4	C
2022	99.7	A		2022	64.3	C
2023	90.6	A		2023	70.1	C

There are 17 additional schools within range of CSUSA-Lafayette's demographics and those anticipated at NLCA, in CSUSA's national network of managed schools. These demographically similar schools are concentrated in Florida (**Table 15.3**).

Northwest Louisiana Classical Academy

Table 15.3

District	School	% Min.	% ED
Broward	Hollywood Academy of Arts & Science	38.2	57.3
Broward	Hollywood Academy of Arts And Science Middle School	58.1	58.4
Broward	North Broward Academy of Excellence Middle	98.9	69.1
Broward	Renaissance Charter Middle School at Pines	95.9	66
Broward	Renaissance Charter School at Coral Springs	79.4	60.3
Broward	Renaissance Charter School at University	89.1	66.2
Broward	Renaissance Charter Schools at Pines	96.5	72.6
Duval	Duval Charter School at Westside	85.7	68.6
Hillsborough	Creekside Charter Academy	82.9	57.1
Lee	Mid Cape Global Academy	77.9	71.6
Lee	Six Mile Charter Academy	72.4	59
Orange	Renaissance Charter at Crown Point	85.9	59.7
Orange	Renaissance Charter School at Goldenrod	94.5	66.2
Osceola	Four Corners Upper School	78.5	68.6
Osceola	Renaissance Charter School at Boggy Creek	87.3	68.7
St. Lucie	Renaissance Charter School of St. Lucie	73.4	56.9
Broward	Hollywood Academy of Arts & Science	38.2	57.3
NLCA Local Schools		49	57

The demographically similar Florida schools (in years with accountability continuity) show improvements in composite school grades over time, as shown in **Table 15.4**. Florida’s school grade calculation for K–8 schools (0-100 overall points) weights achievement and growth equally (44% Growth, 44% Achievement, 11% Acceleration) with half of all growth points based on the performance of the school’s lowest achieving quartile of students. Prior to the pandemic (2019), over 80% of these schools earned an A or B grade with an average 4-year gain of over 10 total points—at the school level this is equal to a net gain of over 90 percentage points across achievement, growth, and acceleration metrics. As of 2022, over half of the schools had recovered enough learning to earn an ‘A’ or ‘B’ grade. Florida overhauled their ELA and Math standards and assessments for the 2022-23 school year. As part of that transition, 2022-23 school grades were delayed until Winter 2023 and are based on revised cut scores—different from what was initially published. Learning gains are also removed for this first, hold-harmless year. The final column of official 2023 grades below reflect recently released proficiency rates and the removal of learning gains from the calculation. Additionally, the state imposed a separate grading scale for each school type (Elementary, Middle, High, Combination). For some types, the adjusted scale benefitted the school, for others, they would have earned a higher grade on the traditional scale. In the table below, the official grade is listed with the traditional scale letter grade equivalent in parentheses if they were different.

Northwest Louisiana Classical Academy

Table 15.4

School	2016	2017	2018	2019	16 to 19	2021 Informa-tional	2022	21 to 22	2023
Hollywood Academy of Arts & Science	54 B	71 A	71 A	79 A	+25	49 C	71 A	+22	75 A
Hollywood Academy of Arts & Science MS	59 B	68 A	71 A	73 A	+14	67 A	76 A	+9	77 A
North Broward Academy of Excellence	52 C	58 B	51 C	59 B	+7	39 D	53 C	+14	46 C
North Broward Academy of Excellence MS	65 A	64 A	67 A	72 A	+7	46 C	64 A	+18	64 B(A)
Renaissance Charter Schools at Pines	47 C	49 C	60 B	60 B	+13	34 D	47 C	+13	50 B(C)
Renaissance Charter Middle School at Pines	53 C	65 A	72 A	68 A	+15	52 C	68 A	+16	66 B(A)
Renaissance Charter School at University	55 B	61 B	59 B	71 A	+16	48 C	65 A	+17	66 B(A)
Renaissance Charter School of Coral Springs	54 B	57 B	61 B	67 A	+13	55 B	67 A	+12	73 A
Mid Cape Global Academy	42 C	42 C	47 C	59 B	+17	56 B	49 C	-7	66 B(A)
Six Mile Charter Academy	51 C	55 B	56 B	58 B	+7	42 C	47 C	+5	54 C(B)
Renaissance Charter School of St. Lucie	57 B	69 A	55 B	61 B	+4	55 B	54 B	-1	60 B(A)
Creekside Charter Academy				54 B	--	43 C	64 A	+21	69 A
Renaissance Charter at Crown Point		48 C	50 C	55 B	+7	41 C	51 C	+10	57 B
Renaissance Charter School at Goldenrod	31 F	45 C	45 C	44 C	+13	41 C	47 C	+6	48 C
Four Corners Upper School	47 C	50 C	46 C	55 B	+8	52 C	57 B	+5	61 B
Renaissance Academy of Arts and Science			48 C	53 C	+5	52 C	53 C	+1	66 B(A)
Duval Charter School at Westside	40 D	45 C	47 C	49 C	+9	38 D	41 C	+3	44 C

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

Research shows that it takes a minimum of three years of intensive interventions (200+ minutes of reading per day) to achieve the gains needed to grow a student, who is two to three years behind their peers, to grade-level.¹ In the state of Louisiana, where school accountability is predominantly driven by student achievement and proficiency on the state assessment, schools that serve large numbers of at-risk students growing towards proficiency are not meaningfully recognized for the catch-up growth their students make over the course of a school year.

Hollywood Academy of Arts & Science (HAAS), recently recognized by the U.S. Department of Education as a National Blue Ribbon School, is an example of this multi-year continuous improvement. When the state of Florida changed the school grade calculation, reinstating learning gains with a much more rigorous calculation in 2016, HAAS’s school grade dropped 17 points in 2015 (not shown) from an ‘A’ to the lowest possible ‘B’ grade (54). Over time, instructors

and school leaders focused on improving learning gains using the CSUSA Education Model as their guide, and HAAS was able to improve 8 points overall, from a 'B' in 2016 to an 'A' in 2019. The overall 8-point increase was the result of double-digit improvements in the percent of students making learning gains in ELA (+28%) and Math (+32%), as well as students in the lowest quartile making gains in ELA (+22%) and Math (+45%) since 2016. Post pandemic HAAS' recovery was even more significant—a total grade improvement of 22 total points driven by increases in ELA proficiency of 5% points, ELA Growth by 26% points, ELA Growth among the lowest quartile by 21% points, Math proficiency by 12% points, Math Growth by 39% points, Math Growth for the Lowest Quartile by 35% points and Science proficiency by 12% points.

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

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

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

SCHOOL CALENDAR AND STUDENT SCHEDULE

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

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

17. Appendix 3: Provide a sample student schedule for a typical week for a student that is an English Learner. The Department recognizes that not all English Learners are alike and may vary widely in terms of English Language proficiency and development. For the purpose of providing this schedule, create a hypothetical EL student and provide the following information for the hypothetical student:
- a. Grade level of the EL student;
 - b. Proficiency determination as defined by English Language Proficiency Test (Emerging or Progressing only; and
 - c. Any other data or assumptions involved in creating the student schedule.

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

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

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

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

- 18. Appendix 4: Provide a sample student schedule for a typical week for a student with exceptionalities. The Department recognizes that not all students with exceptionalities are alike and may vary widely in terms of present level of academic and functional performance (PLAAFP). For the purpose of providing this schedule, create a hypothetical student and provide the following information about the student:**
- a. Grade level of the student;
 - b. Student's primary exceptionality (may not use Speech/Language Impairment or Gifted/Talented);
 - c. The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided; and
 - d. Any other data or assumptions involved in creating the student schedule.

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

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

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

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

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

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

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

DIVERSE LEARNERS AND STUDENT SUPPORTS

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

Identifying and Serving Students with Disabilities

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

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

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

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

The Special Education Lead will: (1) assist the SBLC Chairperson with establishing the SBLC, (2) ensure all records of newly enrolled students are reviewed to determine if they are a student with a disability, (3) ensure a pupil appraisal

evaluation coordinator participates in the SBLC whenever a referral for and individual special education evaluation is being considered, (4) assist, when necessary, the pupil appraisal evaluation coordinator with the collection of all required referral documents, (5) provide parents of each student initially identified as suspected of having a disability with a copy of their procedural safeguards afforded under Individuals with Disabilities Improvement Act (IDEA) and an opportunity for an explanation of their procedural safeguards, and (6) monitor initial evaluations to ensure compliance with timelines.

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

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

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

The IEP committee, following a discussion of the student's educational needs, will choose a setting(s) in which the educational needs will be addressed. Although an inclusion service delivery model for students with disabilities will be utilized to support students in the general education classroom, placements on the continuum of environments will be provided, as needed, to provide services outlined in the student's IEP.

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

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

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

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

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

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

Identifying and Serving English Language Learners

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

The EL student will receive instruction in the general education environment with appropriate language supports. If the EL student has difficulty accessing general education content with appropriate language supports, the student will be referred to the SBLC. The SBLC will review and/or develop an RTI plan. If the EL student does not make progress in intervention, the SBLC in collaboration with EL specialists, special education, pupil appraisal, and general education personnel will determine if they will refer the student to pupil appraisal for an individual evaluation under IDEA is appropriate. Should the SBLC determine that the EL student requires an IDEA evaluation, NLCA will collaborate with CPPS to determine the available assessment procedures for EL students. NLCA will ensure EL students are not inappropriately identified as a student with special education needs by determining whether the student's difficulties are not due to the normative process of second language acquisition or due to multicultural differences. Pupil Appraisal evaluators will be trained in the process and materials necessary for the assessment of EL students from culturally and linguistically diverse backgrounds.

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

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

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

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

Identifying and Supporting Students Who Are Academically Behind

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

Response to Intervention

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

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

Tier 1

Core instruction is provided for all students to ensure they receive high-quality, research-based core instruction in whole-group and small-group formats within the regular education classroom. Tier 1 includes core instruction and universal interventions for academic and behavior support. All students participate in general education learning that includes:

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

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

Tier 2

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

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

Tier 3

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

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

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

Tutoring

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

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

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

- a. How the school will identify advanced and/or gifted and talented students;**
- b. Strategies and programs the school will use within the general education classrooms and in other settings to accelerate learning; and**
- c. Specific programs, services, and supports for academically advanced students.**

NLCA will offer gifted/talented instruction and will establish a SBLC of at least two regular school staff members such as the principal/designee, teachers, counselors, pupil appraisal personnel, or other professional staff. The Charter

School will identify a student as suspected of being gifted and talented by the SBLC according to Bulletin 741: The School Administrator's Handbook. The SBLC will coordinate and document the results, as appropriate, of educational screening, intellectual screening, talent screening, or other types of screening as needed. The SBLC will conduct a review of the screening information with the student's teacher. If the student meets the screening criteria, the student shall be evaluated. Evaluation criteria will be consistent with *Bulletin 1508: Pupil Appraisal Handbook*. If the student does not meet the screening criteria, he/she will be exposed to activities that enhance skills and increase knowledge.

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

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

BEHAVIOR MANAGEMENT

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

- a. Describe how the school will communicate its approach and related policies to students and families;
- b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;
- c. Explain how the school will protect the rights of students with exceptionalities and disciplinary actions and proceedings; and
- d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and
- e. The supervision plan for the alternate setting of suspended/expelled students.

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

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

A higher standard of dress encourages greater respect for individuals, students, and others, and results in a higher

standard of behavior. Therefore, NLCA will institute dress code guidelines to encourage appropriate school dress during normal school days for every student. These guidelines may include:

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

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

Administrative Interventions

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

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

Offenses include but are not limited to the following:

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

- Disrespect
- Peer Conflict

Due Process in the Disciplinary Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teachers will be provided with pre-service, ongoing, and intensive supports in classroom management. Beginning the summer prior to each school year's opening, all teachers will be provided with schoolwide and classroom management expectations to ensure a calibrated understanding of the discipline policy and compliance with the School Model Master Plan.

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

Northwest Louisiana Classical Academy Draft School Model Master Plan

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Northwest Louisiana Classical Academy will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Northwest Louisiana Classical Academy will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators, and other representatives as applicable.

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

Northwest Louisiana Classical Academy

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

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

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Northwest Louisiana Classical Academy to ensure that suspension/expulsion policies are consistent with R. S. 17.416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

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

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

Northwest Louisiana Classical Academy adopts the following clearly defined behavioral expectations in the following basic rules:

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

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

Each teacher at Northwest Louisiana Classical Academy shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Northwest Louisiana Classical Academy shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

Northwest Louisiana Classical Academy's principal shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

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

Northwest Louisiana Classical Academy has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline

policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

Parental and Community Involvement

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

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

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

Inter-Agency Cooperation

Northwest Louisiana Classical Academy shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

Student Records

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

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

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

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

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

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

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

Statements of compliance

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

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

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

Appendix 5 provides a draft code of conduct, which includes NLCA's proposed discipline policy.

PARENT AND COMMUNITY ENGAGEMENT

23. **How will the school engage parents/guardians and the community once it's open, including:**
 - a. **How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and**
 - b. **Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.**

Caritas: Parent-Teacher Committee

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

relationships, participate in community outreach, and support school-wide initiatives, mission, vision, and Beacons of Virtue.

Volunteering

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

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

SCF Governing Board Meetings

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

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

Families will be informed of school and board protocol via handbooks and NLCA's website which will be updated frequently to publicize school events, important dates, and messages from school leadership and the PTC. NLCA will also host meet and greets with the principal throughout the school year. These will be structured as open forums for parents to ask questions and address concerns and suggestions.

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

Appendix 6: Provide a draft Grievance Policy.

Families will be informed of school and board protocol via handbooks and website documentation. Grievance policies will be clearly defined and easily accessible via the handbook and websites. A draft Grievance Policy is included in **Appendix 6**.

ACADEMIC GOALS

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

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

Kindergarten through Second Grades

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

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

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

Grades Three through Eight

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

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

For 2022-23, the LDOE has also released the percentage of students scoring Mastery or Advanced on the LEAP and EOCs. Among the local Parish schools, on average, 17.8% scored Mastery or Advanced in math, 24.2% in ELA, 22.2% in Science and 20.1% in social studies. A supplementary table of 5-yr Mastery+ goals (**Table 24.2**) is provided below the SPS 5-yr goals (**Table 24.1**) for visibility.

GOALS:

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

- **Assessment Index:** Annual 6-point increase, double the historical performance of Local Schools–2.6-point increase observed between 2020-21 and 2021-22 (last 2 SPS releases).
- **Progress Index:** Increase the Progress Index score by 15% annually (15-points)
- **Dropout Credit Accumulation Index (DCAI):** Annual improvements of at least 2 index points.
- **Interests & Opportunities:** NLCA anticipates earning the full 150 points for the newly revised Interests and Opportunities component by the end of the 5-year charter term

The first 5 years of the term of the charter coincide with the planned final stage of Louisiana's "Transition to Mastery." Based on these goals, and the expected increased rigor of the SPS scale, NLCA will open as a C and achieve an SPS letter grade of 'B' on both the 2022-23 and 2023-24 scales by its third year of operation and an 'A' by its 5th. Using the scale currently outlined to be in place at the opening of the charter term a 'B' would be achieved in Year 4 of the term. Using the goal setting procedure detailed above, NLCA would improve their SPS by over 30 points over the 5-year charter term and would be a B on the final SPS scale, in striking distance of an 'A.' NLCA's achievement of these projected goals will indicate that the school is providing an educational environment that affords all students with

Northwest Louisiana Classical Academy

opportunities for academic growth and achievement regardless of background, need, or ability. **Table 24.1** below shows NLCA's 5-year SPS goals, which begin with a baseline year.

Table 24.1

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

		5-Year SPS Goals				
%		Baseline	Year 2	Year 3	Year 4	Year 5
Assessment Index		52.0	58.0	64.0	70.0	76.0
Progress Index		95.3	110.3	125.3	140.3	155.3
DCAI		121.4	123.4	125.4	127.4	129.4
Interests & Opportunities		137.8	140.9	143.9	147.0	150.0
Total Points		70.6	78.5	86.4	94.3	102.2
SCALE: 2022-23		C	C	B	A	A
SCALE: 2023-24		C	C	B	B	A
SCALE: 2024-25		C	C	B	B	B

Table 24.2

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

		Baseline	Year 1	Year 2	Year 3	Year 4	Year 5
ELA	LEAP	24.2	31.8	38.6	44.7	50.2	
	w/ EOCs	24.2	31.8	38.6	44.7	50.2	
Math	LEAP	17.1	25.4	32.8	39.6	45.6	
	w/ EOCs	17.8	26.0	33.4	40.0	46.0	
Science	LEAP	22.2	30.0	37.0	43.3	49.0	
Social Studies	LEAP	20.1	28.1	35.3	41.8	47.6	

SECTION 2: ORGANIZATIONAL PLAN AND CAPACITY

Growth Plan

25. Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.)
- Promotion and graduation policy;
 - Instructional leadership roles;
 - Teacher and school leader evaluation policies;
 - Hiring processes (including qualifications and responsibilities for instructional and administrative staff);
 - Food services; and
 - Transportation.

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

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

At this time, SCF only intends to open one school, but may wish to grow this school in enrollment and grade levels.

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

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

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

PLAs will provide school leaders with opportunities to discuss schoolwide data, share implementation strategies, and receive training on new tools and resources to support improving academics, data analysis, and wellness, among other areas. QUEST site visits include classroom observations focused on one to two areas of improvement identified by the school and conducted by a team of CSUSA Louisiana school colleagues. The goal is to calibrate understanding of quality instruction and identify next steps for improving schoolwide practice. The MSA will be conducted annually and is intended to support the school instructional leadership team in a review of the school's strategic plan, detailed further below. The MSA process involves:

- Reviewing formative assessment data to determine areas of focus.

- Identifying gaps in equity and access to courses.
- Identifying areas of strength and weakness in course offerings.
- Evaluating academic supports.

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

This question is non-applicable to SCF. SCF has not experienced any non-openings.

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

Staffing

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

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

Table 29.1

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

Table 29.2

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

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

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

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

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

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

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

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

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

Please see **Appendix 7** for NLCA's organizational charts for year one and five of operation.

School Leadership Team Capacity

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

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

Quality, credentialed leaders will be hired once the school has been approved. As part of the onboarding process, these leaders will receive ongoing leadership training around classical curriculum and CSUSA operational components to support a successful school opening. Members of the CSUSA team will create a support schedule alongside the Louisiana State team to ensure an effective onboarding and training process. In the interim, key members of the CSUSA Louisiana support team will serve as NLCA's leadership team. These interim leaders work directly with CSUSA curriculum staff to plan for full implementation of the Academic Plan outlined in the application. This includes developing a staff training plan in tandem with curriculum staff focused on classical programming support. Frequent collaborative meetings will be scheduled with the interim leadership team and new school leader once onboarded to review implementation training resources and schedule monthly trainings for state curriculum team members.

Please see **Appendix 8** for the resumes for the CSUSA Louisiana State Superintendent and Deputy Directors.

Professional Development

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

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

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

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

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

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

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

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

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

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

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

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

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

- Review the core tenets of the Education Model
- Understand mastery grading
- Understand how to use schoolwide systems:
 - PowerSchool
 - Schoology
 - Canvas
 - Smart Technology

Northwest Louisiana Classical Academy

- Review goal setting process and PLP development
- Understand the Colligere/PD process
- Understand backwards design unit study process for content areas
- Understand how school processes lead to support for students, teachers, and families
- Understand the value of i-Ready/NWEA data and how to use that data to improve student outcomes and the SPS

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

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

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

Teachers will participate in data chats, facilitated by a member of the administrative team, to both support instructional planning and build teacher capacity to engage in data analysis and goal setting with individual students. The consistent use of diagnostic assessment data, as well as instructional materials and accompanying formative assessments, will also help teachers design targeted instruction that ensures students make learning gains. A PLP will be developed for each student as a tool for gathering and analyzing student-level data (e.g., i-Ready), setting personal learning goals, driving academic conversations, and guiding individualized instruction for both remediation and enrichment. PLPs allow teachers and students to track progress toward individual learning goals and empower students to adjust the steps they need to take to achieve their goals.

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

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

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

Charter Board Governance

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

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

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

SCF is comprised of a diverse and talented group of community leaders, with a skill set including business/finance, education, medicine, government, technology, public relations, community work, and music, and all of whom are passionately committed to improving public education for ALL students in Caddo Parish and are actively involved in the Shreveport philanthropic and/or business community. Collectively, SCF members have a long track record of impacting education reform and community development in Caddo Parish. The foundation's impressive board of trustees are as follows.

Chairman/President: Phillip Rozeman, MD

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

Dr. Rozeman, the founding physician of Willis-Knighton Cardiology, brings nearly four decades of expertise to his patients. Honored as the second recipient of the John Miciotto Lifetime Healthcare Achievement Award by the Bossier Chamber of Commerce, he has been active in leadership roles in healthcare, business and education. He has served as chief of staff, chief of Medicine, and member of the board of trustees at Willis-Knighton Health System and is the past chairman of the Shreveport Medical Society (now Northwest Louisiana Medical Society). For his service in healthcare and education, he received the annual community service awards of the Louisiana Department of Education, Louisiana Association of Educators, Blue Cross, Northwest Louisiana and Acadiana United Way, Red Cross, American Cancer Society, American Lung Association, and LSU Shreveport. Dr. Rozeman is the only physician to have been elected chairman of the board of the Greater Shreveport Chamber of Commerce in its 100-year history. He has been named Business Leader of the Year by both Greater Shreveport and Minden Chambers of Commerce and has been inducted into the Junior Achievement Business Hall of Fame. He is cofounder of the Alliance for Education, Magnolia School of Excellence and Blueprint Louisiana and is current board member of the statewide Committee of 100 and Louisiana Policy Institute of Children

Vice Chairman/Vice President: Ann Stokes

The vice chairman/vice president shall act in the place and stead of the president in the event of the president's

absence, inability, or refusal to act, and shall exercise and discharge such other duties as may be required by the board.

Ms. Stokes is a founding member of SCF and served as its Chair for ten years. She is driven by a love and concern for all children and has been a committed community volunteer impacting education for over 30 years. Ms. Stokes served as Caddo Parish School Board District 6 Representative for six years and has served as Chair for both the Louisiana Workforce Commission and Governor's Council on School to Work Program for 10 years. She has also been active in the Shreveport Chamber of Commerce and Shreveport Downtown Rotary Club, among numerous other youth, education, and workforce related committees and organizations. Ms. Stokes attended Louisiana Technical College and enjoys traveling.

Secretary/Treasurer: Zazell Dudley

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

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

Ms. Zazell Dudley is an accomplished professional experience in leadership, project management, public outreach, business development, and business strategy. She brings a diverse background in Economic Development, Energy, Engineering, and Business, affords her a unique combination of solving problems, quality, business development, deal flow assessment for equity investment, management, cost containment/control, supplier quality programs, strategic sourcing, and procurement & supply chain management (PSCM). She earned her B.S. in Petroleum Engineering from Louisiana Tech University in 1984 and an MBA in Management from Dallas Baptist University in 1990.

Trustee: Dinero Washington

Mr. Dinero Washington is CEO of SporTran in Shreveport, LA and brings a wealth of experience across finance, contract compliance, safety, and customer service among other operations areas. He is skilled in project management, logistical planning, and grants administration, with an extensive history of team leadership and recognized for superior performance and proactive leadership skills. Mr. Washington is a member of American Public Transportation Association, Regional Planning Commission, Conference of Minority Transit Officials, and President of the Louisiana a Public Transit Association. Mr. Washington earned his B.A. in Political Science in 2006 from Northwestern University and his MBA in 2009 from Strayer University.

Trustee: Valerie Thomas-White

Ms. Valerie Thomas-White is an enthusiastic and skilled social worker experienced in working with people experiencing crisis or people who are socially excluded. In her profession she provides support that enables individuals to help themselves in her roles as guide, advocate, and critical friend. Ms. Thomas-White has over 20 years of experience providing clinical social work, is a highly effective communicator, and has a keen interest in people's care and well-being. She has worked as a behavioral therapist, case manager, and care coordinator, both in service delivery and administrative roles. Ms. Thomas-White attended Grambling State University, earning her B.A. in Social Work in 1992 and her LMSW from in 1996.

Trustee: Stephen Roberts

Mr. Stephen Roberts earned his B.A. from Louisiana State University in 1970 and is a Certified Public Accountant. He is an experienced civic leader, having served as Chairman of the Board for the Strand Theatre, Volunteers of America, American Heart Association, and Red River Radio.

Trustee: Dr. Melva Turner Williams

Dr. Melva Williams serves as vice chancellor for student affairs and enrollment management at Southern University at Shreveport. A former associate dean of the college at Centenary College, the 2016 Presidential Leadership Scholar has served in higher education leadership roles for more than 15 years. Dr. Williams earned her B.A. in Mass Communications in 1999 and her M.A. in 2001 in Public Administration from Grambling State University. She earned her Ph.D. in Urban Higher Education from Jackson State University, writing her dissertation on how African American student from rural communities choose college.

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

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

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

There are no existing or perceived conflicts of interest with LCF's selected ESP, CSUSA. SCF is a not-for-profit 501(c)(3) tax-exempt organization, members of which are selected by and approved by the governing board and have no affiliation with CSUSA. The governing board is represented by independent legal counsel responsible for negotiating the management agreement and all other relevant agreements with CSUSA.

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

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

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

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

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

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

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

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

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

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

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

Table 38.1 outlines NCA's measurable organizational goals.

Table 38.1

Organizational Goals						
Measurable Goals		Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	Economically Disadvantaged (ED) and Students with Disabilities (SWD) percentage Meets required percentage in both ED and SWD.	ED: 60% SWD: 11%	ED: 60% SWD: 11%	ED: 60% SWD: 11%	ED: 60% SWD: 11%	ED: 60% SWD: 11%
	Re-enrollment of students More than or equal to 80% of students return.	≥80% of students return	≥85% of students return	≥90% of students return	≥95% of students return	≥100% of students return
	Suspensions Suspensions are at or below the national average.	≤5%	≤5%	≤5%	≤5%	≤5%
Special Populations	Students with Disabilities evaluations 0 to 5% of total SWD evaluations out of compliance.	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance	≤3% of total SWD evaluations out of compliance
	IEP Timeline Compliance 0 to 5% of total IEPs out of compliance.	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance	≤3% of total IEPs out of compliance
	Least Restrictive Environment School has not been identified as "Urgent Intervention Required"	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population	Between 63.5% and 100% of total SWD population
	Subgroup Performance School has not been identified as "Urgent Intervention Required" for any subgroup as measured by the subgroup SPS.	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup	School has not been identified as "Urgent Intervention Required" for any subgroup
Board Action	Board adheres to state policies regarding governance and compliance	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach
	School and board have no evidence of violations of Louisiana ethics laws	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach
	School and board have no evidence of violations of legal and contractual obligations	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach
	School has no evidence of intentional violations of required test procedures	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach	No Notice of Concern or Breach

Financial Performance

Measurable Goals					
Financial Compliance	Year 1	Year 2	Year 3	Year 4	Year 5
Demonstrate strong financial practices resulting in a fiscally viable and responsibly maintained institution.	Achieve a 1.3% fund balance	Achieve a 2.6% fund balance	Achieve a 3.9% fund balance	Achieve a 5.2% fund balance	Achieve a 6.5% fund balance

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

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

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

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

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

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

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

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

The duties of the board include:

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

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

- 41. Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:**
- a. Identify how the board will monitor the school's financial position; and**
 - b. Describe what financial controls the organization will have in place at the central and school level to ensure long-term financial viability.**

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

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

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

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

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

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

- Audit management.

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

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

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

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

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

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

SECTION 3: FINANCIAL PLAN AND CAPACITY

Operations

OPERATIONAL MANAGEMENT AND LEADERSHIP

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

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

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

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

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

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

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

STUDENT ENROLLMENT AND RECRUITMENT

- 45. Describe the strategy to recruit and enroll the intended student population in accordance with Bulletin 126 §2705, including:**
- a. Process, timeline, and requirements for parents and students to apply;
 - b. Identification of potential barriers to access to the school and explain how the school mitigate the barriers;
 - c. Methods by which the school will guarantee the equity of access for all students;
 - d. Description of the admission policy for the school, including any preferences; and
 - e. Explanation of lottery procedures (if applicable).

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

NLCA's open enrollment period for the school year will take place over no less than four weeks, likely in the fall. All applications submitted within this period will have an equal opportunity for admission, regardless of whether they are submitted on the first day or the last day of open enrollment. Enrollment applications will be continuously accepted by NLCA through SchoolMint, an online enrollment system. Families will be able to apply online via the SchoolMint Parent Dashboard on a computer, smartphone, or tablet. If families do not have access to the internet or need assistance completing the enrollment application, they may request support from BCA and will be assisted by a staff member. In subsequent years, applications will be accepted each year during an open enrollment period and continuously to maintain capacity in each grade level.

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

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

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

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

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

Rules – General

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

the preference established by the rescinded offer shall maintain the seat accepted and the sibling whose offer has been rescinded shall be considered to have a preference of an applicant with a sibling applying for the same academic year.

5. ALL offers of registration shall be made in the order of the lottery results.

Rules: Preferences

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

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

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

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

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

The enrollment process for schools which have failed to meet ED and/or SWD enrollment percentages implement lottery procedures that support the enrollment of the ED and SWD population. The lottery process is multi-faceted in nature. In order to comply with Louisiana’s laws requiring charter schools to accept a certain percentage of “at-risk pupils,” all students who have identified themselves as “at-risk pupils” during the application process will be processed in an initial “at-risk” lottery. The remaining “at-risk pupils” that were not selected in this initial lottery are then entered into a second lottery, along with all other applicants that did not identify themselves as “at-risk” on the application. The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that

particular program, class, or grade level in the order in which they are received. The lottery will be both random and system generated.

FACILITY NEEDS

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

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

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

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

CSUSA has assisted governing boards with opening charter schools ranging in size from +/-40,000 to 155,000 square feet. CSUSA will work with the board to design a superior learning environment to achieve thematic and specialty programs inclusive of school technology and personalized learning opportunities. A third-party developer will build and deliver a facility that reflects the intended plan and design. CSUSA works with and has access to a variety of architectural firms experienced in building schools that provide a safe learning environment and operate efficiently and effectively. The process is accomplished by a team of experts whose disciplines include education, licensed general contracting, and project management.

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

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

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

FINANCIAL PLAN

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATIONAL SERVICES PROVIDER ADDENDUM

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

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

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

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

Please see the example management agreement provided in **Appendix 18**.

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

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

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

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

Financial reports submitted to the board will include but not be limited to a balance sheet, a statement of revenues, and a statement of expenditures. These reports will succinctly summarize the monthly activity of NLCA, compare the results to the projected annual budget, and identify any significant budget variances. As budget variances arise and are managed, new forecasts will be developed and submitted each month to ensure NLCA stays on track financially throughout the year. NLCA will also receive and review NLCA's Fiscal Risk Assessment and annual audit each year.

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

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

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

The non-profit organization has no current or past litigation.

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

On June 25, 2020, SouthShore Charter Academy received correspondence from a law firm maintaining that it represents Tavia Janessa Yakima Brice, as a parent and natural guardian of minor T.R., in a claim for damages arising out of alleged inappropriate sexual advances and sexual assault incidents by a male teacher allegedly occurring in Spring 2019, including but not limited to March 7, 2019, and by a female teacher allegedly occurring in the Fall of 2019. This claim was timely reported to the appropriate insurance carriers, who subsequently assigned insurance defense counsel to represent the defendants. There had been no activity by the claimant's counsel for numerous months until June 2021, when claimant filed its lawsuit styled Jane Doe, As Parent And Natural Guardian of T.R., a Minor, v. Marcus Eugene Williams; the Florida Charter Educational Foundation, Inc., a Florida Corporation D/B/A Southshore Charter Academy; and Charter Schools USA, Inc., a Delaware For Profit Corporation, and Charter Schools USA at Big Bend, LLC, a Florida Limited Liability Company, in the Circuit Court of the Thirteenth Judicial Circuit in and for Hillsborough County, State of Florida, Case No.: 21-CA-5242. Plaintiffs filed their Amended Complaint, and Defendants responded by filing their Answers to Plaintiff's Amended Complaint. This case was in the discovery stage. However, on December 8, 2021, the Court entered an Order staying this case for the earlier of nine (9) months from the date of the Order or until the conclusion of the criminal felony case against Defendant, Mr. Williams. In disposing of the criminal felony case against Mr. Williams, Mr. Williams entered into a plea on January 23, 2023. Accordingly, the Stay was lifted and the civil case is proceeding. The parties reached an impasse at the February 16, 2023 mediation. Accordingly, this litigation has proceeded and is currently in the discovery phase. Defendants deny that they are civilly liable in any manner, and they intend to vigorously defend against this lawsuit. The insurance carrier accepted coverage and has been providing defense counsel for all named Defendants from initial notice and throughout this litigation.

In February 2020, Renaissance Charter Schools, Inc. received notice of a claim for damages from the attorney representing minor female student, E.Q., who attended Renaissance Charter School at University, claiming alleged misconduct by a minor male student on a bus while returning from a school field trip on January 22, 2020. The insurance carrier has tendered this claim to the applicable transportation/bus company. For numerous months, there was no activity or communication from the claimant's counsel until September 2021, wherein, the Parents of E.Q. filed their five-count Complaint against Charter Schools USA, Inc. and Renaissance Charter School, Inc. for general negligence

(Counts I and II); negligent hiring, training, supervision and retention (Count III); and negligence – respondent superior (Counts IV and V), in the Circuit Court of the 17th Judicial Circuit, in and for Broward County, Florida, Case No. CACE 21-017498. Plaintiffs have subsequently filed their Motion for Leave to file Plaintiffs' First Amended Complaint, which is set for hearing in November 2023. This case continues in the discovery phase. The insurance carrier has accepted coverage and has been providing defense counsel for all Defendants. Defendants deny that they are liable in any manner, and they intend to continue to vigorously defend against this lawsuit.

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

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

This question is non-applicable to SCF.

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

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

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

Please see **Appendix 17**.

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

Please see the draft management agreement provided in **Appendix 18**. A similar management agreement as the one in place for MAGN will be developed for NLCA.

Appendix 1

ESRI Community Profile



Northwest Louisiana Classical Academy Community Profile

9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
Drive time: 5, 10, 15 minute radii

Prepared by Esri
Latitude: 32.35558
Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
Population Summary			
2010 Total Population	1,198	31,478	131,083
2020 Total Population	1,778	32,225	125,373
2020 Group Quarters	0	493	2,433
2023 Total Population	1,812	31,644	122,552
2023 Group Quarters	0	493	2,431
2028 Total Population	1,824	30,713	119,083
2023-2028 Annual Rate	0.13%	-0.60%	-0.57%
2023 Total Daytime Population	1,130	32,367	147,522
Workers	186	13,912	79,411
Residents	944	18,455	68,111
Household Summary			
2010 Households	412	11,956	52,865
2010 Average Household Size	2.91	2.59	2.42
2020 Total Households	622	12,534	51,995
2020 Average Household Size	2.86	2.53	2.36
2023 Total Households	644	12,466	51,565
2023 Average Household Size	2.81	2.50	2.33
2028 Total Households	661	12,300	50,856
2028 Average Household Size	2.76	2.46	2.29
2023-2028 Annual Rate	0.52%	-0.27%	-0.28%
2010 Families	334	8,285	33,117
2010 Average Family Size	3.23	3.11	3.05
2023 Families	509	8,390	30,964
2023 Average Family Size	3.18	3.07	3.02
2028 Families	520	8,244	30,359
2028 Average Family Size	3.13	3.03	2.98
2023-2028 Annual Rate	0.43%	-0.35%	-0.39%
Housing Unit Summary			
2000 Housing Units	134	11,950	56,185
Owner Occupied Housing Units	90.3%	60.9%	55.3%
Renter Occupied Housing Units	6.0%	30.2%	35.1%
Vacant Housing Units	3.7%	8.8%	9.6%
2010 Housing Units	424	13,032	57,871
Owner Occupied Housing Units	90.8%	61.4%	54.4%
Renter Occupied Housing Units	6.4%	30.3%	36.9%
Vacant Housing Units	2.8%	8.3%	8.7%
2020 Housing Units	650	13,966	58,836
Vacant Housing Units	4.3%	10.3%	11.6%
2023 Housing Units	689	14,043	59,098
Owner Occupied Housing Units	92.7%	61.4%	52.5%
Renter Occupied Housing Units	0.7%	27.3%	34.8%
Vacant Housing Units	6.5%	11.2%	12.7%
2028 Housing Units	709	13,935	58,629
Owner Occupied Housing Units	92.5%	61.8%	52.8%
Renter Occupied Housing Units	0.7%	26.5%	33.9%
Vacant Housing Units	6.8%	11.7%	13.3%
Median Household Income			
2023	\$119,983	\$54,348	\$48,153
2028	\$143,397	\$59,787	\$53,232
Median Home Value			
2023	\$330,093	\$223,119	\$203,708
2028	\$345,543	\$272,393	\$230,557
Per Capita Income			
2023	\$68,252	\$37,780	\$33,300
2028	\$79,912	\$43,549	\$38,265
Median Age			
2010	36.1	37.6	36.1
2023	38.1	39.6	38.9
2028	40.9	41.0	40.0

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

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



Northwest Louisiana Classical Academy
Community Profile

9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
 Drive time: 5, 10, 15 minute radii

Prepared by Esri
 Latitude: 32.35558
 Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
2023 Households by Income			
Household Income Base	644	12,466	51,565
<\$15,000	0.0%	14.5%	15.0%
\$15,000 - \$24,999	1.4%	11.0%	12.6%
\$25,000 - \$34,999	0.6%	8.1%	9.9%
\$35,000 - \$49,999	8.1%	12.6%	13.8%
\$50,000 - \$74,999	25.3%	15.9%	16.2%
\$75,000 - \$99,999	5.4%	8.8%	11.0%
\$100,000 - \$149,999	18.5%	13.2%	10.6%
\$150,000 - \$199,999	10.1%	6.1%	5.0%
\$200,000+	30.6%	9.8%	5.9%
Average Household Income	\$178,880	\$94,096	\$78,412
2028 Households by Income			
Household Income Base	661	12,300	50,856
<\$15,000	0.0%	13.9%	14.3%
\$15,000 - \$24,999	1.1%	9.4%	10.8%
\$25,000 - \$34,999	0.3%	7.1%	8.9%
\$35,000 - \$49,999	6.8%	11.9%	13.0%
\$50,000 - \$74,999	22.2%	15.9%	16.3%
\$75,000 - \$99,999	4.8%	9.0%	11.8%
\$100,000 - \$149,999	16.3%	13.7%	11.5%
\$150,000 - \$199,999	11.6%	7.5%	6.4%
\$200,000+	36.8%	11.5%	7.0%
Average Household Income	\$205,925	\$106,751	\$88,835
2023 Owner Occupied Housing Units by Value			
Total	639	8,626	31,021
<\$50,000	0.0%	10.9%	9.3%
\$50,000 - \$99,999	1.1%	9.0%	11.6%
\$100,000 - \$149,999	1.4%	14.1%	16.2%
\$150,000 - \$199,999	1.7%	8.5%	11.4%
\$200,000 - \$249,999	16.4%	16.3%	20.2%
\$250,000 - \$299,999	14.1%	8.2%	6.3%
\$300,000 - \$399,999	50.7%	17.6%	14.4%
\$400,000 - \$499,999	5.3%	5.0%	4.3%
\$500,000 - \$749,999	6.9%	6.7%	4.4%
\$750,000 - \$999,999	0.3%	0.2%	0.3%
\$1,000,000 - \$1,499,999	1.6%	2.4%	1.0%
\$1,500,000 - \$1,999,999	0.0%	0.0%	0.0%
\$2,000,000 +	0.5%	1.1%	0.5%
Average Home Value	\$358,607	\$284,433	\$238,091
2028 Owner Occupied Housing Units by Value			
Total	656	8,605	30,975
<\$50,000	0.0%	8.0%	6.4%
\$50,000 - \$99,999	0.3%	6.2%	7.3%
\$100,000 - \$149,999	0.5%	9.2%	11.8%
\$150,000 - \$199,999	0.9%	8.8%	11.4%
\$200,000 - \$249,999	11.0%	14.2%	21.5%
\$250,000 - \$299,999	12.5%	8.1%	7.7%
\$300,000 - \$399,999	54.7%	20.8%	18.0%
\$400,000 - \$499,999	5.8%	6.4%	6.0%
\$500,000 - \$749,999	7.9%	7.4%	5.4%
\$750,000 - \$999,999	0.5%	0.2%	0.4%
\$1,000,000 - \$1,499,999	5.8%	9.5%	3.7%
\$1,500,000 - \$1,999,999	0.0%	0.0%	0.0%
\$2,000,000 +	0.3%	1.2%	0.5%
Average Home Value	\$411,263	\$382,930	\$295,810

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

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



Northwest Louisiana Classical Academy
Community Profile

9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
 Drive time: 5, 10, 15 minute radii

Prepared by Esri
 Latitude: 32.35558
 Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
2010 Population by Age			
Total	1,197	31,478	131,081
0 - 4	9.1%	7.3%	7.0%
5 - 9	7.0%	7.3%	6.9%
10 - 14	6.3%	6.9%	6.7%
15 - 24	8.6%	12.6%	14.1%
25 - 34	17.3%	12.7%	13.9%
35 - 44	16.3%	12.0%	11.7%
45 - 54	14.0%	14.0%	13.7%
55 - 64	12.9%	12.3%	11.8%
65 - 74	6.4%	7.4%	6.9%
75 - 84	1.8%	5.1%	4.9%
85 +	0.5%	2.4%	2.3%
18 +	74.8%	74.5%	75.3%
2023 Population by Age			
Total	1,811	31,646	122,553
0 - 4	7.6%	6.3%	6.0%
5 - 9	9.3%	7.1%	6.4%
10 - 14	9.6%	7.1%	6.5%
15 - 24	9.9%	11.7%	12.4%
25 - 34	8.0%	11.7%	13.3%
35 - 44	18.1%	13.2%	13.0%
45 - 54	13.5%	11.7%	11.1%
55 - 64	10.3%	12.3%	12.2%
65 - 74	9.4%	10.8%	10.5%
75 - 84	3.6%	5.7%	5.7%
85 +	0.7%	2.5%	2.8%
18 +	69.0%	75.6%	77.4%
2028 Population by Age			
Total	1,825	30,712	119,080
0 - 4	7.2%	6.2%	6.0%
5 - 9	8.3%	6.7%	6.2%
10 - 14	9.6%	7.2%	6.4%
15 - 24	11.0%	11.5%	12.3%
25 - 34	6.0%	10.8%	12.6%
35 - 44	15.8%	13.1%	13.2%
45 - 54	16.3%	12.7%	11.7%
55 - 64	9.6%	11.2%	11.0%
65 - 74	9.8%	11.0%	10.8%
75 - 84	5.3%	6.9%	6.8%
85 +	1.0%	2.7%	3.0%
18 +	69.8%	76.0%	77.8%
2010 Population by Sex			
Males	601	14,912	61,364
Females	596	16,566	69,719
2023 Population by Sex			
Males	918	15,264	58,107
Females	894	16,380	64,445
2028 Population by Sex			
Males	924	14,805	56,369
Females	900	15,908	62,714

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



Northwest Louisiana Classical Academy
Community Profile

9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
 Drive time: 5, 10, 15 minute radii

Prepared by Esri
 Latitude: 32.35558
 Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
2010 Population by Race/Ethnicity			
Total	1,198	31,478	131,083
White Alone	86.0%	55.5%	51.2%
Black Alone	8.7%	39.9%	44.6%
American Indian Alone	1.1%	0.5%	0.5%
Asian Alone	1.8%	1.4%	1.4%
Pacific Islander Alone	0.1%	0.1%	0.0%
Some Other Race Alone	0.7%	1.1%	0.9%
Two or More Races	1.7%	1.4%	1.5%
Hispanic Origin	2.6%	2.7%	2.4%
Diversity Index	29.0	55.6	56.1
2020 Population by Race/Ethnicity			
Total	1,778	32,225	125,373
White Alone	78.5%	50.5%	45.1%
Black Alone	9.1%	40.6%	46.6%
American Indian Alone	0.3%	0.6%	0.5%
Asian Alone	3.6%	2.0%	1.8%
Pacific Islander Alone	0.0%	0.0%	0.1%
Some Other Race Alone	1.1%	1.6%	1.4%
Two or More Races	7.4%	4.7%	4.5%
Hispanic Origin	5.3%	3.9%	3.5%
Diversity Index	43.2	60.9	60.6
2023 Population by Race/Ethnicity			
Total	1,813	31,645	122,551
White Alone	77.6%	49.9%	44.6%
Black Alone	9.3%	40.9%	46.7%
American Indian Alone	0.4%	0.6%	0.5%
Asian Alone	3.6%	2.0%	1.9%
Pacific Islander Alone	0.0%	0.0%	0.1%
Some Other Race Alone	1.3%	1.7%	1.5%
Two or More Races	7.8%	4.9%	4.8%
Hispanic Origin	5.7%	4.2%	3.8%
Diversity Index	44.8	61.5	61.1
2028 Population by Race/Ethnicity			
Total	1,824	30,713	119,083
White Alone	75.7%	48.6%	43.3%
Black Alone	9.7%	41.2%	47.0%
American Indian Alone	0.4%	0.6%	0.5%
Asian Alone	3.8%	2.1%	2.0%
Pacific Islander Alone	0.0%	0.0%	0.1%
Some Other Race Alone	1.4%	1.9%	1.7%
Two or More Races	9.0%	5.6%	5.4%
Hispanic Origin	6.4%	4.7%	4.2%
Diversity Index	47.9	62.7	62.1
2010 Population by Relationship and Household Type			
Total	1,198	31,478	131,083
In Households	100.0%	98.2%	97.5%
In Family Households	91.7%	84.2%	79.5%
Householder	29.9%	26.5%	25.3%
Spouse	25.7%	17.3%	15.0%
Child	31.6%	34.0%	32.6%
Other relative	3.1%	4.1%	4.2%
Nonrelative	1.5%	2.3%	2.5%
In Nonfamily Households	8.3%	14.1%	17.9%
In Group Quarters	0.0%	1.8%	2.5%
Institutionalized Population	0.0%	1.6%	1.5%
Noninstitutionalized Population	0.0%	0.2%	1.1%

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

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



9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
 Drive time: 5, 10, 15 minute radii

Prepared by Esri
 Latitude: 32.35558
 Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
2023 Population 25+ by Educational Attainment			
Total	1,153	21,472	84,148
Less than 9th Grade	0.0%	2.8%	2.6%
9th - 12th Grade, No Diploma	10.1%	8.9%	8.3%
High School Graduate	7.3%	23.3%	25.9%
GED/Alternative Credential	0.0%	3.6%	5.0%
Some College, No Degree	15.2%	19.4%	20.1%
Associate Degree	13.8%	11.4%	8.1%
Bachelor's Degree	33.7%	18.2%	17.1%
Graduate/Professional Degree	19.9%	12.5%	12.8%
2023 Population 15+ by Marital Status			
Total	1,332	25,174	99,365
Never Married	12.2%	37.0%	39.7%
Married	82.1%	45.4%	41.5%
Widowed	5.0%	8.0%	7.2%
Divorced	0.7%	9.6%	11.7%
2023 Civilian Population 16+ in Labor Force			
Civilian Population 16+	879	14,286	58,619
Population 16+ Employed	99.9%	92.2%	93.8%
Population 16+ Unemployment rate	0.2%	7.8%	6.2%
Population 16-24 Employed	9.3%	10.8%	11.7%
Population 16-24 Unemployment rate	1.2%	18.9%	11.6%
Population 25-54 Employed	70.4%	67.6%	64.5%
Population 25-54 Unemployment rate	0.2%	6.6%	6.1%
Population 55-64 Employed	14.0%	14.4%	14.1%
Population 55-64 Unemployment rate	0.0%	4.9%	3.9%
Population 65+ Employed	6.3%	7.2%	9.8%
Population 65+ Unemployment rate	0.0%	4.8%	3.0%
2023 Employed Population 16+ by Industry			
Total	878	13,177	54,986
Agriculture/Mining	1.3%	2.0%	1.9%
Construction	8.8%	5.3%	4.9%
Manufacturing	6.7%	4.0%	4.5%
Wholesale Trade	2.8%	1.9%	1.8%
Retail Trade	4.2%	12.4%	12.2%
Transportation/Utilities	9.5%	5.7%	6.1%
Information	0.0%	0.6%	1.2%
Finance/Insurance/Real Estate	6.5%	7.3%	5.5%
Services	58.5%	57.6%	57.8%
Public Administration	1.7%	3.3%	4.2%
2023 Employed Population 16+ by Occupation			
Total	877	13,180	54,986
White Collar	75.9%	63.0%	60.5%
Management/Business/Financial	26.7%	15.2%	15.0%
Professional	36.9%	30.8%	26.8%
Sales	8.2%	9.0%	8.9%
Administrative Support	4.1%	8.0%	9.8%
Services	1.8%	19.1%	19.7%
Blue Collar	22.2%	18.0%	19.8%
Farming/Forestry/Fishing	0.0%	0.2%	0.1%
Construction/Extraction	6.0%	5.0%	3.9%
Installation/Maintenance/Repair	3.1%	2.4%	3.1%
Production	3.6%	2.6%	3.6%
Transportation/Material Moving	9.5%	7.7%	9.1%

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



Northwest Louisiana Classical Academy
Community Profile

9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
 Drive time: 5, 10, 15 minute radii

Prepared by Esri
 Latitude: 32.35558
 Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
2010 Households by Type			
Total	413	11,955	52,865
Households with 1 Person	15.3%	26.3%	31.6%
Households with 2+ People	84.7%	73.7%	68.4%
Family Households	80.9%	69.3%	62.6%
Husband-wife Families	69.2%	45.1%	37.0%
With Related Children	32.0%	19.4%	15.5%
Other Family (No Spouse Present)	11.6%	24.2%	25.6%
Other Family with Male Householder	4.8%	5.5%	5.4%
With Related Children	2.9%	3.1%	3.0%
Other Family with Female Householder	6.8%	18.7%	20.2%
With Related Children	4.6%	12.7%	13.8%
Nonfamily Households	3.9%	4.4%	5.8%
All Households with Children	39.6%	35.5%	32.7%
Multigenerational Households	2.4%	5.5%	5.1%
Unmarried Partner Households	3.4%	5.6%	6.7%
Male-female	2.7%	5.1%	6.0%
Same-sex	0.7%	0.5%	0.7%
2010 Households by Size			
Total	412	11,955	52,866
1 Person Household	15.3%	26.3%	31.6%
2 Person Household	37.9%	32.9%	31.8%
3 Person Household	20.4%	17.2%	16.0%
4 Person Household	17.7%	13.5%	11.6%
5 Person Household	5.6%	6.0%	5.4%
6 Person Household	2.2%	2.6%	2.2%
7 + Person Household	1.0%	1.6%	1.5%
2010 Households by Tenure and Mortgage Status			
Total	412	11,956	52,865
Owner Occupied	93.4%	67.0%	59.6%
Owned with a Mortgage/Loan	72.6%	42.9%	39.0%
Owned Free and Clear	20.9%	24.0%	20.6%
Renter Occupied	6.6%	33.0%	40.4%
2023 Affordability, Mortgage and Wealth			
Housing Affordability Index	138	101	98
Percent of Income for Mortgage	16.5%	24.7%	25.4%
Wealth Index	223	103	71
2010 Housing Units By Urban/ Rural Status			
Total Housing Units	424	13,032	57,871
Housing Units Inside Urbanized Area	62.0%	91.5%	93.9%
Housing Units Inside Urbanized Cluster	0.0%	0.0%	0.0%
Rural Housing Units	38.0%	8.5%	6.1%
2010 Population By Urban/ Rural Status			
Total Population	1,198	31,478	131,083
Population Inside Urbanized Area	65.8%	91.0%	93.7%
Population Inside Urbanized Cluster	0.0%	0.0%	0.0%
Rural Population	34.2%	9.0%	6.3%

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

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



Northwest Louisiana Classical Academy
Community Profile

9868-9950 Wallace Lake Rd, Shreveport, Louisiana, 71106
 Drive time: 5, 10, 15 minute radii

Prepared by Esri
 Latitude: 32.35558
 Longitude: -93.73860

	5 minutes	10 minutes	15 minutes
Top 3 Tapestry Segments			
1.	Professional Pride (1B)	Modest Income Homes (12D)	Modest Income Homes (12D)
2.	Salt of the Earth (6B)	Professional Pride (1B)	Old and Newcomers (8F)
3.		Exurbanites (1E)	Rustbelt Traditions (5D)
2023 Consumer Spending			
Apparel & Services: Total \$	\$2,277,255	\$24,218,876	\$85,418,136
Average Spent	\$3,536.11	\$1,942.79	\$1,656.51
Spending Potential Index	161	88	75
Education: Total \$	\$2,222,277	\$19,654,567	\$65,763,129
Average Spent	\$3,450.74	\$1,576.65	\$1,275.34
Spending Potential Index	192	88	71
Entertainment/Recreation: Total \$	\$3,949,610	\$41,188,753	\$142,287,863
Average Spent	\$6,132.93	\$3,304.09	\$2,759.39
Spending Potential Index	162	87	73
Food at Home: Total \$	\$6,676,220	\$74,394,993	\$262,927,579
Average Spent	\$10,366.80	\$5,967.83	\$5,098.95
Spending Potential Index	152	88	75
Food Away from Home: Total \$	\$3,816,111	\$40,572,521	\$143,083,864
Average Spent	\$5,925.64	\$3,254.65	\$2,774.83
Spending Potential Index	159	87	75
Health Care: Total \$	\$7,344,280	\$82,155,132	\$284,949,253
Average Spent	\$11,404.16	\$6,590.34	\$5,526.02
Spending Potential Index	155	90	75
HH Furnishings & Equipment: Total \$	\$3,138,976	\$32,406,716	\$112,300,945
Average Spent	\$4,874.19	\$2,599.61	\$2,177.85
Spending Potential Index	165	88	74
Personal Care Products & Services: Total \$	\$985,508	\$10,495,257	\$36,957,257
Average Spent	\$1,530.29	\$841.91	\$716.71
Spending Potential Index	160	88	75
Shelter: Total \$	\$25,388,477	\$267,732,414	\$939,889,788
Average Spent	\$39,423.10	\$21,477.01	\$18,227.28
Spending Potential Index	159	87	74
Support Payments/Cash Contributions/Gifts in Kind: Total \$	\$3,488,282	\$34,742,837	\$118,031,654
Average Spent	\$5,416.59	\$2,787.01	\$2,288.99
Spending Potential Index	173	89	73
Travel: Total \$	\$2,529,069	\$24,640,165	\$83,895,886
Average Spent	\$3,927.13	\$1,976.59	\$1,626.99
Spending Potential Index	175	88	72
Vehicle Maintenance & Repairs: Total \$	\$1,275,180	\$14,378,874	\$51,041,303
Average Spent	\$1,980.09	\$1,153.45	\$989.84
Spending Potential Index	151	88	76

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

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

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

Appendix 2

Sample Weekly Schedules:

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

Sample Weekly Schedules

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

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

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

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

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

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

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

Appendix 3

Sample English Learner Profile & Weekly Schedule

Sample English Learner Profile

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

Sample EL Scholar Weekly Schedule

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

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

Appendix 4

Sample Scholar with Exceptionalities Profile & Weekly Schedule

Sample Scholar with Exceptionalities Profile

a. Grade level of the student:

Third grade

b. Student's primary exceptionality:

The scholar is classified as SLD (Specific Learning Disability) in the areas of basic reading skills and reading comprehension.

c. The weekly services that the student receives, the number of minutes per service, and the setting in which each service is provided:

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

d. Any other data or assumptions involved in creating the student schedule:

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

Sample Scholar with Exceptionalities Weekly Schedule

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

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

Appendix 5

Draft Code of Conduct

Child Abuse

State law requires that teachers, administrators and other school personnel report suspected cases of abuse, abandonment, or neglect to the DCF Hotline at 1 (800) 96-ABUSE.

DRAFT
(sample from MAGN)

REPORTING PROCEDURES

The staff member will determine if the abuse is physical, emotional, and sexual or neglect per the indicator guide. (<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>)

1. If further consultation is needed before a decision is made to report, they will refer to the following:
 - a. Child Abuse/Neglect Designee
 - b. School Based Level Committee
 - c. School Social Worker and Attendance Office, Child Abuse Services School Psychologist
 - d. Health Services
2. The (OCS Form CPI-2) report will be made by the person who has the firsthand knowledge of the situation. After the call is made to the HOTLINE, the child abuse designee must be notified.
3. A verbal report to the statewide toll-free hotline must be made. Caddo Parish Department of Children and Families Hotline: (318) 676-7622

Communication Between Home and School

Communication is absolutely essential for success in any human endeavor. The administration and staff recognizes this and will strive to facilitate open and frequent communications with parents at all times. Teachers will communicate with parents on behavior and academics.

However, please make sure that you check your child's backpack daily for informal notes from the teacher or from our staff in their folder. A fall and spring survey will be conducted, and your participation is crucial so that the school can determine areas that are working well and areas that need improvement. In addition to the report cards and conferences, work will be sent home in a folder on **WEDNESDAYS**. The parent/guardian will be asked to sign and return the folder by the next day. Progress Reports will be sent home once during the middle of each grading period. Parents may also view their child's current academic status through PowerSchool.

Username and passwords to access PowerSchool will be sent home at the beginning of the school year or you can call the front office. Also, visit our school's web page at www.magnoliacharter.org. Pertinent information about school functions and events will appear on this page.

Please feel free to consult with your child's teacher(s) regarding any problems or questions that concern your child. It is the desire of the faculty and staff to be of service to both parents and student and every teacher welcomes a conference with any parent.

Conference/visits must be scheduled by appointment with the teacher at a convenient time before or after school hours or during teachers' planning period. **Parents are asked not to meet with a teacher before or after class unless a conference has been scheduled.**

Impromptu conferences with teachers at the classroom door before or after school are not permitted. This distracts the teacher from supervision of the students during a crucial time of movement.

Discipline Procedures

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely

stopping poor behaviors; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience. If a student has to be removed from the classroom they are placed in cool down or time out for short time. Cool down and time out are supervised. Students are only restrained by a staff member that has been trained in restraint procedures. Though few students desire discipline, they often need structure and clear expectations to reach their full potential.

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

1. Students are expected to respect the authority of school personnel which includes but is not limited to administration, teachers, staff, substitutes and bus drivers.
2. Malicious destruction of school property will result in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
3. Students shall help keep the school clean at all times. There is to be no gum chewing in the school building or on school grounds.
4. Items such as water pistols, matches, iPods, skateboards, handheld game devices, toys, weapons of any sort, etc. are not permitted on school grounds.
5. No notebooks, albums, magazines, lunch boxes, etc. will be permitted that display pictures or slogans referring to drug culture or alcohol. No profane, abusive or slang language is to be used.
6. There is zero tolerance for aggression, drugs and alcohol on campus. Students that push, hit, bite, kick, harass, bully or use the internet in a negative way will be assigned an appropriate consequence, up to and including suspension or dismissal from the school.

The Caddo Parish school district passed a Code of Student Conduct that lists violations and disciplinary actions that must be taken in order to deal with misconduct. All students and their parents must read The District School Board Code of Student Conduct, which can be viewed online at www.caddoschools.org.

Please refer to Appendix B for detailed information on behavior and consequences.

Dismissal

- All Carpool students must be picked up in the carpool lanes by 3:35 p.m.
- ALL vehicles must have a current year Magnolia issued Car Placard.
- Students riding Magnolia busses or daycare vans will be called to the office. If you do not want your child to be released for any of these, we must have written note.
- Aftercare will be called at 3:30 p.m.
- Walkers will be called to the office.
- Please avoid calling the front office during dismissal (2:30 p.m. thru 3:35 p.m.) Students must leave the school grounds immediately after dismissal, unless enrolled in the Aftercare Program or an Enrichment Program.

Students will not be checked out after 2:45 p.m. Aftercare students may be picked up after 3:45 p.m.

Only individuals listed on the *EMERGENCY CONTACT CARD* will be allowed to pick up students from school. Please update information whenever changes occur. Valid photo identification will be required of all individuals picking up students. If someone arrives at the school to seek the release of a student and the person's name is not on the emergency contact card or the person does not have valid photo identification, the student will **not** be released. Please update and maintain current contact information through the front office.

Appendix I

Magnolia School of Excellence Lower School Behavior Policy

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

Minor Infractions – Each school must identify a minor infraction process that includes definitions of minor infractions and consequences for minor infractions. Below is an example of a minor infraction process:

1st Infraction – Conference with student, documentation of infraction, and parental contact all made by teacher

2nd Infraction – Conference with student, documentation of infraction, and parental contact all made by teacher

3rd Infraction - Conference with student, documentation of infraction, school specific intervention(s) and parental contact all made by teacher

4th Infraction – Teacher/Staff member completes major referral form for repeated rule violation

TEACHER/STAFF INTERVENTIONS

- A. Each school is required to have a documented Minor Infraction Policy in accordance with their School Wide Multi-Tiered Systems of Support Implementation Plan.
- B. The following classroom interventions may be utilized to correct student behavior.
 1. Restating of desired behavior and verbal reminder.
 2. Re-teaching desired behavior; student-teacher conference.
 3. Verbal warning.
 4. Written warning, phone call/note home to parent.
 5. Behavioral Contract.
 6. Individual Behavior Management plan.
 7. Referral to School Building Level Committee or Multi-Tiered Systems of Support Committee.
 8. Denial of special privileges (computer time).
 9. Limited access recess. *Parents must send a written letter to the school to opt out of detention.*
 10. Assignment of special extra duties
 11. Supervised isolation of the student within the classroom or other area approved by the administrator or designee (time-out).
 12. Assignment of reasonable written or oral work.
 13. Referral for a counseling session which shall include but shall not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management.
 14. Peer mediation/conflict resolution.
 15. Parent conference.
 16. Detention-during school hours (i.e., not including recess detention).
 17. PBISworld.com – Additional Resources.

Distinguishing between Major and Minor Infractions – Often the degree of misbehavior determines whether an infraction should be considered Major or Minor, for example:

Classroom Disruption

Minor: behavior causes a temporary interruption in class or activity, and student responds to redirection after correction for out of seat behavior, off task conversation, eating or drinking, making noise with materials, etc.

Major: behavior that causes a sustained or repeated interruption in class or activity, and student does not respond to redirection for sustained or repeated loud talking, arguing, yelling, or repeated out of seat behavior, etc.

Bus Disruption

Minor: eating or drinking on the bus, littering the bus, inappropriate remarks (ex. Profanity) directed to inanimate object, loud talking while bus is not in motion, ID and dress code violations, etc.

Major: disrupting, distracting, or disobeying driver while the bus is in service; includes placing body parts outside of window, throwing items out of the bus, loud vocalizing across rows in the bus or outside of bus, etc.

Disrespect

Minor: rolling eyes or sucking teeth while complying with teacher's request

Major: walking away from teacher/staff member or out of class while being corrected, yelling, using profanity, or name-calling in response to being corrected, etc.

Inappropriate Language

Minor: cursing or other rude message not intended to intimidate, such as swearing at inanimate object or in conversation with another student, etc.

Major: student delivers a message (spoken, written, or gesture) to another designed to threaten or intimidate

Physical Contact

Minor: tripping, shoving, or "horseplay" without intent to harm

Major: fighting, hitting, inappropriate grabbing of body parts, or shoving with intent to harm

Elementary students in grades prekindergarten through five may not be suspended or expelled from school or from riding on a school bus for dress code violations.

14:107.4 Unlawful posting of criminal activity for notoriety and publicity

A. It shall be unlawful for a person who is either a principal or accessory to a crime to obtain an image of the commission of the crime using any camera, videotape, photo-optical, photo-electric, or any other image recording device and to transfer that image obtained during the commission of the crime by the use of a computer online service, Internet service, or any other means of electronic communication, including but not limited to a local bulletin board service, Internet chat room, electronic mail, or online messaging service for the purpose of gaining notoriety, publicity, or the attention of the public.

See: <http://legis.la.gov/Legis/Law.aspx?d=508534>

Elementary School Infractions

Code	Infraction	Level
01	Willful disobedience	2
02	Treats authority with disrespect	2
03	Makes an unfounded charge against authority	2
04	Uses Profane or Obscene Language to another *If towards an adult, it will be a Level 2	1
05	Commits/Is guilty of immoral or vicious practices	3
06	Conduct or habits injurious to his associates (intent or no intent)	2
07	Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	4
08	Uses or possesses tobacco products, lighter, or matches **Note: Use and possession may result in a suspension for 1st occurrence	4
09	Uses or possesses alcoholic beverages	4
10	Habitually violates rules	2
11	Cuts, defaces, or injures any part of public-school buildings/property - Vandalism (Requires restitution)	2
12	Writes profane and/or obscene language or draws obscene pictures	1
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	4
14	Possesses Firearms (not prohibited by federal law), dangerous weapons, knives, or other implements which may be used as weapons, the careless use of which might to inflict harm or injury (Excludes pocket knives with a blade length < 2 ½ ")	4
15	Throwing missiles liable to injure others	2
16	Instigates or participates in a fight while under school supervision	3
17	Violates traffic and safety regulations	2
18	Leaves classroom without permission	2
19	Is Habitually Tardy/and or absent (Within 15 minutes) after bell at beginning of day. Also reporting to class after tardy bell	1
20	Takes another's property or possession without permission. Is guilty of stealing (Requires restitution) *If over \$100, it will be a Level 2	1
21	Commits any other serious offense	4
22	Crime of Violence - Murder	4

Code	Infraction	Level
23	Crime of Violence - Assault and Battery *Threat Assessment must be completed	4
24	Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	4
25	Crime of Violence - Kidnapping	4
26	Crime of Violence - Arson (starting a fire)	4
27	Crime of Violence - Criminal Damage to Property	4
28	Crime of Violence - Burglary	4
29	Crime of Violence - Misappropriation with violence to the person	4
30	Discharge or use of weapon(s) prohibited by federal law	4
31	Possesses pocket knife with a blade length of less than 2 1/2 inches (Requires *Other Weapon Code*)	2
32	Crime of Violence - Serious Bodily Injury	4
33	Use of OTC medication in a manner other than prescribed or authorized	2
34	Possession of Body Armor	4
35	Bullying/Harassment *(Complete Bullying Form)	3
36	Cyberbullying *(Complete Bullying Form)	3
37	False alarm / Bomb Threat	3
38	Forgery	2
39	Gambling	1
40	Public indecency	2
41	Obscene behavior or Possession of obscene/pornographic material	4
42	Unauthorized use of technology/electronic devices that are prohibited on campus	1
43	Improper dress, Dress code violation, or ID violation	1
44	Academic Dishonesty	2
45	Trespassing Violation	2
46	Failure to serve assigned consequence	3
47	Misusing the Internet or other forms of technology **Depending on intent or the effect, the administrator may suspend or recommend expulsion.	2
48	Sexual harassment *(Complete Bullying Form)	4
49	False Report	2

Level 1 Elementary Infractions - Offenses which are considered less serious or harmful to others			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
01 - Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority and/or violates Stay Away Agreement.	NOTE: Must follow the PBIS process. A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.	(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)
04 - Uses Profane or Obscene Language to Another	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used towards another student.	Assign consequences appropriate for the type and number of infractions that will include: • Time Out(s) – Multiples may be assigned ○ Administrative Conference with student ○ Parental contact	1st Step • Verbal Student Warning • Parent Contact
12 - Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.	• In school suspension(s) – Multiples may be assigned. ○ Administrative Conference with student ○ Parental contact	2nd Step • Assign ISS 1-3 days
15 - Throwing missiles liable to injure others	Throwing of an object without intent to harm.	NOTE: Repeated violations (3) of these infractions will be coded as Level 2 infraction .	3rd Step • Bus Suspension for 1-3 school days
19 - Is Habitually Tardy/and or absent (Within 15 minutes) after bell at beginning of day. Also reporting to class after tardy bell	Reporting late to class (within 15 minutes) after the bell when the day begins without permission from school staff. Also reporting to class after the tardy bell rings without permission from a school staff member. (Habitually means follow after school's minor infraction plan).	See MAGNOLIA -K5 Policy	4th Step • Bus suspension 1-5 school days max
20 - Takes another's property or possession without permission, is guilty of stealing valued at less than \$100 (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner without violence valued at less than \$100 (Requires Restitution) Examples: School supplies, chips, student's lunch, etc.	Cell Phone Consequences: 1st offense The cellphone will be returned to the student at the end of the school day, after the student signs the cellphone policy form.	5th Step • Code as Willful Disobedience, Level 2 Infraction
30 - Disturbs the class and/or school	Behavior causing major disruption of instruction or any school activity that includes, but is not limited to, sustained loud talking, yelling or screaming, noise with materials, and/or sustained out-of-	2nd offense The cell phone will be returned to the parent/guardian of the student at the end of the school day, after the parent signs the cell phone policy form.	
39 - Gambling	Wagering money or property	3rd offense The cellphone will be returned to the parent/ guardian of the student after five(5) school days, and the parent signs the cellphone policy form.	
42- Unauthorized use of technology/electronic devices that are prohibited on campus	Use of (as seen or heard by a school official) of any electronic device (texting, talking, recording, taking/looking at pictures, or used as a music device) prohibited by district policy, including cell phones, smart watches, MP3 players, iPods, headphones, cameras, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official.	4th offense The cellphone will be returned to the parent/guardian of the student at the end of the semester or academic year, and the parent signs the cell phone policy form.	
43 - Improper dress, Dress code violation, or ID violation	Consequences: Same as the Cell Phone Consequences *****Every effort should be made to return the student to the classroom to avoid missing instructional time. *****		

Level 2 Elementary Infractions - Offenses which may seriously disrupt the learning environment			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
01 - Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority and/or violates Stay Away Agreement.	<p>NOTE: Must follow PBIS or Leader In Me. A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.</p> <p>1st Step*: (NOTE: Step 1 may be repeated)</p> <ul style="list-style-type: none"> Assign Time Out– 1 class period up to 1 day, maximum of 3 incidents Assign Time Out – 1 class period up to 1 day, maximum of 3 incidents Parent contact Refer to counselor Implement classroom management plan if appropriate <p>2nd Step:</p> <ul style="list-style-type: none"> Assign out-of-school suspension for 1-3 days Parent contact Refer to Teacher/Staff Interventions found in the student handbook (Pg. 1) Refer to counselor Refer to School Building Level Committee if not previously referred (3-5 per SLBC handbook) RTI Interventions, Counseling Begin behavior plan on student (4 to 8 ODR's or 2 to 3 OSS's) Conduct parent conference on student's return from suspension. <p>3rd Step:</p> <ul style="list-style-type: none"> Assign out-of-school suspension for 1-3 days Parent contact Revisit behavior plan & make adjustments Conduct parent conference on student's return from suspension <p>4th Step:</p> <ul style="list-style-type: none"> Repeat Step 3 until student reaches 4th out-of-school suspension. On 4th out-of-school suspension – Recommended Expulsion or Change of Placement 	<p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step:</p> <ul style="list-style-type: none"> Assign ISS for 1-3 days Parent Contact <p>2nd Step:</p> <ul style="list-style-type: none"> Bus suspension for 1-3 school days of probation Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> Bus suspension for 5 school days Parent contact <p>4th Step:</p> <ul style="list-style-type: none"> Bus suspension for 30 school days Parent contact <p>5th Step:</p> <ul style="list-style-type: none"> Removal from bus for remainder of school year Parent contact
02 - Treats authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.		
03 - Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.		
04 - Uses Profane or Obscene Language to an adult	Vulgar verbal messages, words or gestures that include swearing or name calling used towards an adult.		
06 Conduct or habits injurious to his associates (intent or no intent)	Any intentional or unintentional but not malicious act, for example but not limited to play fighting, horseplay, pushing, shoving, slapping that causes injury, damage, or pain to another.		
10 - Habitually violates rules	A student has had repeated (3 or more) infractions in another a category and continues to violate the same rule.		
11 - Cuts, defaces, or injures any part of public-school buildings/property - Vandalism under \$100 (Requires restitution)	Damage, destruction, or defacement of property belonging to the school or others valued at under \$100 (Requires restitution).		
16 - Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.		
17 - Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.		
18 - Leaves classroom without permission	Exiting a classroom, or instructional area without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.		
20 - Takes another's property or possession without permission, is guilty of stealing valued at less than \$100 (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner without violence valued at less than \$100 (Requires Restitution)		

Level 2 Elementary Infractions - Offenses which may seriously disrupt the learning environment <i>continued</i>			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
31 - Possesses pocket knife with a blade length of less than 2 1/2 inches (no intent) <i>(With intent refer to code 110)</i>	Student is in possession of a pocket knife with a blade length of less than 2 1/2 inches on a school campus, bus, or school related event and does not use the knife in a threatening manner toward anyone or anything.	<p>NOTE: Must follow PBIS or Leader In Me. A proactive approach to maintaining appropriate student behavior must be the greatest impact on changing the behavior of students.</p> <p>1st Step*: (NOTE: Step 1 may be repeated)</p> <ul style="list-style-type: none"> Assign Time Out– 1 class period up to 1 day, maximum of 3 incidents Assign Time Out – 1 class period up to 1 day, maximum of 3 incidents Parent contact Refer to counselor Implement classroom management plan if appropriate <p>2nd Step:</p> <ul style="list-style-type: none"> Assign out-of-school suspension for 1-3 days Parent contact Refer to Teacher/Staff Interventions found in the student handbook (Pg. 1) Refer to counselor Refer to School Building Level Committee if not previously referred (3-5 per SLBC handbook) RTI Interventions, Counseling Begin behavior plan on student (4 to 8 ODR's or 2 to 3 OSS's) Conduct parent conference on student's return from suspension. <p>3rd Step:</p> <ul style="list-style-type: none"> Assign out-of-school suspension for 1-3 days Parent contact Revisit behavior plan & make adjustments Conduct parent conference on student's return from suspension <p>4th Step:</p> <ul style="list-style-type: none"> Repeat Step 3 until student reaches 4th out-of-school suspension. On 4th out-of-school suspension – Recommended Expulsion or Change of Placement 	(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)
33 - Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials.		<p>1st Step:</p> <ul style="list-style-type: none"> Assign ISS for 1-3 days Parent Contact <p>2nd Step:</p> <ul style="list-style-type: none"> Bus suspension for 1-3 school days of probation Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> Bus suspension for 5 school days Parent contact <p>4th Step:</p> <ul style="list-style-type: none"> Bus suspension for 30 school days Parent contact <p>5th Step:</p> <ul style="list-style-type: none"> Removal from bus for remainder of school year Parent contact
38 - Forgery	To use, make, or reproduce another's signature.		
40- Public indecency	Exposure of body parts such as genital/buttock areas or female breasts in view of public.		
44 - Academic Dishonesty	Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception. Students guilty of cheating will not receive a zero on the assignment or test. They will be re-assessed and/or complete a similar assignment to determine mastery of the content. The assignment or test may be a different version of the original.		
45 - Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property and/or school-related events while on a restrictive access, suspension, or expulsion.		
47 - Misusing the Internet or other forms of technology	Violating the MAGNOLIA -K5 Internet Use Policy. Depending on intent or the effect, the administrator may suspend or recommend expulsion.		
49 - False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.		

Level 3 Elementary Infractions - Serious offenses that compromise safety of the school community			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
05 - Commits/Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical, or racial component. Act that is dangerous, aggressive or would be perceived as disturbing and not conforming to approved standard of	NOTE: Infractions may result in an Out of School Suspension, Recommended Expulsion, or a Change of Placement. In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student's school by a MAGNOLIA -K5 Hearing Officer and the school's principal or his/her designee. At the time of the hearing, the Hearing Officer and the principal will determine if the student is readmitted to his school or alternative placement.	(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)
11 - Cuts, defaces, or injures any part of public-school buildings/property - Vandalism \$100 or more (Requires restitution)	Damage, destruction, or defacement of property belonging to the school. or others valued at \$100 or more (Requires restitution).	At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.	1st Step: <ul style="list-style-type: none">• Bus suspension for 5 school days• Parent contact 2nd Step: <ul style="list-style-type: none">• Bus suspension for 30 school days• Parent contact 3rd Step: <ul style="list-style-type: none">• Removal from bus for remainder of school year• Parent contact
20 - Takes another's property or possession without permission, is guilty of stealing over \$100 (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner valued at \$100 or more (Requires Restitution).	1st Step*: (NOTE: Step 1 may be repeated) <ul style="list-style-type: none">• Assign in-school suspension for 1-3 days• Parent contact• Refer to counselor.• Implement classroom management plan. 2nd Step: <ul style="list-style-type: none">• Assign out-of-school suspension for 1-3 days.• Parent contact• Refer to Teacher/Staff Interventions found in the student handbook (<i>Pg. 1</i>)• Refer to counselor.• Refer to School Building Level Committee if not previously referred (3-5 per SLBC handbook)• RTI Interventions: check-in, check-out, Counseling• Begin behavior plan on student (4 to 8 ODR's or 2 to 3 OSS's)• Assign out-of-school suspension for 1-3 days (1-2 days)• Conduct parent conference on student's return from suspension	
35 - Bullying/Harassment *(Complete Bullying Form)	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.		
36 - Cyberbullying *(Complete Bullying Form)	Cyber bullying is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.		
37 - False alarm / Bomb Threat	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.		
46 - Failure to serve assigned consequence	Failure to serve Detention, In-School Suspension or other assigned consequences		

Level 3 Elementary Infractions - Serious offenses that compromise safety of the school community <i>continued</i>			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
<p>16 - Participates or instigates a fight while under school supervision</p>	<p>A hostile confrontation resulting in physical contact for example but not limited to blows with fists, shoving, slapping, kicking, biting, pulling hair, or an attempt at physical contact involving two or more individuals.</p> <p>*** For first offense altercations that do not result in significant injury may result in students being suspended out of school rather than an expulsion recommendation***</p> <p>A principal would automatically recommend the expulsion of a student for fighting when one or more of the following occur:</p> <ul style="list-style-type: none"> • A school employee is intentionally injured as a result of attempting to disengage two or more students from physical confrontation. • Any student involved in the fight requires medical attention. • The fight is determined to be pre-meditated and/or scheduled. • The fight is defined as a fight with three or more students engaged. • The fight is the student's second fight during an academic year. • Any instrument utilized as a weapon is used. <p>A principal would suspend for one to three (1 - 3) days all other physical confrontations that are determined through investigation to constitute a fight which does not meet the above exceptions.</p>	<p>3rd Step:</p> <ul style="list-style-type: none"> • Assign out of school suspension for 1- 3 days. • Parent contact • Revisit behavior plan & make adjustments. • Conduct parent conference on student's return from suspension. <p>4th Step:</p> <ul style="list-style-type: none"> • Repeat Step 3 until student reaches 4th out-of- school suspension. • On 4th out-of-school suspension – Recommended Expulsion or Change of Placement. 	<p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step:</p> <ul style="list-style-type: none"> • Bus suspension for 5 school days • Parent contact <p>2nd Step:</p> <ul style="list-style-type: none"> • Bus suspension for 30 school days • Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> • Removal from bus for remainder of school year <p>Parent contact</p>

Level 4 Elementary Infractions - Serious offenses which involve law enforcement intervention (does not require arrest of student)		
Infraction	Definition of Infraction	School Consequences
07 - Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled and/or dangerous substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	<p>NOTE: Infractions may result in a Recommended Expulsion or Change of Placement.</p> <p>In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student's school by a MAGNOLIA -K5 Hearing Officer and the school's principal or his/her designee. At the time of the hearing, the Hearing Officer will determine, according to MAGNOLIA - K5 policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their intervention plan.</p> <p>At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.</p>
08 - Uses or possesses tobacco products, lighter, or matches*	The possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products, lighters, matches, any electronic smoking device, electronic cigarettes, and ALL nicotine delivery systems including Vaping and herbal delivery systems, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on school transportation vehicles. **Note: Use and possession may result in a suspension for 1st occurrence.	
09 - Uses or possesses alcoholic beverages	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	
13 - Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	Possessing weapon(s) designed to expel a projectile by action of an explosive, for example but not limited to firearms-loaded or unloaded, parts of a firearm, bullets, explosives. <i>See glossary for Firearm definition.</i>	
14 - Possesses Firearms (not prohibited by federal law), knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 ½ "- refer to code 78 no intent or 110 with intent)	Possesses firearms, dangerous weapons, knives or blades (2.5 inches or greater in length), which may or may not be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space. This includes ANY item that could be deemed dangerous and does not belong at school, for example but not limited to mace, pepper spray, BB guns, pellet guns, airsoft guns, tasers, look-alike weapons, sharp objects. <i>See glossary for Dangerous Weapon definition.</i>	
21 - Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in or not resulting in the need for law enforcement intervention.	
26 - Crime of Violence - Arson (starting a fire)	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.	
48 - Sexual harassment *(Complete Bullying Form)	Intimidation, bullying, or coercion of a sexual nature.	
56 - Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	Forced attempt or actual anal, oral, or vaginal penetration by using sexual organ or an object simulating a sexual organ, or the anal, oral, or vaginal penetration of another by any body part or object.	

Level 4 Elementary Infractions - Serious offenses which involve law enforcement intervention (does not require arrest of student) <i>continued</i>		
Infraction	Definition of Infraction	School Consequences
22 - Crime of Violence - Murder	Unlawful killing of another human being.	<p>NOTE: Infractions may result in a Recommended Expulsion or Change of Placement.</p> <p>In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student's school by a MAGNOLIA -K5 Hearing Officer and the school's principal or his/her designee. At the time of the hearing, the Hearing Officer will determine, according to MAGNOLIA - K5 policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their intervention plan.</p> <p>At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.</p>
23 - Crime of Violence - Assault and Battery *Threat Assessment must be completed	Aggressive action directed at students, which may involve unwanted physical contact while on school grounds or at a school related activity, and/or a written or verbal threat to cause physical harm to a student with or without the use of a weapon. *Must conduct a threat assessment and hold a conference with the parent.	
25 - Crime of Violence - Kidnapping	Intentional, forcible seizing and carrying of any person from one place to another without his consent.	
27 - Crime of Violence - Criminal Damage to Property	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (R.S. 14:5 may co-occur with other violations).	
28 - Crime of Violence - Burglary	The unauthorized entering of a school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein.	
29 - Crime of Violence - Misappropriation with violence to the person	Taking something of value using force, intimidation or weapons.	
30 - Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon as described under "Weapon Type Code" in SIS user guide.	
32 - Obscene behavior or Possession of obscene/ pornographic material	Engaging in behavior of a sexual nature including consensual sexual activity. Possession of sexual images in any form, for example but not limited to electronic/tablet/computer/flash drive/phone, video, book, magazine, photo, drawing.	
34 - Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.	
37 - Bomb threat	Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.	
75 - Crime of Violence - Serious Bodily Injury	An injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of bodily member, organ or faculty.	

Appendix A

Magnolia School of Excellence 6-12 Master Discipline Plan

Positive Behavioral Interventions and Supports (PBIS)

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Magnolia School of Excellence 6-12 will establish and use a school-based leadership team, its Positive Behavioral Interventions and Supports (PBIS) team, to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

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

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

The referral system will be utilized consistently and appropriately. In addition, the school will utilize the Louisiana Department of Education “Bullying Report Form” and “Bullying Investigation

Form” to report, investigate, and resolve all reports of bullying in accordance with the provisions of Louisiana Revised Statute 17:416.13.

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

The PBIS team will review and revise its policies and procedures for handling suspensions and expulsions to ensure that suspension/expulsion policies are consistent with R. S. 17.416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

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

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

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

Magnolia School of Excellence 6-12 adopts the following clearly defined behavioral expectations:

1. **Positive**
2. **Respectful**
3. **Integrity**
4. **Disciplined**
5. **Excellent**

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

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

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

Magnolia School of Excellence 6-12 Principal shall submit annual reports as needed.

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

Safe School Planning

Magnolia School of Excellence 6-12 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.

Magnolia School of Excellence 6-12 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

Magnolia School of Excellence 6-12 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. Magnolia School of Excellence 6-12 will 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).

Magnolia School of Excellence 6-12 shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Magnolia School of Excellence 6-12 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 Magnolia School of Excellence 6-12.

Inter-Agency Cooperation

Magnolia School of Excellence 6-12 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

Magnolia School of Excellence 6-12 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 Magnolia School of Excellence 6-12 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 Magnolia School of Excellence 6-12 to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Magnolia School of Excellence 6-12 shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

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

Statements of compliance

Each parent/guardian of each student in grades 6-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

Signatures:

Principal

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

Leadership Team Member

EDUCATION OF STUDENTS WITH EXCEPTIONALITIES

The Caddo Parish School Board shall provide a free appropriate public education in the least restrictive educational environment to each student with an exceptionality, ages three through twenty-one, who is a resident of the geographical boundaries of the School District. Special education and related services may be provided by the School Board to eligible children with exceptionalities under three years of age. Generally, identified children shall be screened and evaluated to determine eligibility to receive special education and related services. If it is determined through the evaluation process that a child has a disability and, by reason thereof, needs special education and related services, then the child is classified in accordance with Louisiana's Pupil Appraisal Handbook, Bulletin 1508, and becomes eligible to receive special education services. All special education services shall be provided to eligible students with exceptionalities in accordance with the regulations outlined in Regulations for the Implementation of the Exceptional Children's Act, Bulletin 1706 and all other applicable federal and state regulations.

The School Board shall establish and maintain policies and procedures in accordance with federal and state laws and regulations to ensure that students with exceptionalities and their parents are provided the necessary procedural safeguards with respect to the provision of free appropriate public education by the School Board.

SECLUSION AND RESTRAINT

The School Board recognizes that, in order for students to receive a free appropriate public education, a safe learning environment needs to be provided. In doing so, the School Board also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing with students with exceptionalities who pose an imminent risk of harm to self or others.

The School Board fully supports the use of positive behavior interventions and support when addressing student behavior. The School Board reserves its right, however, to use physical restraint and/or seclusion consistent with state law to address the behavior of a student with an exceptionality when school personnel reasonably believe the behavior poses an imminent risk of harm to the student or others. The School Board shall not preclude the use of physical restraint and/or seclusion performed consistent with the requirements of a student's *Individualized Education Program (IEP)* or behavior intervention/management plan.

The provisions regarding seclusion and restraint shall not be applicable to a student who has been deemed to be gifted or talented under Bulletin 1508, unless the student has been identified as also having a disability under Bulletin 1508.

Definitions

Imminent risk of harm shall mean an immediate and impending threat of a person causing substantial physical injury to self or others.

Seclusion shall mean a procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others.

Seclusion room means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving.

Mechanical restraint means the application of any device or object used to limit a person's movement. Mechanical restraint does *not* include: (1) A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider; and (2) Any device used by a duly licensed law enforcement officer in the execution of his/her official duties.

Physical restraint means bodily force used to limit a person's movement. Physical restraint does *not* include: (1) Consensual, solicited, or unintentional contact; (2) Momentary blocking of a student's action if the student's action is likely to result in harm to the student or other person; (3) Holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted; (4) Minimal physical contact for the purpose of safely escorting a student from one area to another; (5) Minimal physical contact for the purpose of assisting the student in completing a task or response.

Positive behavior interventions and support means a systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

School employee means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

Documentation and Notification

The parent or other legal guardian of a student who has been placed in seclusion or physically restrained shall be notified as soon as possible. The student's parent or other legal guardian shall also be notified in writing, within twenty-four (24) hours, of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved. The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident. Such report shall be submitted to the school principal not later than the school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student's parent or legal guardian.

The guidelines and procedures regarding seclusion and restraint maintained by the Superintendent and staff shall be provided to the Louisiana Department of Education (LDE), all school employees, and every parent of a student identified with a disability under Bulletin 1508.

All instances where seclusion or physical restraint is used to address student behavior of students with disabilities under Bulletin 1508 shall be reported, in accordance with the Louisiana Board of Elementary and Secondary Education (BESE) policy, by the School Board to the LDE.

Guidelines and Procedures

The School Board shall require the Superintendent and staff to maintain adequate written guidelines and procedures governing the use of seclusion and physical restraint of students in accordance with federal and state law, as well as regulations and guidelines promulgated by BESE. The School Board shall approve written guidelines and procedures regarding appropriate responses to student behavior that may require immediate intervention using seclusion and/or restraint. The written guidelines and procedures shall be provided to all school employees and every parent of a student with an exceptionality and shall include reporting requirements and follow-up procedures, including notification requirements for school officials, notification to the student's parent or legal guardian, and reporting of seclusion and restraint incidents to the LDE.

The written guidelines and procedures shall be posted at each school under the jurisdiction of the School Board, and on the School Board's website.

Follow-Up

Following any situation resulting in the use of seclusion or restraint of a student, a *Functional Behavioral Assessment* (FBA) should be considered. If a student subject to the use of seclusion or physical restraint is involved in five (5) such incidents in the school year, the student's *Individualized Education Program* (IEP) team shall review and revise the student's Behavior Intervention Plan (BIP) to include any appropriate and necessary behavioral supports. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint practices, the special education director or supervisor or his/her designee shall review the student's plans at least once every three (3) weeks.

Employee Training Requirements

The Superintendent or his/her designee shall be responsible for conducting or obtaining appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities. In addition, positive behavioral intervention strategies, crisis intervention, and de-escalation, as well as other procedures, may also be included in any training.

Charter Schools

Notwithstanding any state law, rule, or regulation to the contrary and except as may be otherwise specifically provided for in an approved charter, a charter school established and operated in accordance with State law, including its approved charter and the school's officers and employees, shall be subject to the School Board's policy and written procedures and guidelines regarding the use of seclusion and restraint with students with exceptionalities.

Revised: June 20, 2017

Ref: 20 USCA 1400 et seq. (*Individuals with Disabilities Education Act*); 34 CFR 300 (*Assistance to States for the Education of Children with Disabilities*); La. Rev. Stat. Ann. §§ 17:7, 17:416.21, 17:1941, 17:1942, 17:1943, 17:1944, 17:1945, 17:1946, 17:1947; *Pupil Appraisal Handbook*, Bulletin 1508, Louisiana Department of Education; *Regulations for the Implementation of the Exceptional Children's Act*, Bulletin 1706, Louisiana Department of Education; Board minutes, 8-15-90, 5-21-13, 6-20-17.

Appendix C

Magnolia School of Excellence Upper School Behavior Policy

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

Minor Infractions – Below is the process that Magnolia Upper will follow for minor infractions.

1 st Infraction	Conference with student, documentation of infraction, and parental contact made by teacher
2 nd Infraction	Conference with student, documentation of infraction, and parental contact made by teacher
3 rd Infraction	Conference with student, documentation of infraction, and parental contact made by teacher
4 th Infraction	The fourth and above turn in to major infractions. The Dean will address it as such with the student.

TEACHER/STAFF INTERVENTIONS

- A. Each school is required to have a documented Minor Infraction Policy in accordance with their School Wide Multi-Tiered Systems of Support Implementation Plan.
- B. The following classroom interventions may be utilized to correct student behavior.
 1. Restating of desired behavior and verbal reminder.
 2. Re-teaching desired behavior; student-teacher conference.
 3. Verbal warning.
 4. Written warning, phone call/note home to parent.
 5. Behavioral Contract.
 6. Individual Behavior Management plan.
 7. Referral to School Building Level Committee or Multi-Tiered Systems of Support Committee.
 8. Denial of special privileges (computer time).
 9. Lunch detention
 10. Time out / PASS Room (**P**ositive **A**lternative to **S**chool **S**uspension)
 11. Assignment of special extra duties
 12. Supervised isolation of the student within the classroom or other area approved by the administrator or designee (time-out).
 13. Assignment of reasonable written or oral work.
 14. Referral for a counseling session which shall include but shall not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management.
 15. Peer mediation/conflict resolution.
 16. Parent conference.
 17. PBISworld.com – Additional Resources.

Northwest Louisiana Classical Academy
Distinguishing between Major and Minor Infractions

Often the degree of misbehavior determines whether an infraction should be considered Major or Minor, for example:

Classroom Disruption

Minor: behavior causes a temporary interruption in class or activity, and student responds to redirection after correction for out of seat behavior, off task conversation, eating or drinking, making noise with materials, etc.

Major: behavior that causes a sustained or repeated interruption in class or activity, and student does not respond to redirection for sustained or repeated loud talking, arguing, yelling, or repeated out of seat behavior, etc.

Bus Disruption

Minor: eating or drinking on the bus, littering the bus, inappropriate remarks (ex. Profanity) directed to inanimate object, loud talking while bus is not in motion, ID and dress code violations, etc.

Major: disrupting, distracting, or disobeying driver while the bus is in service; includes placing body parts outside of window, throwing items out of the bus, loud vocalizing across rows in the bus or outside of bus, etc.

Disrespect

Minor: rolling eyes or sucking teeth while complying with teacher's request

Major: walking away from teacher/staff member or out of class while being corrected, yelling, using profanity, or name-calling in response to being corrected, etc.

Inappropriate Language

Minor: cursing or other rude message not intended to intimidate, such as swearing at inanimate object or in conversation with another student, etc.

Major: student delivers a message (spoken, written, or gesture) to another designed to threaten or intimidate

Physical Contact

Minor: tripping, shoving, or "horse-play" without intent to harm

Major: fighting, hitting, inappropriate grabbing of body parts, or shoving with intent to harm

14:107.4 Unlawful posting of criminal activity for notoriety and publicity

A. It shall be unlawful for a person who is either a principal or accessory to a crime to obtain an image of the commission of the crime using any camera, videotape, photo-optical, photo-electric, or any other image recording device and to transfer that image obtained during the commission of the crime by the use of a computer online service, Internet service, or any other means of electronic communication, including but not limited to a local bulletin board service, Internet chat room, electronic mail, or online messaging service for the purpose of gaining notoriety, publicity, or the attention of the public.

See: <http://legis.la.gov/Legis/Law.aspx?d=508534>

Northwest Louisiana Classical Academy

Code	Infraction	Level
01	Willful disobedience	2
02	Treats authority with disrespect	2
03	Makes an unfounded charge against authority	2
04	Uses Profane or Obscene Language towards to another	2
05	Commits/Is guilty of immoral or vicious practices	2
06	Conduct or habits injurious to his associates (intent or no intent)	2
07	Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	3
08	Uses or possesses tobacco products, lighter, or matches **Note: Use and possession may result in a suspension for 1st occurrence	3
09	Uses or possesses alcoholic beverages	3
10	Habitually violates rules	2
11	Cuts, defaces, or injures any part of public school buildings/property - Vandalism (Requires restitution)	2
12	Writes profane and/or obscene language or draws obscene pictures	2
13	Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	3
14	Possesses Firearms, dangerous weapons, knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury. (Excludes pocket knives with a blade length < 2 ½ ")	3
15	Throwing missiles liable to injure others	2
16	Instigates or participates in a fight while under school supervision	3
17	Violates traffic and safety regulations	2
18	Leaves classroom without permission	2
19	Is Habitually Tardy/and or absent (Within 15 minutes) after bell at beginning of day. Also reporting to class after tardy bell	1
20	Takes another's property or possession without permission, is guilty of stealing (Requires restitution)	2
21	Commits any other serious offense	3
22	Crime of Violence - Murder	3

Code	Infraction	Level
23	Crime of Violence - Assault and Battery *Threat Assessment must be completed	3
24	Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	3
25	Crime of Violence - Kidnapping	3
26	Crime of Violence - Arson (starting a fire)	3
27	Crime of Violence - Criminal Damage to Property	3
28	Crime of Violence - Burglary	3
29	Crime of Violence - Misappropriation with violence to the person	3
30	Discharge or use of weapon(s) prohibited by federal law	3
31	Possesses pocket knife with a blade length of less than 2 1/2 inches (Requires *Other Weapon Code*)	2
32	Crime of Violence - Serious Bodily Injury	3
33	Use of OTC medication in a manner other than prescribed or authorized	2
34	Possession of Body Armor	3
35	Bullying/Harassment *(Complete Bullying Form)	3
36	Cyberbullying *(Complete Bullying Form)	3
37	False alarm / Bomb Threat	3
38	Forgery	2
39	Gambling	2
40	Public indecency	3
41	Obscene behavior or Possession of obscene/pornographic material	3
42	Unauthorized use of technology/electronic devices that are prohibited on campus	1
43	Improper dress, Dress Code violation, or ID violation	1
44	Academic Dishonesty	2
45	Trespassing Violation	3
46	Failure to serve assigned consequence	2
47	Misusing the Internet or other forms of technology **Depending on intent or the effect, the administrator may suspend or recommend expulsion.	2
48	Sexual harassment *(Complete Bullying Form)	3
49	False Report	2

Northwest Louisiana Classical Academy
Upper School Infraction Codes

Level 1 Upper School Infractions – Offenses which are considered less serious or harmful to others.			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
19 – Is habitually tardy / and or absent (within 15 minutes) after bell at beginning of day. Also reporting to class after tardy bell.	Reporting late to class (within 15 minutes) after the bell when the day begins without permission from school staff. Also reporting to class after the tardy bell rings without permission from a school staff member. (Habitually means follow after school's minor infraction plan)	Assign consequences appropriate for the type and number of infractions that will include: <ul style="list-style-type: none"> • Detention(s) – Multiples may be assigned (Possibility) <ul style="list-style-type: none"> • Administrative Conference with student • Parental contact • In school suspension(s) – Multiples may be assigned <ul style="list-style-type: none"> • Administrative Conference with student • Parental contact <p><small>NOTE: Repeated violations (3) of these infractions will be coded as Level 2 infraction – (#10) Repeated Rule Violation.</small></p> <p>*Refer to school counselor/ School Building Level Committee as deemed appropriate.</p> <p>See Magnolia handbook for details.</p>	(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)
42 - Unauthorized use of technology/electronic devices that are prohibited on campus	Use of (as seen or heard by a school official) of any electronic device (texting, talking, accessing internet, recording, taking/looking at pictures, or used as a music device) prohibited, including cell phones, smart watches, MP3 players, iPods, any sort of listening devices (headphones/earbuds/Bluetooth devices), cameras, video devices, tablets, laptops, or book readers, etc., in prohibited areas or times without explicit permission of a school official.	<p>Consequences: Same as the Cell Phone Consequences</p>	<p>1st Step</p> <ul style="list-style-type: none"> • Verbal Student Warning • Parent Contact <p>2nd Step</p> <ul style="list-style-type: none"> • Change seat. • Parent contact <p>3rd Step</p> <ul style="list-style-type: none"> • PASS 1 day <p>4th Step</p> <ul style="list-style-type: none"> • Bus suspension 1-5 school days max <p>5th Step</p> <ul style="list-style-type: none"> • Bus suspension 1-5 days, possible school suspension • We will follow CSUSA policy for recommendation for expulsion.
43 – Improper dress, Dress Code violation, or ID violation	Improper and/or out-of-dress code or not visibly wearing a school ID	<p>*****Every effort should be made to return the student to the classroom to avoid missing instructional time. *****</p>	<p>Cell Phone Consequences with compliant student</p> <p>1st offense-Turn phone in, warning, parent contact</p> <p>2nd offense-Turn phone in warning, parent contact</p> <p>3rd offense-Turn phone in, warning, parent must pick up the phone.</p> <p>4th offense- Suspension</p> <p>5th offense-We will follow CSUSA policy for recommendation for expulsion</p> <p>Cell Phone Consequences with non-compliant student.</p> <p>1st offense-Suspension, parent must pick up phone.</p> <p>2nd offense-Behavior contract</p> <p>3rd offense-We will follow CSUSA policy for recommendation for expulsion.</p> <p><small>*****When cell phones are confiscated all of the working parts of the phone must be submitted (including the SIM card.) Failure to comply with confiscation results in a recommendation for expulsion. Student possession of a cell phone is deemed as ownership. *****</small></p>

Level 2 Upper School Infractions – Offenses which may seriously disrupt the learning environment.			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
01 - Willful disobedience	Deliberate choice to break a rule or disobey a directive given by a person in authority and/or violates Stay Away Agreement/behavior contract.	<p>1st Step*: (NOTE: Step 1 may be repeated)</p> <ul style="list-style-type: none"> Assign in-school suspension for – 1 class period up to 1 day, maximum of 3 incidents Parent contact Refer to counselor Implement classroom management plan <p>2nd Step:</p> <ul style="list-style-type: none"> Assign out of suspension for 1-3 days Parent contact Refer to counselor Refer to School Building Level Committee if not previously referred (3-5 per SLBC handbook) RTI Interventions: check-in, check-out, Check & Connect, Counseling Begin behavior plan on student 3 major or 1 OSS Conduct parent conference on student's return from suspension <p>3rd Step:</p> <ul style="list-style-type: none"> Assign out of school suspension for 1-3 days Parent contact Revisit behavior plan & make adjustments Conduct parent conference on student's return from suspension <p>4th Step:</p> <ul style="list-style-type: none"> Repeat Step 3 until student reaches 4th out-of-school suspension. On 4th out-of-suspension – Recommended Expulsion or Change of Placement <p>See page 58 for a list of classroom level interventions.</p>	<p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step:</p> <ul style="list-style-type: none"> Assign detention for 1-3 days Parent Contact <p>2nd Step:</p> <ul style="list-style-type: none"> Bus suspension for 1-3 school days of probation Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> Bus suspension for 5 school days Parent contact <p>4th Step:</p> <ul style="list-style-type: none"> Bus suspension for 30 school days Parent contact <p>5th Step:</p> <ul style="list-style-type: none"> Removal from bus for remainder of school year Parent contact
02 - Treats an authority with disrespect	Talking back, mocking, gesturing, or any act which demonstrates a disregard or interference with authority or supervising personnel.		
03 - Makes an unfounded charge against authority	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or group by demeaning them or deterring others from associating or dealing with them.		
04 - Uses profane or obscene language to another	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used towards an adult or another student.		
05 - Commits/Is guilty of immoral or vicious practices	Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating, or offensive to another person with a sexual, physical, or racial component. Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms.		
06 - Conduct or habits injurious to his associates (intent or no intent)	Any intentional or unintentional but not malicious act, for example but not limited to play fighting, horseplay, pushing, shoving, slapping that causes injury, damage, or pain to another.		
10 - Habitually violates rules	A student has had repeated (3 or more) infractions in another category and continues to violate the same rule.		
11 - Cuts, defaces, or injures any part of public school buildings/ property	Damage, destruction or defacement of property belonging to the school or others. (Requires restitution)		
12 - Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words or images considered indecent or offensive, such as but not limited to graffiti, letters, notes, posters, etc.		
15 - Throwing missiles liable to injure others	Throws any object toward a person that is either heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.		
17 - Violates traffic and safety regulations	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations.		
18 - Leaves classroom without permission	Exiting a classroom or instructional area, without explicit permission from the teacher, instructor, Administrator, his/her designee, and/or any School Official and/or failure to return to class.		
20 - Takes another's property or possession without permission, is guilty of stealing (Requires restitution)	Taking, obtaining, or gaining the property of another without permission or knowledge of the owner (Requires restitution).		

Level 2 Upper School Infractions – Offenses which may seriously disrupt the learning environment. <i>(continued)</i>			
Infraction	Definition of Infraction	School Consequences	Bus Consequences
31 - Possesses pocket knife with a blade length of less than 2 1/2 inches	Student is in possession of a pocket knife with a blade length of less than 2 1/2 inches on a school campus, bus, or school related event and does not use the knife in a threatening manner toward anyone or anything.	<p>1st Step*: (NOTE: Step 1 may be repeated)</p> <ul style="list-style-type: none"> Assign in-school suspension for – 1 class period up to 1 day, maximum of 3 incidents Parent contact Refer to counselor Implement classroom management plan <p>2nd Step:</p> <ul style="list-style-type: none"> Assign out of suspension for 1-3 days Parent contact Refer to counselor Refer to School Building Level Committee if not previously referred (3-5 per SLBC handbook) RTI Interventions: check-in, check-out, Check & Connect, Counseling Begin behavior plan on student 3 major or 1 OSS Conduct parent conference on student's return from suspension <p>3rd Step:</p> <ul style="list-style-type: none"> Assign out of school suspension for 1-3 days Parent contact Revisit behavior plan & make adjustments Conduct parent conference on student's return from suspension <p>4th Step:</p> <ul style="list-style-type: none"> Repeat Step 3 until student reaches 4th out-of-school suspension. On 4th out-of-suspension – Recommended Expulsion or Change of Placement <p>See page 58 for a list of classroom level interventions.</p>	<p>(Action by administrator and report to driver will occur within 48 hours of referral submission by driver)</p> <p>1st Step:</p> <ul style="list-style-type: none"> Assign detention for 1-3 days Parent Contact <p>2nd Step:</p> <ul style="list-style-type: none"> Bus suspension for 1-3 school days of probation Parent contact <p>3rd Step:</p> <ul style="list-style-type: none"> Bus suspension for 5 school days Parent contact <p>4th Step:</p> <ul style="list-style-type: none"> Bus suspension for 30 school days Parent contact <p>5th Step:</p> <ul style="list-style-type: none"> Removal from bus for remainder of school year Parent contact
33 - Use of OTC medication in a manner other than prescribed or authorized	The possession and/or distribution of any over-the-counter medicine, whether prescribed or not, without permission from school officials.		
38 - Forgery	To use, make, or reproduce another's signature.		
39 - Gambling	Wagering money or property.		
44 - Academic Dishonesty	<p>Cheating that occurs in relation to a formal academic exercise and may include plagiarism, fabrication, or deception.</p> <p>Students guilty of cheating will not receive a zero on the assignment or test. They will be re-assessed and/or complete a similar assignment to determine mastery of the content. The assignment or test will be a different version of the original. Students will receive a consequence AND will complete the alternative assignment.</p>		
46 - Failure to serve assigned consequence	Failure to serve detention, in school suspension or other assigned consequences.		
47 - Misusing the Internet or other forms of technology	Violating the CSUSA Internet Use Policy. (See page 14 of the Parent Student Handbook)		
49 - False Report	It is determined through investigation that a student provided a false report to school administrators during the course of an incident.		

Level 3 Middle/High School Infractions - Serious offenses which compromise safety of the school community or involve law enforcement intervention.		
Infraction	Definition of Infraction	School Consequences
07 - Uses or possesses any controlled and/or dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form	The possession, use, cultivation, manufacturing, marketing, distribution, intent to distribute, concealment, sale, purchase or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled and/or dangerous substance or any paraphernalia linked to above on school grounds, at school-sponsored events or on school transportation vehicles.	NOTE: Infractions will result in a Recommended Expulsion or Change of Placement. In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student's school by an LPSS Hearing Officer and the school's principal or his/her designee. At the time of the hearing, the Hearing Officer will determine, according to LPSS policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their intervention plan.
08 - Uses or possesses tobacco products, lighter, or matches	The possession, use, purchase, intent to distribute, concealment, distribution, or sale of tobacco products, lighters, matches, any electronic smoking device, electronic cigarettes, and ALL nicotine delivery systems including Vaping and herbal delivery systems, or any paraphernalia linked to the above on school grounds, at school-sponsored events or on school transportation vehicles. Note: Use and possession may result in a suspension for 1st occurrence	*When prescription medication is labeled by a pharmacy or medical provider as prescribed for the student who is in the possession and the amount is not excessive (one dose) and a determination is made that the possession or use was for medicinal purposes only, the administrator may take action but must hold a parent conference to discuss the violation. If the investigation determines that the student used or possessed the prescription upon parental advice and the amount is not excessive (one dose) a lesser penalty is suggested.
09 - Uses or possesses alcoholic beverages.	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles.	At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.
13 - Possesses weapon(s) as defined in Section 921 of Title 18 of the U.S. Code *Use of Code 13 requires additional submission of the Weapon Type Code	Possessing weapon(s) designed to expel a projectile by action of an explosive, for example but not limited to firearms-loaded or unloaded, parts of a firearm, bullets, explosives. <i>*As per 18 U.S.C 930: "weapon designed to expel a projectile by action of an explosive"</i>	
14 - Possesses Firearms knives, or other implements which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length < 2 ½ "	Possesses firearms, dangerous weapons, knives or blades (2.5 inches or greater in length), which may or may not be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker, and/or storage space. This includes ANY item that could be deemed dangerous and does not belong at school, for example but not limited to mace, pepper spray, BB guns, pellet guns, airsoft guns, tasers, look-alike weapons, sharp objects.	

Level 3 Middle/High School Infractions - Serious offenses which compromise safety of the school community or involve law enforcement intervention.		
Infraction	Definition of Infraction	School Consequences
16 – Instigates or Participates in a fight while under school supervision	<p>A hostile confrontation resulting in physical contact for example but not limited to blows with fists, shoving, slapping, kicking, biting, pulling hair, or an attempt at physical contact involving two or more individuals.</p> <p>*** For first offense altercations that do not result in significant injury may result in students being suspended out of school rather than an expulsion recommendation***</p> <p>A principal would automatically recommend the expulsion of a student for fighting when one or more of the following occur:</p> <ul style="list-style-type: none"> • A school employee is intentionally injured as a result of attempting to disengage two or more students from physical confrontation. • Any student involved in the fight requires medical attention. • The fight is determined to be pre-meditated and/or scheduled. • The fight is defined as a fight with three or more students engaged. • The fight is the student's second fight during an academic year. • Any instrument utilized as a weapon is used. <p>A principal would suspend for one to three (1 - 3) days all other physical confrontations that are determined through investigation to constitute a fight which does not meet the above exceptions.</p>	<p>NOTE: Infractions will result in a Recommended Expulsion or Change of Placement.</p> <p>In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student's school by an LPSS Hearing Officer and the school's principal or his/her designee. At the time of the hearing, the Hearing Officer will determine, according to LPSS policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their intervention plan.</p> <p>*When prescription medication is labeled by a pharmacy or medical provider as prescribed for the student who is in the possession and the amount is not excessive (one dose) and a determination is made that the possession or use was for medicinal purposes only, the administrator may take action but must hold a parent conference to discuss the violation. If the investigation determines that the student used or possessed the prescription upon parental advice and the amount is not excessive (one dose) a lesser penalty is suggested.</p> <p>At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.</p>
21 - Commits any other serious offense	Any other serious offense not covered by any other of these codes resulting in or not resulting in the need for law enforcement intervention.	
22 - Crime of Violence - Murder	Unlawful killing of another human being.	
23 - Crime of Violence - Assault and Battery *Threat Assessment must be completed	<p>Aggressive action directed at students, which may involve threats and/or unwanted physical contact while on school grounds or at a school related activity, and/or a written or verbal threat to cause physical harm to a student with or without the use of a weapon.</p> <p>*Must conduct a threat assessment and hold a conference with the parent.</p>	
24 - Crime of Violence - Rape/sexual assault/battery *Threat Assessment must be completed	Forced attempt or actual anal, oral, or vaginal penetration by using sexual organ or an object simulating a sexual organ, or the anal, oral, or vaginal penetration of another by any body part or object.	
25 – Crime of Violence - Kidnapping	Intentional, forcible seizing and carrying of any person from one place to another without his consent.	
26 - Crime of Violence - Arson (starting a fire)	Intentional damaging by any explosive substance or setting fire to any property of another, without the consent of the owner.	
27 - Crime of Violence - Criminal Damage to Property	Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (R.S. 14:5 may co-occur with other violations).	
28 - Crime of Violence - Burglary	The unauthorized entering of a school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein.	

Level 3 Middle/High School Infractions - Serious offenses which compromise safety of the school community or involve law enforcement intervention.		
Infraction	Definition of Infraction	School Consequences
29 - Crime of Violence - Misappropriation with violence to the person	Taking something of value using force, intimidation or weapons.	<p>NOTE: Infractions will result in a Recommended Expulsion or Change of Placement.</p> <p>In the case of a Recommended Expulsion or Change of Placement, a hearing will be conducted at the student's school by an LPSS Hearing Officer and the school's principal or his/her designee. At the time of the hearing, the Hearing Officer will determine, according to LPSS policy, if the student is readmitted to his school or will be transferred to an Alternative Placement until the student has successfully completed their intervention plan.</p> <p>*When prescription medication is labeled by a pharmacy or medical provider as prescribed for the student who is in the possession and the amount is not excessive (one dose) and a determination is made that the possession or use was for medicinal purposes only, the administrator may take action but must hold a parent conference to discuss the violation. If the investigation determines that the student used or possessed the prescription upon parental advice and the amount is not excessive (one dose) a lesser penalty is suggested.</p> <p>At the student's hearing or placement meeting, or upon returning from an out of school suspension, administrative, teacher, and/or staff interventions will be put in place as appropriate.</p>
30 - Discharge or use of weapon(s) prohibited by federal law	Discharge or use of weapon as described under "Weapon Type Code" in SIS user guide.	
32 - Crime of Violence - Serious Bodily Injury	An injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of bodily member, organ, or faculty.	
34 - Possession of Body Armor	Possession, including the wearing of any type of gear that protects the person from attack by another.	
35 - Bullying / Harassment *(Complete Bullying Form)	Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.	
36- Cyberbullying *(Complete Bullying Form)	Cyber bullying is the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This includes any acts that may occur off school campus but cause a school disruption. **In order to use this code, a bullying investigation must be completed as per the LDOE guidelines.	
37 - False alarm / Bomb Threat	Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher. Initiating or making a bomb threat or communicating false threats to a school via any means, for example but not limited to written, verbal, electronic, phone, social media, texts, chat groups, etc.	
40 - Public indecency	Exposure of body parts such as genital/buttock areas or female breasts in view of public.	
41 - Obscene behavior or Possession of obscene/ pornographic material	Engaging in behavior of a sexual nature including consensual sexual activity. Possession of sexual images in any form, for example but not limited to electronic/tablet/computer/flash drive/phone, video, book, magazine, photo, drawing.	
45 - Trespassing Violation	Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property and/or school-related events while on a restrictive access, suspension, or expulsion.	
48 - Sexual harassment *(Complete Bullying Form)	Intimidation, bullying, or coercion of a sexual nature.	

Appendix 6

Grievance Policy

Grievance Procedure:

If a student and/or parent/guardian feel they have a grievance or complaint, they should do the following:

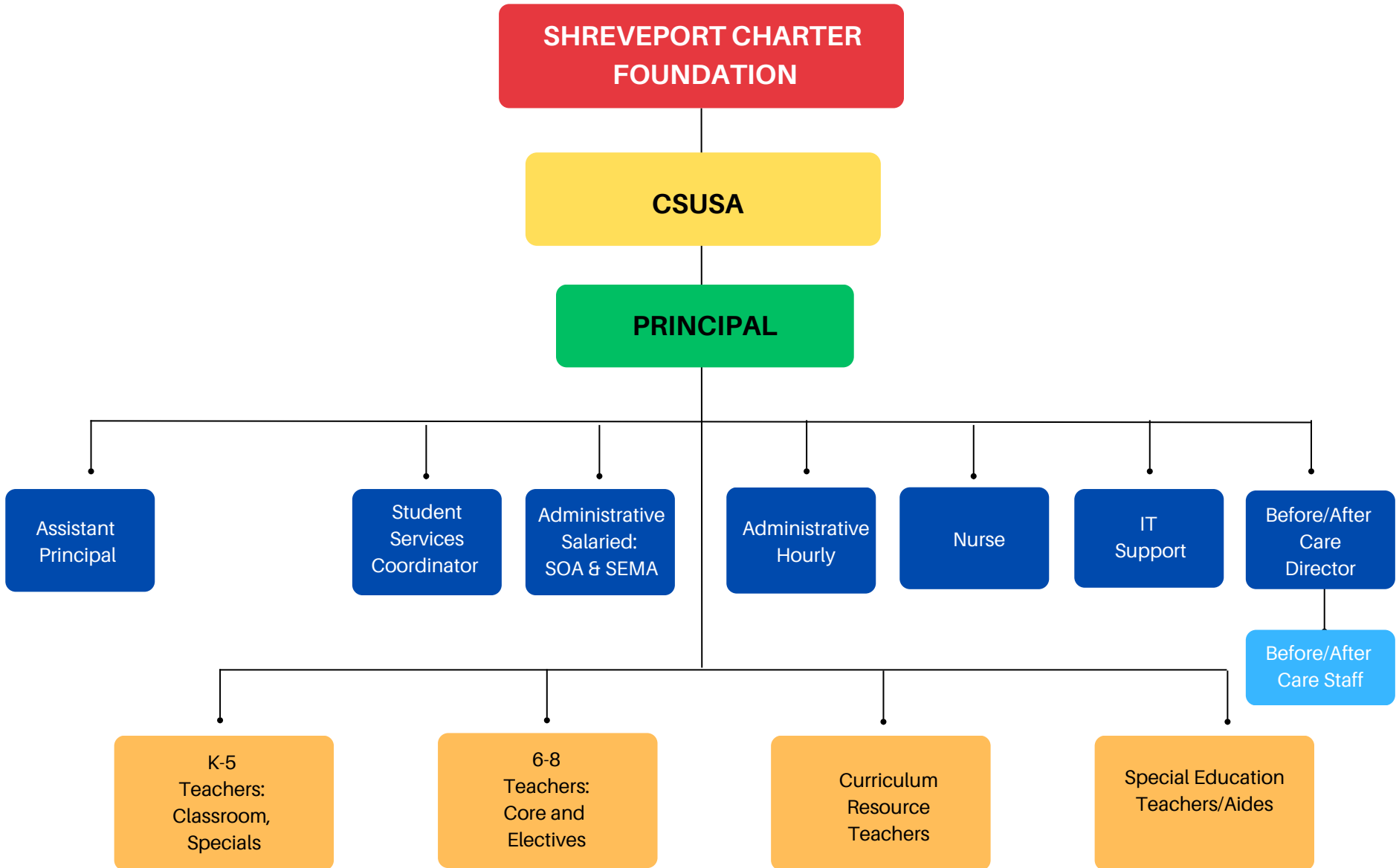
1. Carefully analyze the problem and be sure you have all of the facts.
2. Ascertain that you have a rational attitude about the problem.
3. Seek to resolve the problem by meeting with the teacher.
4. If you believe the problem is not resolved, meet with a school administrator.
5. If left unresolved, you can contact School Support, CSUSA @ 954-202-3500.
6. If still unresolved, you can contact the Shreveport Charter Foundation. Please call the school for contact information.

Appendix 7

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

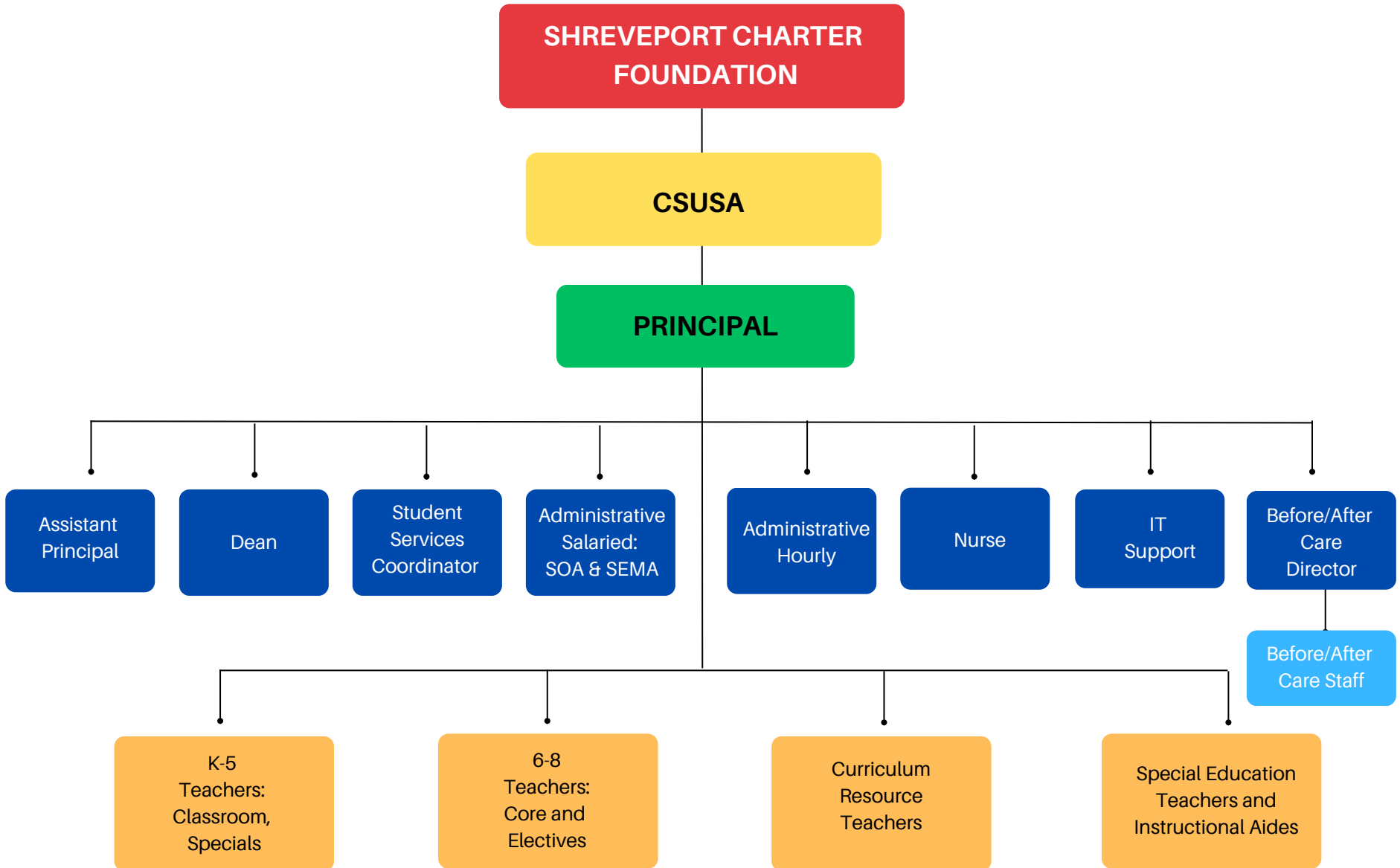
ORGANIZATIONAL CHART: YEAR 1

NORTHWEST LOUISIANA CLASSICAL ACADEMY

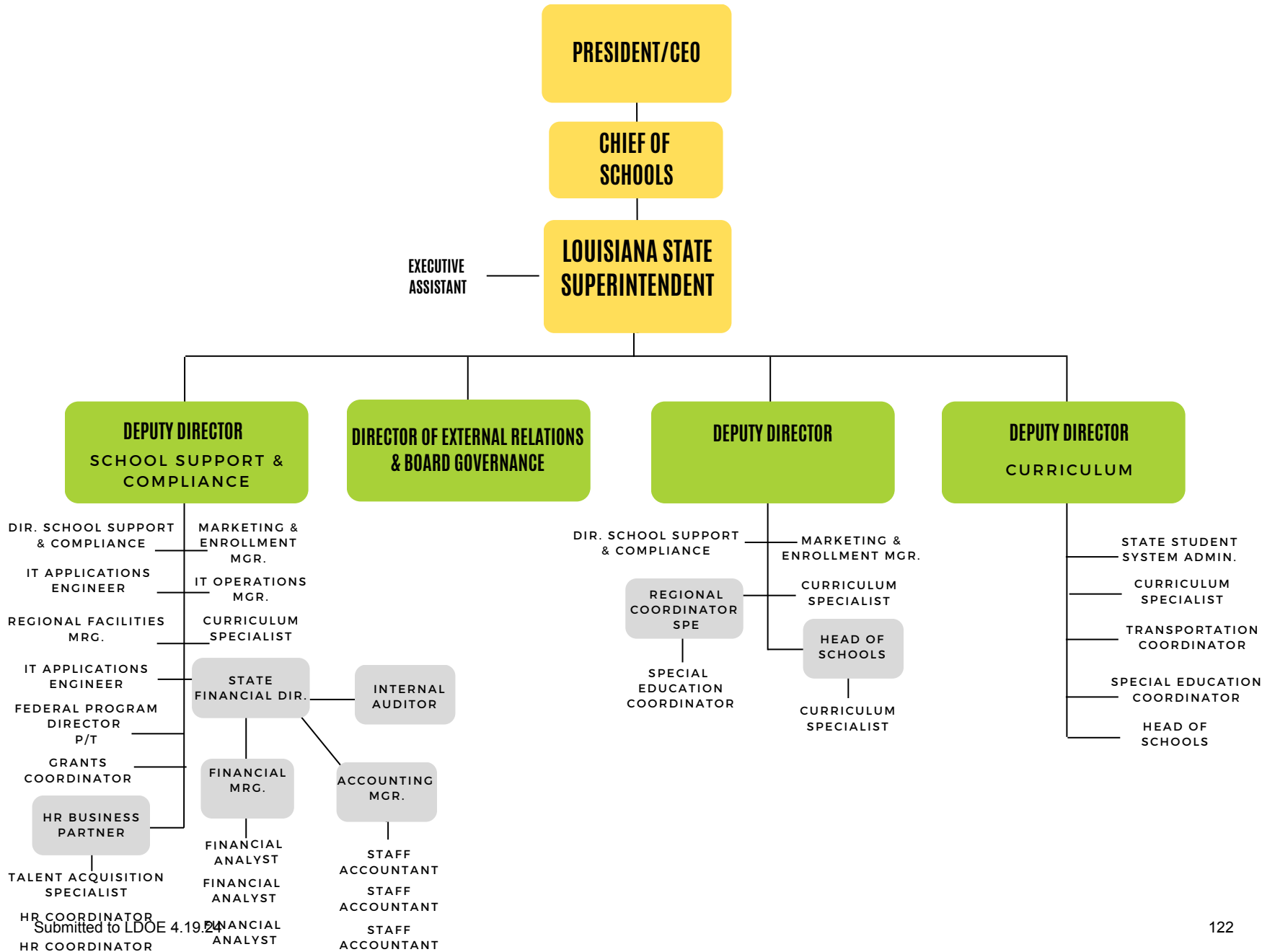


ORGANIZATIONAL CHART: YEAR 5

NORTHWEST LOUISIANA CLASSICAL ACADEMY



CSUSA LOUISIANA ORGANIZATIONAL CHART



Appendix 8

School Leader Resumes

- Dr. Lonnie Luce , CSUSA Louisiana Superintendent
- Gregory Theriot , CSUSA Louisiana Deputy Director
- Carlos Sam , CSUSA Louisiana Deputy Director

Alonzo “Lonnie” Ray Luce, PhD

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

Education

DOCTOR OF PHILOSOPHY IN EDUCATION ADMINISTRATION AND SUPERVISION | 1991-1999 | LOUISIANA STATE UNIVERSITY

Dissertation Title: Magnetism of Magnets: The Impact of High School Magnet Programs on Desegregation and School Improvement in East Baton Rouge Parish

SPECIALIST CERTIFICATE IN EDUCATIONAL ADMINISTRATION | 1991-1994 | LOUISIANA STATE UNIVERSITY

MASTERS OF PUBLIC ADMINISTRATION | 1991-1992 | LOUISIANA STATE UNIVERSITY

BACHELOR OF ARTS IN EDUCATION | 1986-1990 | SOUTHEASTERN LOUISIANA UNIVERSITY

Major: Social Studies | Minor: Math | Graduated *magna cum laude*

Experience

EXECUTIVE DIRECTOR | BLENDED & ONLINE SCHOOL SOLUTIONS | MARCH 2019 – PRESENT

- Responsible for managing business, growth opportunities and expansion of BOSS, Inc.

SUPERINTENDENT (LOUISIANA) | CHARTER SCHOOLS USA, LA | MAY 2018 – PRESENT

- Lead eight schools with 5, 500+ students, located in five Louisiana parishes.

CHIEF OPERATING OFFICER | FOUNDATION FOR LOUISIANA STUDENTS, LA | AUGUST 2018 – APRIL 2019

- Responsible for continuing growth of University View Academy.

SUPERINTENDENT | UNIVERSITY VIEW ACADEMY, LA | JULY 2016 – AUGUST 2018

- Led all aspects of a statewide, online, public charter school, and in one year led to an independent school under a non-profit board. Implemented a new ERP package for finance, human resources and payroll; implemented new instructional software (SIS & LMS) and curriculum schoolwide. Hired staff or outsourced staff to implement marketing, enrollment, finance and all other back office needs. Grew the school from 2,100 to 3,000+ and increased School Performance Score for SY 16-17 when other statewide online schools declined.

SUPERINTENDENT | ST. JAMES PARISH SCHOOLS, LA | AUGUST 2007 – JUNE 2016

- Selected Louisiana State Superintendent of the Year in 2014. Joined the Phillip Schlechty Superintendents Leadership Network in 2015. Served as the superintendent representative on the Teachers Retirement System of Louisiana’s (TRSL) Board 2012-2016. Completed the Superintendent Academy at Lamar University (Class of 2011-2012). Implemented a head start program for PK3 that complements a universal PK4 program during SY2015-16. Expanded dual-enrollment programs and created a cohort of Jumpstart students. Created a cohort of jumpstart students that will complete an associate degree or diploma program in a high wage, high demand career path upon graduating from high school. Initiated a 1:1 laptop program for all 2nd-12th grade students. Created a district wide gifted center for grades 3-8. Developed and implemented a virtual school and technical education program to serve students around the state through Supplemental Course Allocation. Implemented a building program that impacts all school sites after gaining a 75% voter approval in 2015.

DEPUTY SUPERINTENDENT; EXECUTIVE DIRECTOR OF TECHNOLOGY | GREENVILLE COUNTY SCHOOLS, SC | JUNE 2003 – AUGUST 2007

- Led all aspects of instruction in a district of 67,000 students, including 12 International Baccalaureate programs and 12 magnet academies. Implemented a major initiative to improve graduation rate; our district was awarded a Small Learning Communities Grant for SY04-05 to SY06-07. From SY04-05 to SY05-06, the high schools that were part of the grant implementation decreased the number of ninth grade retentions from 728 to 387 by implementing ninth grade academies with rigor, relevance, and relationships. Increased AP exams taken from 3,778 in 2004 to 4,868 in 2005. Implemented an online instructional system that provides instant information to teachers for instructional progression. Implemented an intensive teacher training program that was delivered to over 1,200 teachers per year. Rolled out a parent portal granting access to grades, attendance, discipline, demographics, and other information. Extended instructional time for Title 1 middle schools by providing laptops for all students in three schools to access curriculum over the Internet from home. Implemented a refresh program that replaces all computers every five years (over 20,000 in the district).

CHIEF INFORMATION OFFICER | NEW ORLEANS PUBLIC SCHOOLS, LA | APRIL 2001 – MAY 2003

- Led a district of 130+ sites and 70,000+ students in all forms of technology. Built an instructional technology department funded primarily from grants. Managed several multi-million-dollar budgets and saved the district millions by replacing outsourced networking staff and Oracle analysts with in-house staff.

DIRECTOR OF TECHNOLOGY | LIVINGSTON PARISH SCHOOL BOARD, LA | AUGUST 1999 – APRIL 2001

- Led the district of 20,000+ students in all forms of technology. Oversaw Administrative and Student Information Systems, Wide Area Network, and Instructional Technology. Implemented an automated library and textbook system at all schools. Replaced all networking infrastructure in one year using a federal E-rate grant.

ASSISTANT DIRECTOR & TECHNOLOGY COORDINATOR | LOUISIANA STATE UNIVERSITY | JULY 1998 – 1999

- Coordinated and participated in the development and application of computer-based technologies for electronic delivery of independent courses for college, high school, and non-credit students. Led the technology change that helped LSU sustain their ranking in the top ten Independent Study programs in the nation.

ASSISTANT PRINCIPAL OF INSTRUCTION; TECHNOLOGY MAGNET COORDINATOR; TEACHER | ISTROUMA HIGH SCHOOL AND TECHNOLOGY MAGNET, LA | AUGUST 1992 – JULY 1998

- Led the transformation of a traditional high school into a technology magnet with state-of-the-art technology infrastructure, equipment, and instructional programs.

Military Experience

Joint Forces Headquarters, New Orleans, LA
Staff Officer – Retired as a Colonel

May 2016 – Retired August 2018

199th Leadership Regiment, Pineville, LA
Commander

April 2012 – April 2016

225th Engineer Brigade, Pineville, LA
Brigade Executive Officer

September 2011 – March 2012

528th Engineer Battalion, Monroe, LA

Battalion Commander

April 2008 - September 2011

108th Division (Institutional Training), Charlotte, NC

Division Engineer; 1st Brigade XO; Brigade S1

July 2004 - Jan 2008

769th Engineer Battalion, Baton Rouge, LA

Battalion S3, Battalion S4, Company Commander and others

December 1985 - July 2004

Military Honors

Bronze Star

Deployed to Afghanistan in support of Enduring Freedom; Officer in Charge (OIC) of engineer detachment in Kandahar, Afghanistan, during deployment from May, 2002 through January, 2003.

Itshner Award

Under my command, my company received the award for best engineer company in the United States Army Reserve Component.



STATE DEPARTMENT OF EDUCATION

Certificate Type
TEACHING CERTIFICATE

NUMBER
A 055043

VALID
Life

Certificate Issued To:

ALONZO RAY LUCE

By the Louisiana Department of Education, based upon the following:

ED.S., LOUISIANA STATE UNIVERSITY, 1994

MASTER OF PUBLIC ADMINISTRATION, LOUISIANA STATE UNIVERSITY, 1992

B.A., SOUTHEASTERN LOUISIANA UNIVERSITY, 1990

Ph.D., LOUISIANA STATE UNIVERSITY, 1999

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

MATHEMATICS 6-12, 1/23/1991

SOCIAL STUDIES 6-12, 1/23/1991

PROVISIONAL SECONDARY SCHOOL PRINCIPAL, 4/24/1997

PROVISIONAL PRINCIPAL, 4/24/1997

SCHOOL SUPERINTENDENT, 6/6/2007

VALID FOR LIFE FOR CONTINUOUS SERVICE, 4/24/1997

Dr. Holly Boffy

Dr. Preston Cade Brumley

GREG THERIOT

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

Professional Profile

An educator, school administrator, and network deputy leader whose vision is to educate all students; empowering them to succeed academically and personally through planned, supportive, student-centered instruction while cultivating a safe and diverse environment. Adept at working with diverse groups as a teacher, coach, mentor and administrator/deputy leader. Creative, energetic and experienced in building new processes, generating resources through fundraising and ensuring success of all endeavors.

- Holds Masters Degree in Educational Leadership
- Dedicated to developing processes for all involved to reach their potential and to contribute to their communities as educated and compassionate citizens
- Expertise in facilitating partnerships between business, education, and all stakeholders

Education and Certifications

- **M.S. Educational Leadership**

McNeese State University, Lake Charles, LA. 1999

- **Bachelor of Science in Health and Physical Education with a minor in English**

University of Southwestern Louisiana, Lafayette, LA. 1987

Key Qualifications

- Developed unified curriculum alignment and professional development process using data and intervention cycles and software to improve student outcomes.
- Effective network deputy for the LA Dept. of Educations.
- Effective school administrator at the elementary, middle and high school levels.
- Developed processes at all districts and schools under my supervision that increased student achievement and school performance scores and provided feedback and support to all parties involved.
- Lead North Vermilion High School to be a Top Gains ‘A’ ranked school in 2012 and 2013.
- Served on numerous committees at the Vermilion Parish School Board such as the Pupil Progression Committee, Insurance Committee and personnel policy development.
- Worked with district personnel, school board members and community professionals to plan and build a new middle school in the North Vermilion

community.

Employment

- **Director of Teaching and Learning – CSUSA-LA**
September 2019 to present
CSUSA-LA, Baton Rouge, LA
- **Deputy Leader Network B – LA Dept. of Education**
July 2013 to August 2019
Louisiana Department of Education, Baton Rouge, LA
- **High School/ Middle School Principal – North Vermilion High School**
June 2008 to June 2013
Vermilion Parish School Board, Abbeville, LA
- **Elementary Principal – Cecil Picard Elementary School**
June 2005- May 2008
Vermilion Parish School Board, Abbeville, LA
- **Assistant Principal –**
- **North Vermilion High School and Maurice Elementary**
August 2001- May 2005
Vermilion Parish School Board, Abbeville, LA
- **English Teacher, Coach – North Vermilion High School**
August 1991-May 2001
- **English Teacher, Coach – Henry High School**
January 1988 - May 1991

Affiliations

- NASSP
- National Institute for School Leadership Fellowship Member.
- Louisiana Teacher Leader Cadre
- Vermilion Association of Principals
- Louisiana Association of Principals

Honors and Awards

- Vermilion Parish Middle School Principal of the Year - 2012
- LSWA Class C Baseball Coach of the Year -1990



STATE DEPARTMENT OF EDUCATION

Certificate Type
TEACHING CERTIFICATE

NUMBER
A 057107

VALID
Life

Certificate Issued To:

GREGORY PAUL THERIOT

By the Louisiana Department of Education, based upon the following:

M.ED., MCNEESE STATE UNIVERSITY, 1999

B.S., UNIVERSITY OF LOUISIANA AT LAFAYETTE, 1987

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

HEALTH AND PHYSICAL EDUCATION (K-12), 1/21/1988

ENGLISH 6-12, 1/21/1988

PROVISIONAL PRINCIPAL, 10/4/1999

PROVISIONAL SECONDARY SCHOOL PRINCIPAL, 10/4/1999

PRINCIPAL, 7/26/2007

SECONDARY SCHOOL PRINCIPAL, 7/26/2007

EDUCATIONAL LEADER - LEVEL 2, 4/1/2008

VALID FOR LIFE FOR CONTINUOUS SERVICE, 10/4/1999

The Educational Leader – Level 1 shall have three years once employed in an administrative capacity to complete the one-year Educational Leader Induction Program.

This individual is eligible for an EDL 3 certificate. The certificate is issued upon the request of the Louisiana Employing Authority once the individual is hired to serve as an Assistant Superintendent or Superintendent.

Completed Louisiana Principal Fellowship (NISL-EDP)

Dr. Holly Boffy

Dr. Preston Cade Brumley

Carlos J. Sam

PROFESSIONAL EXPERIENCE

June 2019 – Present * Deputy Superintendent * Charter Schools, USA

- Oversee the following departments: Human Resources, Finance & Accounting, Marketing & Enrollment, Facilities & Maintenance, Instructional Technology
- Support the management of school operations throughout the State of Louisiana which include nine schools

Southern University

Adjunct Professor –Department of Ed. Leadership January 2019 to Dec. 2019

Duties – Provide rigorous graduate level instruction designed to produce leaders to fill school and district educational leadership positions

Course taught EDLD 580 Fostering Community Support in Schools

July 2015 – May 2019 • Superintendent of Schools • East Feliciana Parish School Board, Clinton, Louisiana

- Management of the day to day operations of a rural, public school district with 2,000 students and approximately 300 employees, including fiscal responsibility for a total annual operating budget of \$23 million
- Significant improvements in student achievement with an overall District Performance score gain of 5.1 points during the first two years of leadership tenure; two year gains in the following areas: ACT Index (+35.3), Graduation Rate (+5.9), Strength of Diploma (+10.2), Dropout Accumulation Index (+1.8)
- Increased student enrollment within first year by 5%
- Evaluated district organizational structure and processes to institute district reform programs including a Medicaid reimbursement tracking system, an energy efficiency contract, and a new payroll and financial management system, all of which to promote district productivity and resulted in a cost savings and a budgetary surplus of \$3.6 Million during first year of tenure and continued cost savings to the general fund balance in subsequent years
- Coordinated district marketing and communication strategies to garner the support of the community for a local tax renewal, which resulted in passage by 68% of voters
- Strengthened community partnerships and instituted several internal and external stakeholder engagement initiatives including but not limited to the following: SMART (Strategic and Specific, Measurable, Attainable, Results-Oriented, and Time-bound) school quality review visits to support instructional effectiveness; new teacher induction program; school highlights as permanent agenda item at school board meetings; Very Important Participating Stakeholders (VIPS) volunteer program with monthly board meeting recognitions; Superintendent's Listening Tour; Employee of Month Board Meeting recognitions; school mystery tour visits with community members to cultivate

public trust; Superintendent's Advisory Council; and Superintendent Weekly Memos to board members and administrators

- Sought and earned multiple grant awards of over \$5 million to supplement the general fund in support of academic programs for enhancements in teaching and learning including Upward Bound Partnership with Baton Rouge Community College, Capital Area United Way Grant to support East Feliciana Parish Schools Preparing Our Parents Program to foster parent engagement opportunities and out of school tutoring programs, and a partnership with the National Institute for Excellence in Teaching (NIET) for the implementation of the Teacher Advancement Program (TAP) to promote high quality, job embedded professional learning structures and an evidence based framework for increased student outcomes

June 2012 – June 2015 • Associate Superintendent for School Leadership and Instruction
• East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Direct report to the Superintendent of Schools and was a member of Superintendent's Senior Cabinet; prepared reports for presentation to school board and community and facilitated community engagement activities for stakeholder input and participation
- Supervised and managed multiple academic and student support departments, programs with fourteen direct reports and budgets totaling over \$15 million
- Oversight of a division of 28 elementary, middle and high schools serving over 12,500 students; over 85% of schools in cohort increased School Performance Scores
- Managed tuition based and state mandated summer remediation and credit recovery programs serving targeted elementary, middle and high school students
- Served as liaison between East Baton Rouge Parish School System Foundation and the school district for fundraising, community engagement and other forms of institutional advancement
- Coordinated and led district monitoring teams to review data and promote student achievement through implementation of research based instructional strategies in identified schools
- Designed and facilitated formal and informal professional development activities for district and school administrators, teachers and staff
- Served as district committee chairperson and Louisiana Department of Education primary contact for East Baton Rouge Parish School System Pupil Progression Plan
- Served as district liaison to collaborate with and coordinate technical assistance to seven district authorized Type 1 charter schools and provider organizations; implemented charter annual school visits and developed renewal frameworks and rubrics
- Launched the formation and implementation of the district's first Virtual Learning Academy and authored the district policy manual for virtual learning programs

- Coordinated the transition teams for the reopening of Brookstown Middle Magnet School and Lee Magnet High School; coordinated the expansion of Belfair and Dufrocq Montessori Schools

February 2012 - June 2012 • Interim Superintendent of Schools • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Managed the day to day operations of the second largest public-school district in Louisiana with over 42,000 students and approximately 6,000 employees, including fiscal responsibility for a total operating budget of \$450 million
- Built consensus and facilitated a resolution with the Baton Rouge Catholic Diocese resulting in an adjustment to the district's tiered transportation routing method, thus creating a \$2 million cost savings to the general fund budget
- Reduced the 2012-2013 general fund operating budget by \$28 million to keep the district solvent with minimal impact to instructional services and staffing
- Coordinated, designed and implemented marketing strategies to facilitate dialogue and prevent legislative approval of a proposed breakaway school district
- District Performance Score increased from a "D" grade to a "C" due to improved student test scores during Spring 2012 testing cycle
- Submitted district's annual SACS/ AdvancED Accreditation Report

June 2003 – February 2012 • Director of Innovative and Specialized Programs • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Implemented Final Settlement Agreement as per court order in a forty-seven year federal desegregation case; responsible for the preparation and submission of quarterly monitoring reports
- Provided leadership and supervisory skills to coordinate the development, implementation, and operation of the district's magnet/gifted and talented programs; opened 13 new magnet and 10 new gifted programs resulting in 13 nationally recognized magnet and/or gifted school sites during this tenure
- Launched and managed the district's online magnet common application and enrollment system
- Coordinated advertising, marketing and recruiting initiatives related to innovative and specialized programs including annual city wide magnet mania interactive, events for increased stakeholder engagement and participation
- Maintained fiscal oversight for a \$6 million budget for purchasing and inventory needs of magnet, gifted/ talented and other specialized programs
- Increased student participation and enrollment in gifted and talented programs by over 66% during the course of a five-year period
- Coordinated monthly meetings and other staff development opportunities for principals and teachers in magnet/ gifted and talented programs

- Directed the district's Council for the Development of French in Louisiana (CODOFIL) Program
- Special Assignment: Within one week, re-purposed the previously closed Scotlandville Elementary School site for hurricane evacuees to service and educate over 500 K-8 students displaced by Hurricanes Katrina and Rita, including the securing of instructional materials and human resources required to open a functional school

May 1997 – June 2003 • Principal – Park Forest Middle School • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Led the school to Exemplary and Recognized Growth labels from the Louisiana Accountability System for increased student achievement and overall school performance in an urban, Title I school (over 1,000 students) with multiple subgroups including but not limited to students with disabilities, Limited English proficiency, and economically disadvantaged learners
- Implemented a cognitive academic language learning approach in a district designated ELL (English Language Learner) Center
- Transformed the school culture through the implementation of research based middle school concepts including teaming, block scheduling, conflict/peer mediation, and advisor/advisee
- Formed and increased overall membership and participation in an active Parent Teacher Association Organization, resulting in improved stakeholder engagement and community relations
- Responsible for school level budgets, master scheduling, teacher evaluation, securing instructional resources, guaranteeing an essential curriculum, facility maintenance and other areas required for the successful day to day operations of an urban, comprehensive middle school

August 1995 – May 1997 • Assistant Principal – Park Forest Middle School • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Provided assistance to the principal with effective management of academic programs and school wide athletic programs as well as recruiting, hiring, managing and evaluating teachers and coaches
- Supervised the preparation and verification of all athletic eligibility lists
- Coordinated the 6th-8th grade athletic program in collaboration with the principal and coaches to ascertain programmatic needs on an annual basis
- Responsible for maintaining an optimum learning environment for both students and staff by enforcing student discipline policies and tracking and monitoring referrals
- Provided differentiated instructional support and coaching to identified teachers through classroom observations and ongoing feedback
- Assisted with the school budgetary process, revision of policies, scheduling, and other related duties

November 1989 – May 1995 • Teacher – Athletic Director/Physical Education, Recreation & Dance Teacher/Social Studies Teacher– Elementary/Middle • East Baton Rouge Parish School System, Baton Rouge, Louisiana

- Taught knowledge and skills in physical fitness, health education, rhythms, and dance and individual, dual and team sports, utilizing curriculum designated by EBR School System and other appropriate learning activities
- Provided appropriate safety instruction and made safety checks on equipment and field areas to ensure the overall safety of students
- Responsible for mentoring student teachers
- Responsible for implementing an approved curriculum responsive to students' needs, while delivering effective instruction, and maintaining a classroom environment conducive to learning
- Initiated the recruitment and selection of coaches and made employment recommendations to the building principal
- Supervised and evaluated all coaches at the middle school level
- Scheduled all middle school athletic contests and maintained the proper and necessary records
- Ensured officials were scheduled and maintained an active file of officials under contract and paid officials following the contract
- Arranged transportation for all away middle school contests
- Prepared and verified all athletic eligibility lists
- Supervised athletic funds, prepared and administered a detailed operating budget for the athletic program and submitted it to the building principal
- Ordered all equipment and maintained a current inventory of all athletic equipment

EDUCATIONAL BACKGROUND

Southern University and A&M College • Baton Rouge, Louisiana

Louisiana State University • Baton Rouge, Louisiana

30 + hours above Masters (1995-2001)

Southern University and A&M College • Baton Rouge, Louisiana

Master of Administration and Supervision (1991)

Southern University and A&M College • Baton Rouge, Louisiana

Bachelor of Science in Secondary Education (Physical Education, Recreation & Dance) (1989)

RECOGNITIONS & AFFILIATIONS

- 2018 Certified Park and Recreation Professional (CPRP)
- 2018 Educational Testing Service (ETS) School Superintendent Assessment National Advisory Committee

- 2013 Graduate of SUPES Academy
- 2013 George Award Winner – National MicroSociety Outstanding District Administrator Award for work with The Dufrocq School
- Appointee to Louisiana ACT Council (2013)
- Board of Trustees Member – Teachers Retirement System of Louisiana (TRSL); Member of TRSL Legislative Committee (2011 - 2017)
- BREC Commissioner – Recreation and Park Commission for the Parish of East Baton Rouge, Louisiana (2010 - 2015); Treasurer/ Chairman of Finance Committee
- East Feliciana Chamber of Commerce Member (2015 – Present)
- Gifted and Talented Pupil/Teacher Task Force – Louisiana Department of Education (2010)
- Director at Large – Magnet Schools of America Board of Directors (2010)
- Selected as a Mentor for the Louisiana Educational Leaders Induction Program (2008-2010)
- President-Elect (2003-2004) and Vice-President of the Louisiana Principal's Association (2002-2003)
- Mentor Principal – Louisiana Department of Education (2002-2003)
- Louisiana Regional Finalist for Principal of the Year (2002)
- Principal of the Year – East Baton Rouge Parish School System (2001-2002)
- Baton Rouge District PTA Principal of the Year (2001-2002)
- Diversity Design Team – East Baton Rouge Parish Schools (2000)
- Baton Rouge Jr. Chamber of Commerce Young Educator of the Year (1998)
- School Safety Task Force Committee – Louisiana Department of Education (1999)
- Certified Model-Netics® Management Trainer
- Volunteer Coach, U. S. Express Track Club, Baton Rouge, Louisiana (2009 - 2012)
- St. Paul's Catholic Church Parish Member
- Member of Alpha Phi Alpha Fraternity, Incorporated
- Present and Previous Memberships: American Association of School Administrators (AASA), National Association of Secondary School Principals (NASSP); Association for Supervision and Curriculum Development (ASCD); Louisiana Association of Principals (LAP); National Middle School Association (NMSA); and Magnet Schools of America (MSA), National Recreation and Park Association (NRPA), Louisiana Recreation and Park Association (LRPA)



STATE DEPARTMENT OF EDUCATION

Certificate Type
TEACHING CERTIFICATE

NUMBER
A 052419

VALID
Life

Certificate Issued To:

CARLOS JOSEPH SAM

By the Louisiana Department of Education, based upon the following:

MASTER'S DEGREE PLUS 30 GRADUATE HOURS,

M.ED., SOUTHERN UNIVERSITY, 1991

B.S., SOUTHERN UNIVERSITY, 1989

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

PHYSICAL EDUCATION, 3/8/1990

PROVISIONAL SECONDARY SCHOOL PRINCIPAL, 5/9/1994

SUPERVISOR OF STUDENT TEACHING, 5/9/1994

PROVISIONAL PRINCIPAL, 12/5/1996

PRINCIPAL, 7/2/1999

PARISH/CITY SCHOOL SUPERVISOR OF INSTRUCTION, 1/22/2002

SCHOOL SUPERINTENDENT, 3/1/2006

Dr. Holly Boffy

Dr. Preston Cade Brumley

Appendix 9

Governing Board Resumes:

Phillip Rozeman, M.D, President

Ann Stokes, Vice President

Zazell Dudley, Secretary/Treasurer

Dinero Washington, Trustee

Valerie Thomas-White, Trustee

Stephen Roberts, Trustee

Dr. Melva Turner Williams, Trustee

Philip A. Rozeman, MD, FACC

Fellow of the American College of Cardiology

Education

University - LSU Shreveport - Summa cum laude.

Medical School - LSU School of Medicine-Shreveport - Top 10% of Class, AOA Honor Fraternity.

Residency and Fellowship - Medical University of South Carolina in Charleston.

Cardiology Leader

- Co-founder of Cardiovascular Consultants/Willis-Knighton Cardiology.
- John Miciotto Healthcare Lifetime Achievement Award - won in second year of award.
- One of “America’s Top Cardiologist” by Consumer Research Council.
- Extensive 30+ year experience in interventional, invasive, and non-invasive cardiology at Willis-Knighton Health System.
- Pioneer in coronary stenting and dual-chamber pacemakers at Willis-Knighton.
- Board certification in Internal Medicine and Cardiology and Fellow of the American College of Cardiology.

Physician Leader

- Past Chief of Staff - Willis-Knighton Health System.
- Previous President of the Shreveport Medical Society.
- Over 20 years on Medical Executive Board of the Willis-Knighton Health System.
- Board of Trustees - Willis-Knighton Health System since 2002.
- Past Chief of Internal Medicine at Willis-Knighton Health System.
- Founder - Minden Heart and Vascular Center.
- Current Medical Executive Board at Minden Medical Center.
- Physician Leader - Mexico Medical Missions Team (MITC), 2000-Present

Community Leader

- Board Chairman of Greater Shreveport Chamber of Commerce - First physician in 100 year history.
- Northwest Louisiana Junior Achievement - “Business Hall of Fame”.
- United Way of Northwest Louisiana - “Clyde Fant Community Service Award”.
- 2003 “Business Leader of the Year” - Greater Shreveport Chamber.
- 2010 “Business Leader of the Year” - Minden Chamber of Commerce.
- Co-chair - Caddo Shreveport Master Plan Committee
- City of Shreveport - “Spirit of Martin Luther King Award”.
- LSU Shreveport - “Pilot of the Year”.
- Northwest Louisiana March of Dimes Physician Leader - Post-Katrina
- Northwest Louisiana Red Cross - “Citizen of the Year”.
- Shreveport Bar Association - “Liberty Bell Award”.
- Deacon and former Deacon Chairman - Broadmoor Baptist Church

Education Leader

- Founder - Alliance for Education.
- Co-founder - Shreveport Bossier Business Alliance for Higher Education (SBBA).
- Co-founder - Magnolia School of Excellence Charter School.
- Founder - Shreveport Bossier Imperative.
- Louisiana Association of Educators - Friend of Education Award.
- Louisiana Department of Education - Friend of Education Award.
- BPC and LSUS Foundation Boards.

- Graduation Commencement Speaker - Louisiana Tech, BPCC.

State Leader

- Founder - Education's Next Horizon.
- Member of multiple governor and legislative commissions on healthcare and education during the administration of Governors Blanco, Jindal, and Edwards.
- Blueprint Louisiana - past Chairman.
- Louisiana Committee of 100 - Executive Board.
- Acadian United Way - "Cornerstone Award".
- Education's Next Horizon and Louisiana Promise - past Chairman.
- State Board service for CABL, Public Affairs Research (PAR), LABI, Louisiana Calling, Early Childhood Policy Initiative, Early Childhood Roundtable.

ANN STOKES
605 Southfield Road, Shreveport, LA 71106
318-422-9468

annstokes@comcast.net

PERSONAL

I have been a community volunteer for Public Education for 30 years. I retired after eighteen years as owner and President of ESP Construction. My education has been earned through Louisiana Tech and world traveling. I have a passion for public service and always wanting to make a difference in education, the community I live in and the state of Louisiana. The love and concern for all children to have a good education is my priority.

PROFESSIONAL

- The Caddo Parish School Board as District 6 representative for six years.
- The Louisiana Workforce Commission Chair and Chair of the Governor's Council on School to Work Program for ten years
- The Board of Directors for the Shreveport Chamber of Commerce on the Executive Committee dealing with Education and Workforce Development
- The Shreveport Downtown Rotary Club and Chair of the Start of Camp RYLA
- Chair of the Youth Enrichment program
- A graduate of Leadership Louisiana
- The Alliance for Education Executive Chair promoting K-12 Education
- The Southern Growth Policies Board for workforce issues
- The Biomedical Research Foundation of Northwest Louisiana Executive Committee

Submitted to LDOE 4.19.24.

Chair and Executive Committee

Northwest Louisiana Classical Academy

- The Shreveport Times Community Advisory Board
- The Shreveport Mayor's Women's Commission Chair
- Shreveport Regional Arts Council Board Arts Space Board
- Louisiana Community & Technical College Board Executive Committee for ten years
- The Women's Philanthropy Network President and Grants Chair
- I am a founding board member of the Shreveport Charter Foundation. I served as Chair for ten years. The SCF was formed in 2012 and opened Magnolia School of Excellence as a K8 campus and has expanded to a K12 in 2016.

Zazell Dudley

Zazell's diverse background in Economic Development, Energy, Engineering, and Business, affords her a unique combination of solving problems, quality, business development, deal flow assessment for equity investment, management, cost containment/control, supplier quality programs, strategic sourcing, and procurement & supply chain management (PSCM). Served as both Internal SAP and PeopleSoft Business Analyst, establishing ERP experience.

Oil & Gas. Provided support to PT Arun Natural Gas Liquefaction, the largest liquefied natural gas producer in Indonesia, and Mobil's largest LNG producer (in 1990, the largest LNG producer in the world). Coordinated/tracked export activities. Worked with three US ports.

- Represented 7 regional plants across divisional lines. Conducted Supplier Rationalization Program (plan developed to reduce supply base and generated multi-million dollar savings). Made formal presentation to senior execs, CEO, and CFO of Mobil.
- Managed buyers, teams, and kpi's to drive productivity, improve efficiency, cut costs. Proven Project Management skills. Designed, executed, directed Procurement Plans & programs to reduce cost, obtain schedule requirement, ensure quality.
- Industries Served: O&G, Technology, Econ. Dev., Non-Profit
- Specialties: Strategic Planning/Agility, Change Mgt, Business Development, Project Management, Implementation, Procurement & Supply Chain Management (PSCM), Enhanced Supplier Relationships (ESR), Product Standardization/Rationalization, Public Outreach & Community Engagement. Excellent communicator, influencer & relationship builder; a change leader with the ability to develop and implement strategies for effecting positive change.

While Vice President of Economic Development for NLEP, was project manager that landed the Glovis America deal at the former and vacant GM plant in Shreveport, LA.

While serving as Director of Economic Development for the Port of Caddo-Bossier Parishes, managed business attraction projects, lead generation, and Workforce Development. Projects in the petrochemicals sector, driven by North Louisiana's abundance of natural gas. Projects in the "renewables" energy sector. Also, projects resulting from initiatives associated with Climate Change, reducing carbon emissions, and decarbonization via Direct Air Capture (DAC). Engaged the community, stakeholders, investors, and municipalities.

Education

Louisiana Tech University, Bachelor of Science (BS), Petroleum Engineering, 1979-1984

Dallas Baptist University

Master of Business Administration (MBA), Management, 1988-1990

Dinero' Washington

700 Fir Wood Lane, Haughton, Louisiana 71037

Phone:(318) 294-5618 • dinero@mmatransit.com

Summary of Qualifications

EXPERTISE	CEO, COO, Mass Transit operations; Transit Management Consultant; Capital Program & Project Management; Financial Analysis & Reporting; Budget Development, Implementation, & Analysis; Application of Contract Compliance via federal, State, local, or municipal government regulations. Intergovernmental Relations (Testifying on Capitol Hill before Congress) Program & Contract Administration; proven Disaster Recovery Management (securing federal grants for business operations) via FTA and FEMA. Knowledge/experience in FTA grants administration, DHS/FEMA Security & Public Assistance programs, State and Local Government operations.
MANAGEMENT	Skilled in program and project management, logistical planning, supervision, safety awareness, and related administrative responsibilities. Experienced in executive management, safety, operations, customer relations, cost control, budget development, and staffing. Oversight of fleet maintenance and passenger operations, monitoring physical inventories, and related functions.
REPUTATION	Outstanding history of leadership, with extensive recognition for timely completion of major projects, results-oriented work style, problem-solving capabilities, and the ability to perform efficiently in a team leadership role. Consistently noted by executive managers, government officials, and industry leaders for superior performance and proactive leadership skills.
COMMUNICATION	Well-developed communication skills demonstrated via successful interaction with legislative/political/governmental/community/stakeholder/corporate leaders, managers, supervisors, consultants, including local, State, and federal government officials. Solid background in hiring, training, & developing productive relationships with senior management; proficient in using software technology for managerial communications oversight.

PROFESSIONAL EXPERIENCE

**Shreveport Transit Management
(SporTran) Shreveport, LA
CHIEF EXECUTIVE OFFICER
December 2014 To Present**

Manage day to day operations for SporTran, by immediately creating and implementing a strategic plan for both operations and capital improvement program, including replacement of an old fleet with new buses, new or refurbished facilities, improving mobility via creating a Bus Rapid Transit network, facilitated by new transit hubs with options for regional transit service; increased mobility to include car share, bike share, micro-transit, complete streets concepts, increased mobility via complete streets, collaborating with all governments, key stakeholders, and community groups.

INTERIM CEO, September 2014 TO December 2014

Manage day to day operations for SporTran upon the resignation of CEO until a permanent CEO search concluded;

COO/PROJECT MANAGER, January 2011 TO September 2014 *COO and Project Manager; role included assessing existing (Transportation, Maintenance, Facilities, Customer Service, & I.T.) and re-developing direction of all departments to acclimate to significant changes in service growth and technology with primary focus on service performance, while managing day to day transit operations; Project Management role's work scope by task, includes: Plan & implement New and expanded service, including express and park & ride; implementing AVL system; building 100 new transit shelters; Design & implement bus stop placards system; implement COA based changed &*

new routes & schedules; design & implement new service standards; assess & find short term solutions to office & facility space needs, explore long term solutions for future growth; assess & redesign SporTran web-site to modern technology-based interactive system; seek improvement based on findings, including safety & training programs, long term capital improvement investment management program for facilities, equipment, etc., in line with alternative fuels considerations.

PROFESSIONAL AFFILIATIONS

- ◆ *Member, American Public Transportation Association*
- ◆ *Member of APTA sub-committee for State Associations*
- ◆ *Vice-Chair, Southwest Transportation Association*
- ◆ *Member, Regional Planning Commission*
- ◆ *Member, Conference of Minority Transit Officials*
- ◆ *President, Louisiana Public Transit Association*

EDUCATIONAL BACKGROUND

Bachelor of Art(B.A.) Degree: 2006

Northwestern University

Major: *Political Science*

Masters Business Administration (MBA) Degree: 2009

Strayer University

Major: *Business Administration*

References Available Upon Request

Valerie Thomas-White, LMSW

8506 Meadow Parkway Drive Shreveport, La. 71108
(318) 347-0869 (cell) or Valerietaka1908@hotmail.com

Desiring a Challenging Position as Senior Social Worker to offer Inimitable and Selfless Service.

A highly enthusiastic and very talented Social Worker with the experience of working with people experiencing crisis or people who are socially excluded; providing support to enable service users to help themselves; maintaining professional relationships with service users, acting as a guide, advocate or as a critical friend.

Summary of Qualifications

- 20 + years of Extensive Experience providing Clinical Social work
- Experienced in supervising other healthcare professionals
- Sound experience with medical-surgical patients and the ability to develop relationships with clients without becoming too emotionally involved
- Very effective communication skills (both written and spoken)
- Love and keen interest in people's care and well-being
- Excellent ability to work independently and handle pressure
- Clear ability to keep sensitive information confidential
- Mature and special ability to handle responsibility
- Special organization skills, goal-oriented, proactive, excellent at reporting, and tremendously persistent

Professional Experience

Acadiana Cares of Lafayette, LA
Linkage to Care Coordinator, Shreveport, LA
Sept. 2013 to Present

- **Recruit and engage Persons Living with HIV(PLWH)into the La Links intervention;**
- **Engage clients in their homes or community settings concerning La Links intervention.**
- **Obtain consents and request release of information from clients prior to enrollment.**
- **Provide linkage and re-engagement to primary HIV medical care and supportive case management service to a “rolling” client caseload.**
- **Conduct assessments on each client to determine overall need for assistance to link to medical care support, treatment adherence counseling, and health education and to improve compliance to treatment regimens.**
- **Develop medical care plans and assist clients with accessing Ryan White and other community-based supportive services.**
- **Work closely with Disease Intervention Services(DIS) to make referrals to partner notification.**
- **Work closely with the Infectious Disease (ID) physicians that the client selects for their primary medical care.**

- **Collaborate and work closely with Community Based Organizations and other providers for HIV care for external referrals into the La Links intervention.**

**LSU Health Shreveport Shreveport, LA
Case Manager for Trauma & Medical-Surgical Units
Dec. 2010 – Sept 2013**

- Perform initial admit assessment on inpatients for anticipated discharge planning needs.
- Document assessment data and findings in electronic health record (EPIC).
- Coordinate discharge planning to the next appropriate level of care.
- Attend, present and complete necessary documentation for case management team meetings.
- Collaborate with a variety of payor sources to ensure the best patient outcome within the Physician's plan of care.
- Participate in multidisciplinary teams to present cases for proper treatment.

**Physician's Behavioral Hospital Shreveport, LA
Behavioral Therapist(PRN)
Oct 2012- Jan 2015**

- Lead individual, family, & group therapy.
- Conduct client intake sessions.
- Develop individual treatment plans.
- Conduct case management.
- Participate in multidisciplinary teams to present cases for proper treatment.
- Attend monthly in-service training.
- Maintain competency in the field via ongoing continuing education.

**Envisions Counseling Services,LLC
Contract Staff
Jan 2015-present**

- Provides identified CPST or PSR services to clients.
- Coordinate community care and services deemed appropriate.
- Develop plan of action based on identified needs and recommend and/or coordinate interventions that may include information, education, resources and referral.
- Complete adult/children independent assessments as needed.

**Willis Knighton Health System/Home Health Shreveport, LA
Social Worker Case Manager
Apr 2008 – Dec 2010**

- Perform initial admit assessment on inpatients for anticipated discharge planning needs.
- Document assessment data and findings in electronic health record (Meditech).
- Coordinate discharge planning to the next appropriate level of care.
- Attend, present and complete necessary documentation for case management team meetings.
- Collaborate with a variety of payor sources to ensure the best patient outcome within the Physician's plan of care.
- Complete physical, psychological, emotional and environment reviews of assigned cases.(Home Health)
- Work collaboratively with all staff to ensure appropriate intervention implementation with advocacy organizations.(Home Health)
- Coordinate community care and services as deemed appropriate(Home Health)

Medical Management Options(PRN) Shreveport, LA
Behavioral Therapist
May 2009 – October 2012

- Conduct client intake sessions.
- Develop individual treatment plans.
- Participate in multidisciplinary teams to present cases for proper treatment.
- Attend monthly in-service training.
- Maintain competency in the field via ongoing continuing education.
- Lead individual, family, & group therapy.

Christus Schumpert Hospital Shreveport, LA
Case Manager/Clinical Supervisor/Interim Director
July 2003-March 2008

- Performed initial admit assessment on inpatients for anticipated discharge planning needs.
- Document assessment data and findings in electronic health record.
- Coordinated discharge planning to the next appropriate level of care.
- Attended, present and complete necessary documentation for case management team meetings.
- Collaborated with a variety of payor sources to ensure the best patient outcome within the Physician's plan of care.
- Participated in multidisciplinary teams to present cases for proper treatment.
- Wrote Policy and Procedures.
- Prepared budgets
- Completed Payroll.
- Responsible for hiring/termination of employees

Red River Behavioral Hospital Bossier City, LA

**Behavioral Therapist
June 2005- July 2008**

- Lead individual, family, & group therapy.
- Conducted client intake sessions.
- Developed individual treatment plans.
- Conducted case management.
- Participated in multidisciplinary teams to present cases for proper treatment.
- Attended monthly in-service training.
- Maintained competency in the field via ongoing continuing education.

Red River Behavioral Hospital Bossier City, LA

**Brentwood Hospital Bossier City, LA
Behavioral Therapist
April 2001 –March 2004**

- Lead individual, family, & group therapy.
- Conducted client intake sessions.
- Developed individual treatment plans.
- Conduct case management.
- Participated in multidisciplinary teams to present cases for proper treatment.
- Attended monthly in-service training.
- Maintained competency in the field via ongoing continuing education.

**Doctor's Hospital Shreveport, LA
Director Case Management/Social Services
March 1999- June 2003**

- Performed initial admit assessment on inpatients for anticipated discharge planning needs.
- Document assessment data and findings in electronic health record.
- Coordinate discharge planning to the next appropriate level of care.
- Attend, present and complete necessary documentation for case management team meetings.
- Collaborate with a variety of payor sources to ensure the best patient outcome within the Physician's plan of care.
- Participate in multidisciplinary teams to present cases for proper treatment.
- Wrote Policy and Procedures.
- Prepared budgets
- Completed Payroll.
- Responsible for hiring/termination of employees
- Completed monthly quality assurance reports.

Education and Professional Certification

Licensed Master's Social Worker 5871 Grambling

State University, Grambling, La. May, 1996

Master of Social Work

Grambling State University, Grambling, La. May, 1992

Bachelor of Social Work

CURRICULUM VITAE

MELVA WILLIAMS, PH.D.

[REDACTED]
[REDACTED]

[REDACTED] [REDACTED]
[REDACTED] [REDACTED]

ACADEMIC STUDY

<u>COLLEGE/UNIVERSITY</u>	<u>YEAR</u>	<u>DEGREE</u>	<u>AREA OF SPECIALIZATION</u>
Jackson State University Dissertation Topic: How African American Students from Rural Communities Choose College	2008	Ph.D.	Urban Higher Education
Grambling State University	2001	M.A.	Public Administration
Grambling State University	1999	B.A.	Mass Communication

ADDITIONAL STUDIES

Presidential Leadership Scholar		2016	
Ana G. Mendez School System Puerto Rico		Summer 2007	
American University of Puerto Rico		Summer 2007	
International University of Puerto Rico Metropolitan		Summer 2007	

PROFESSIONAL EXPERIENCES

2016-PRESENT SOUTHERN UNIVERSITY AT SHREVEPORT SHREVEPORT, LA
VICE CHANCELLOR FOR STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

ABOUT SOUTHERN UNIVERSITY AT SHREVEPORT: A member college of the Southern University System. SUSLA, has three campuses in the city of Shreveport with an average enrollment of 3,000 students. With over 30 degree programs, SUSLA is well known for its allied health and nursing programs.

- Serves as the chief student-personnel officer and advises the Chancellor on all matters pertaining to student life
- Implements and allocates resources following budget approval; approves expenditures
- Ensures divisional compliance with the institutional mission by reviewing and approving unit plans, goals and objectives, and service activities
- Manage and supervise all areas of Student Affairs, Enrollment Management and Student Support
- Promotes positive student relations by maintaining effective lines of communication with student leaders and serving as a strong advocate for the non-academic, extra-curricular, and co-curricular needs of students.
- Provide oversight to all budgets related to the department
- Develops the Student Affairs Strategic plan and assures integration with other major planning efforts within the college
- Improves levels of student retention and completion
- Supervise and evaluate the performance of assigned personnel; coordinate the work assignments of assigned personnel; review work to assure compliance with established standards, requirements and procedures
- Develop and implement measures and methodology for determining the effectiveness and efficiency of the Student Affairs and Enrollment Management Division
- Ensure Student Affairs functions are leading edge and adhere to the highest quality standards

2013-2016

SOUTHERN UNIVERSITY AT SHREVEPORT
EXECUTIVE ASSOCIATE TO THE CHANCELLOR

SHREVEPORT, LA

- Assist in the management of the day to day operations of the campus.
- Served as liaison between campus Vice Chancellors and campus Chancellor.
- Managed fundraising efforts in partnership with the Southern University System Foundation and the Southern University at Shreveport Foundation.
- Assist in the development of campus budgeting of multimillion dollar budget.
- Create, review, and approve all external messaging for the campus.
- Serve as a liaison between state legislators and the campus.
- Promote the needs of the campus with stakeholders throughout the community and state.
- Work closely with the Chancellor to set fundraising strategies consistent with institutional goals.
- Identify opportunities and effectively execute strategies for enhancing relationships with the philanthropic community and potential partners.
- Work closely with marketing and Foundation staff to expand sponsorship opportunities.
- Provides leadership and manages institutional departments, units, etc. as directed by the Chancellor.
- Assists the Chancellor with the review of recommendations for appointments, promotions, suspensions and dismissals of employees.
- Assists and reviews the formulation of educational and administrative policies and procedures for the campus.
- Serves as Chancellor's representative in interacting with external agencies, such as private corporations, businesses, federal and state agencies and other educational institutions.
- Serves as liaison with the Southern University at Shreveport Foundation and collaborates with the SU Alumni Federation's national office as requested.

2011-2013

CENTENARY COLLEGE OF LOUISIANA
ASSOCIATE DEAN OF THE COLLEGE

SHREVEPORT, LA

ABOUT CENTENARY COLLEGE: Centenary is one of 16 colleges and universities constituting the Associated Colleges of the South (ACS) and is regularly recognized as one of the top colleges in the South. Princeton Review named Centenary one of the "Best 376 Colleges" and "Best Southeastern Colleges" for 2011, putting the College in the top 15% of all four-year colleges in the country. Forbes.com has recognized Centenary as one of "America's Best Colleges" overall, "Best Private Colleges," and "Best Colleges in the South." Calling it one of the best liberal arts colleges in the nation, U. S. News & World Report placed the College in Tier One of its annual ranking. *Information courtesy of www.centenary.edu.

- Created over 25k in additional revenue for the academic unit of the college through various enterprise initiatives.
- Assists in managing the daily operations of the Office of the Provost and Dean of the College
- Assisted in the development and management of all budgets in Academic Affairs.
- Addressed the mission and goals of the College by promoting the College's academic support programs, managing a cohesive student academic development program that enhanced the educational experience of students and promoted a sense of community among a diverse student body, faculty, administration and staff.
- Promoted a student-centered philosophy that aided in retention and helped students develop into leaders in the 21st Century.
- Served as Interim Department Chair for Health and Exercise Science.
- Served as advisor to students within the department of Health and Exercise Science.
- Assisted in the management, hiring, and review of faculty.

- Managed the staff and Directors for the Student Resource Center and Magale Library.
- Manages semester course scheduling in conjunction with faculty and Academic Department Chairs.
- Coordinates all new-student advising with faculty advisors, the Director of Admission, the Director of Re-Enrollment and the Director of Student Life.
- Supervised the Director of Re-Enrollment and assisted in the assessment of the academic performance of students, especially those on probation or provisional admits.
- Serves as Chair of the Crisis Intervention Division.
- Manages all academic policy exception requests from students.
- Serves as Provost's representative on faculty and institutional committees such as the Academic Policy Council, Finance Policy Council, and the Enrollment Policy Council.

2010-2011

SOUTHERN UNIVERSITY AT SHREVEPORT SHREVEPORT, LA
ASSISTANT VICE CHANCELLOR FOR STUDENT AFFAIRS

- Responsible for ensuring that the University was focused on student success and retention.
- Managed budgets of over \$200,000.
- Provided leadership in the implementation of policies and practices that promoted assessment.
- Assisted in providing a cohesive linkage of Academic and Student Affairs.
- Served as a grant writer to secure additional funding for the Division of Student Affairs.
- Provided oversight and assisted in the day to day operations of the Student Government Association, Student Activities, Judicial Affairs and Residential Life.
- Worked in conjunction with Assistant Vice Chancellor for Academic Affairs to ensure that all Southern Association of Colleges & Schools (SACS) requirements were met.
- Served as the liaison of the Office of Institutional Advancement to ensure that Institutional Effectiveness Plans were completed.
- Served as representative of the campus on the Southern University System-wide Freshman Year Experience Initiative.
- Member of the Quality Enhancement Plan Assessment Team.
- Coordinated all special events and projects of the Division of Student Affairs.

2010

SOUTHERN UNIVERSITY SYSTEM BATON ROUGE, LA
ASSISTANT VICE PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

ABOUT THE SOUTHERN UNIVERSITY SYSTEM: The Southern University and A&M College System is the only historically black university system in America. Serves as the management system of five campuses throughout the state of Louisiana: Southern University and A&M at Baton Rouge, Southern University at New Orleans, Southern University Agricultural Research and Extension Center, Southern University Law Center, and Southern University at Shreveport. The Southern University System is a leader in graduate and undergraduate level education through quality four-year, graduate, professional, and research programs and is among the top producers of African-American graduates in combined disciplines of engineering, technology, business, computer science, nursing, and mathematics. *Information courtesy of www.sus.edu.

- Worked in the areas of policy development, articulation, curriculum review, admissions requirements, discipline reviews, sabbatical requests, promotion and tenure, scholarships, accreditation, academic and accountability reporting, and other academic and student affairs issues.

- Responded to all academic requests from the Board of Regents.
- Monitored the Board of Regents Academic Affairs Tracking Database to ensure that all academic programs, research units, and various administrative requests were completed and submitted.
- Monitored and ensured timeliness of all academic reports to the Board of Regents.
- Served as Chair of the Research Council and assisted in the review and revision of all Southern University System research policies.
- Assisted in setting stretch goals for all campuses.
- Provided leadership, vision, and administration to all areas affecting academic excellence and the quality of student life for the systems member campuses.
- Promoted the integration of learning and student development ensuring a system-wide approach.
- Oversaw the adherence to recognized academic standards.
- Ensured academic quality by maintaining academic program reviews using student learning outcomes for continuous improvement.
- Provided leadership and focus to curricular reform and oversee the integration of technology into the curriculum.
- Formulated policy and initiated long-term planning.
- Worked cooperatively to maintain a balance between traditional and non-traditional student populations and improved overall student retention on systems member campuses.
- Managed and provided direction to all campus Chief Academic and Student Affairs Officers reporting to the Vice President of Academic and Student Affairs including oversight of fiscal and personnel planning.
- Pursued external funding through the monitoring of grant funding for new academic and student affairs initiatives and cultivated community partnerships that enhance academic offerings and student programs.
- Planned, evaluated and exercised responsibility for campus academic and student affairs programs, policies and standards.
- Advised the Vice President on all academic and student affairs and served as the Vice President for Academic and Student Affairs in her absence.
- Provided leadership to the Academic and Student Affairs Council and provided information to the other councils as deemed appropriate.
- Responded to institution requests for consultation on academic initiatives; provided information; conducted or oversaw studies, analyzed findings, wrote reports and developed presentations.
- Effectively allocated and managed academic resources and promoted an environment that directly contributed to faculty and student success.
- Responsible for the strategic planning, administration, growth and direction of academic and student affairs on the Southern University and A&M College System member campuses.

2009-2010

Southern University System
Chief of Staff

Baton Rouge, LA

- Provided leadership as second in command to the President of the Southern University System.
- Provided executive assistance and counsel to the President.
- Served as the liaison between the President and campus Chancellors and Vice Chancellors.
- Liaison to the Louisiana Board of Regents on all Academic Affairs initiatives.
- Direct liaison to campus Chief Academic Officers.
- Reviewed, interpreted, and analyzed all legislative bills, amendments and resolutions relative to all academic issues (i.e. Grad Act, PERC, Go Grant, TOPS).
- Responded to all academic requests from the Board of Regents.
- Monitored the Board of Regents Academic Affairs Tracking Database to ensure that all academic programs, research units, and various administrative requests that have come before the

Academic & Student Affairs Committee of the Board of Regents have been completed and submitted.

- Collected, analyzed and interpreted all statistical data relative to all campuses i.e. enrollment, FTF cohorts, 1st year retention rates, graduation rates, completers, retention, transfer, persistence, student characteristics, etc.
- Liaison with the Board of Regents for the Statewide Articulation Matrix and Transfer Council.
- Corresponded with campuses and Board of Regents in regards to Gen Ed Core Courses.
- Chair of the Southern University System Research Council.
- Assisted in the review and revision of all Southern University System research policies.
- Assisted in setting stretch goals for all campuses.
- Collected and reviewed all low completer programs for submission to Board of Regents.
- Liaison for the Access to Success Delivery Initiative - Education Trust.
- Liaison for the NASH initiative – Coordinator for the NASH Math Redesign.
- Participated with all Institute for Higher Education Policy (IHEP) initiatives.
- Direct liaison with Hanover Research Council –monitored and reviewed all grants for distribution to campuses.
- Coordinator for the system wide Apple iPad release. Created best practices and policies in consultation with Apple representative and campus leaders for the iPad release.
- Created and prepared all presentations for the Southern University System.
- Member of the Southern University System Legislative Team.
- Represented the President at external events as assigned.

2009

Southern University at Shreveport
Assistant Vice Chancellor for Student Affairs

Shreveport, LA

- Responsible for ensuring that the University was focused on student success and retention
- Provided leadership in the implementation of policies and practices that promote assessment
- Assisted in providing a cohesive linkage of Academic and Student Affairs
- Served as a grant writer to secure additional funding for the Division of Student Affairs
- Provided oversight and assisted in the day to day operation of the Offices of Retention, Student Activities, Judicial Affairs and Residential Life
- Worked in conjunction with Assistant Vice Chancellor for Academic Affairs to ensure that all Southern Association of Colleges & Schools (SACSCOC) requirements were met
- Served as the liaison of the Office of Institutional Advancement to ensure that Institutional Effectiveness Plans were completed
- Served as representative of the campus on the Southern University System-wide Freshman Year Experience Initiative
- Coordinated all special events and projects of the Division of Student Affairs

2003-2009

Southern University at Shreveport
Director of Student Activities and Services

Shreveport, LA

- Responsible for the successful facilitation and planning, implementation and evaluation of campus-wide student development for over 2500 students.
- Managed budget of over \$170K
- Developed and presented over 15 educational and developmental workshops for student leaders.
- Negotiated and supervised contracts and reviewed liability issues.
- Assisted in the development and implementation of strategic goals and programs for the university.
- Goals included implementing events and leadership opportunities that promote a holistic collegiate experience.

- Develop and monitor the student government budget, campus activities budget, and student club budgets as well as review and approve club activity requests and contracts.
- Develop leadership skills in students.
- Facilitate, promote and assist with student recognition/award presentation events.
- Develop and maintain a student handbook.

2002-2003

Grambling State University
Program Advisor

Grambling, Louisiana

ABOUT GRAMBLING STATE UNIVERSITY: Grambling State University combines the academic strengths of a major university with the benefits of a small college, the top producer of Computer Information Science grads in Louisiana offer more than 800 courses and 68 degree programs in five colleges, including an honors college, two professional schools, a graduate school, and a Division of Continuing Education. National and local employers recruit graduates from Grambling's excellent nursing, computer science, teacher education, and other programs.

*Information courtesy of www.gram.edu.

- Advised all student-related programming for over 7,000 students.
- Planned and organized student cultural events and enhancement activities including leadership conferences, major concerts and commencement exercises yearly.
- Taught planning and priorities workshops as well as facilitated courses in public speaking.
- Plan, organize, coordinate and supervise various educational, recreational, social and cultural student events.
- Assist student government, student clubs and their sponsors in planning and organizing campus activities.
- Promoted the creation of and development of new clubs and organizations.
- Plan, coordinate and supervise the preparation and dissemination of publications related to student clubs, and activities.
- Participate in the development of marketing strategies to promote campus activities and services to maximize student involvement.

2000-2002

Mervyn's California
Director of Human Resources

Monroe, Louisiana

- Direct manager to 150 team members
- Facilitated payroll for all employees
- Served as benefits coordinator
- Responsible for employee sales strategies to increase revenue
- Directed all community relations
- Facilitated 30 instructional workshops on hiring practices

COLLEGIATE TEACHING EXPERIENCE

SOUTHERN UNIVERSITY AT SHREVEPORT, LA

COURSE: ETHICS IN PUBLIC ADMINISTRATION

COURSE: ORGANIZATIONAL THEORY AND DESIGN

HINDS COMMUNITY COLLEGE- UTICA, MS

COURSE: HUMAN RESOURCE MANAGEMENT

CENTENARY COLLEGE OF LOUISIANA-SHREVEPORT, LA
COURSE: CAREER STRATEGIES

PROFESSIONAL AFFILIATIONS

PLS	Presidential Leadership Scholars 2016
LTF	Louisiana Teaching Fellows-2009 Teacher Selector
SRAC	Grants Review Board Member – Shreveport Regional Arts Council
ACPA	American College Personnel Association
ASHE	Association for the Study of Higher Education
LANO	Louisiana Non-Profit Organization
LACUSPA	Louisiana Association of College and University Student Personnel Administrators
SSO	Former Board Member - Shreveport Symphony Organization
SCF	Board Vice President -Shreveport Charter Foundation
AAUW	American Association for University Women
RFC	Board Member-Robinson Film Center
ORT	Selected for the Oxford Round Table- University of Oxford, England
CCOA	Board Member- Caddo Council on Aging
YWCA	Board Member-Young Women’s Christian Association

COMMUNITY LEADERSHIP

- *Board member for Centenary College of Louisiana*
- *Currently serve as founding board member and board vice president for Magnolia School of Excellence which is a charter school operating under the Shreveport Charter Foundation. Assisted in the management, creation, development, and building of two new 10 million dollar, 60,000 square foot facilities located on Clyde Fant Parkway adjacent to the Red River. The schools are open to all students in the Caddo Parish area and in its first year, 2013-14, had an enrollment of over 870 students from grades k-6. Presently, the board is charged with the financial management of the school and vision setting for the academic program.*
www.magnoliacharter.org
- *Selected as Top Professional of the Year by the Shreveport Chamber of Commerce 2015*
- *Selected at Top 40 Under 40*
- *Received the 2017 Athena Award for women in business*
- *Co-Founder of the Higher Education Leadership Foundation (H.E.L.F).*
- *Board member for Christus Shumpert Hospital in Shreveport, LA*

ACADEMIC AND LEADERSHIP TRAINING PRESENTATIONS

Presenter
ACPA (American College Personnel Association)
2008 National Convention Topic: “Persistence of Mexican American Females in Higher Education”.

Featured Presenter

Excellence in Leadership Academy 2008 Statewide Student Leadership Conference.

Topic: "The Art of Communication".

Leadership Training Facilitator 2008: Livingstone College, Salisbury, NC.

PENDING RESEARCH

Smart Source Guide for Improved Technology in the Mississippi Delta, Book Chapter

Education:

Bachelor of Arts: Louisiana State University, 1970

Licenses:

**Certified Public Accountant
Series 7 Securities License
Series 6 Insurance License**

Certifications:

**Certified Public Accountant
Certified Evaluation Expert
Expert Witness**

Professional Experience:

**KPMG (Formerly Peat Marwick Mitchell) 1970-1972
Roberts Cherry & Co. 1972- 2013
Carr Riggs and Ingram 2013- 2023**

Civic:

**Chairman of the Board Strand Theatre
Chairman of the Board Volunteers of America
Chairman of the Board American Heart Association
Chairman of the Board Red River Radio
Board Member Robinson Film Center
Trustee of First Presbyterian Church
Member of Session First Presbyterian Church**

Leadership and Business Ventures:

**President of Roberts Cherry and Company
Chairman of the Board CPAmerica
Owner and Manager of Film Production Capital, LLC
Owner and Manager of United Film Capital, LLC
Owner and Member of 12 other film production companies
Owner and Manager of RCG Wealth Advisors
Owner and Manager of RCG Network Solutions
Owner and Manager of RCG Mortgage**

Appendix 10

Governing Board Bylaws

BY-LAWS
OF THE
SHREVEPORT CHARTER FOUNDATION, INC.

ARTICLE I: Designation and Articles of Incorporation

The Name, Purposes, Limitations and Duration of the Shreveport Charter Foundation, Inc., sometimes hereinafter referred to as "Foundation," are stated in its Articles of Incorporation.

ARTICLE II: Offices

2.1 Principal Office. The principal office of the Foundation shall be located in Caddo Parish, Louisiana.

2.2 Other Offices. The Foundation may have such additional offices within the State of Louisiana as the Board of Trustees may establish.

ARTICLE III: Structure

3.1 Members. The Foundation shall not be a membership organization, and shall have no members.

3.2 Stock. The Foundation shall be organized on a non-stock basis.

ARTICLE IV: Board of Trustees

4.1 General Powers. The Board of the Foundation shall be referred to as the Board of Trustees. Subject to the limitations contained within the provisions of the Louisiana Non-profit Corporation law (La. R.S. 12:201, *et seq.*), the Articles of Incorporation, these By-Laws, and all policies established by the Foundation's Board of Trustees, the Board of Trustees shall set the policies of the Foundation, shall supervise, manage, and control the affairs and activities of one or more charter schools, and may adopt positions on issues of substance related to the purposes of the charter school(s). All powers of this Foundation shall be exercised by, or under the authority of, the Board of

Trustees. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Trustees shall have the following powers, to wit:

(1) To select and remove the officers and Trustees of this Foundation, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these By-Laws, and to employ, discharge, and fix the compensation of the Foundation's personnel.

(2) To conduct, manage, control and establish policies concerning the affairs and business of the Foundation; to determine on an annual or other basis the substantive areas in which the Foundation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Foundation; and to oversee generally the implementation of the Foundation's program.

(3) To borrow money and incur indebtedness for the purpose of the Foundation, and to cause to be executed and delivered therefore, in the name of the Foundation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities.

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Foundation.

4.2 Number of Trustees. The authorized number of Trustees, to be set by the Board of Trustees, shall be no less than three (3) and shall not exceed nine (9). At least one member of the Board of Trustees shall possess significant experience in financial affairs in order to assist the Board in better managing the fiscal affairs of the Foundation.

4.3 Appointment and Initial Term of Office. The initial Board of Trustees shall be named in the Organizational Minutes. The Board of Trustees shall be made up

of the following Classes of Trustees, subject to the provisions of this Article 4 regarding qualification, resignation, and the filling of a vacancy:

Class A -- Consisting of one seat if three trustees are selected, two seats if between four and six trustees are selected, and three seats if seven or more trustees are selected;

Class B -- Consisting of one seat if three trustees are selected, two seats if between five and seven trustees are selected, or three seats if eight or more trustees are selected;

Class C -- Consisting of one seat if three trustees are selected, two seats if between six and eight trustees are selected, or three seats if nine trustees are selected.

4.3.1 Subsequent Terms.

The Initial Terms of all Trustees expire on February 23, 2013. After the Initial Terms expire, the Subsequent Terms of Class A Trustees shall be a one-year term from February 24, 2013 until February 23, 2014, which seats include Seats 1, 4 and 7. The subsequent terms of Class B Trustees shall be a two-year term from February 24, 2013 until February 23, 2015, which seats include Seats 2, 5 and 8. The subsequent terms of Class C Trustees shall be a three-year term from February 24, 2013 until February 23, 2016 which seats include Seats 3, 6 and 9. All terms of all Trustees thereafter shall expire on February 23 in the third year from the election to the Board, subject to the Article IV, Section 4.4 governing a Board vacancy. The Board of Trustees shall elect the Trustees to serve subsequent terms.

4.3.2. General Provisions applying to all Terms.

The term of each Trustee shall expire upon the election and qualification of their successors. Should a Trustee fill a vacancy with less than twelve (12) months left in the unexpired portion of the term of the vacant Trustee Seat, the filling of the vacancy shall not be considered a full term.

4.3.3. Qualifications of Trustees.

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

4.4 Election.

4.4.1. Trustees shall be elected by the Board at any meeting when there is an expiring term from a slate of nominees recommended by the Nominating Committee.

4.5 Board Vacancies.

4.5.1. A Board vacancy or vacancies shall be deemed to exist if any Trustee dies, resigns, or is removed, or if the authorized number of Trustees is increased.

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

4.5.3. Any or all of the Trustees may be removed with or without cause by a vote of at least two-thirds (2/3) of the Trustees then serving at any special meeting of the Board called for that purpose.

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

4.5.5. No reduction of the authorized number of Trustees shall have the effect of removing any Trustee prior to the expiration of the Trustee's term of office.

4.6 Resignation. Subsequent to the initial meeting of the Board, on February 24, 2012, any Trustee may resign at any time by notifying the Board President or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective.

4.7 Compensation. Trustees shall not receive any salaries or fees for their services as Trustees, and shall be further prohibited from serving the Foundation in any other capacity or providing goods and services and receiving compensation therefore. To the extent permitted by law, Trustees may be reimbursed for ordinary and necessary expenses they may incur in transacting business on behalf of the Foundation, but only after securing written approval from the President of the Board prior to incurring such expenses.

4.8 Indemnification of Trustees. To the fullest extent permitted by law, the Foundation shall indemnify Trustees and Officers, or former Trustees and Officers, against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by them in connection with the defense of any pending or threatened action, suit, or proceeding in which they are or may be made parties by reason of having been such Trustee or Officer, for acts or omissions committed within the scope of activity as a Trustee or Officer, provided that the Board of Trustees determines that the person or persons to be indemnified reasonably believed that he or she was acting in the best interests of the Foundation, and did not act willfully, with gross negligence, or with fraudulent or criminal intent.

ARTICLE V: Officers of the Board

5.1 Officers. The Officers of the Foundation shall include a President, Vice President, and Secretary/Treasurer, and other officers so created by a vote of at least two-thirds (2/3) of the Trustees then serving. The Foundation may also have, at the discretion of the Board of Trustees, such other Officers as may be appointed by the Board of Trustees.

5.2 Election. The Board of Trustees shall elect the Officers annually. Each officer shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. Officers may serve more than one term but may only serve two consecutive terms. In electing its officers, the Board may seek recommendations from the Nominating Committee. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Trustees, by majority vote of the Board of Trustees.

5.3 Resignation and Removal. Any Officer may resign his or her office at any time by notifying the President or Vice President/Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. An Officer may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Trustees then serving if in their judgment the best interests of the Foundation would be served thereby.

5.4 President. It shall be the duty of the President of the Board to preside at all meetings of the Board, to name the members of all standing and special committees of

the Board, and to fill all vacancies in the membership of such committees, in accordance with the provisions of these By-laws.

5.5 Vice President. It shall be the duty of the Vice President of the Board to preside at all meetings of the Board in the absence of the President of the Board and shall perform such other duties as may be prescribed by the Board.

5.6 Secretary/Treasurer. The Secretary/Treasurer shall serve as custodian of the Board's records. Copies of all minutes, papers, and documents of the Board may be certified to be true and correct copies thereof by the Secretary/Treasurer of the Board or legal counsel if serving as Secretary of the Meeting. The Secretary/Treasurer shall also insure or cause to be insured that a true and accurate accounting of the financial transactions of the Board is made and that such accounting is presented to and made available to the Board. The Secretary/Treasurer shall perform such other duties as may be prescribed by the Board.

ARTICLE VI: Board Committees

6.1 Committees. The Board of Trustees may create and organize itself into various other committees in order to better fulfill its responsibilities. Any such committee shall not be authorized to act on behalf of the Foundation, but shall serve solely in an advisory capacity in making such recommendations to the Board of Trustees that it concludes are desirable or expedient.

6.2 Nominating Committee. The Board may have as a standing committee, a Nominating Committee, consisting of no less than two (2) Trustees. Non-Trustees may serve on the Nominating Committee. The Nominating Committee shall be responsible for reviewing the applicants for appointment to the Board of Trustees and making

recommendations of appointment to the Board of Trustees for vote by the Board of Trustees.

6.3 Appointment and Term of Committees. The President of the Board shall appoint members of all committees. The term of committee appointees shall run concurrently with that of the President of the Board. Vacancies occurring among the members of any committees, however arising, shall be filled by appointment of the President of the Board for the remainder of the term.

ARTICLE VII: Meetings of the Board

7.1 Annual, Regular, Special Meetings and Committee Meetings. At such time as the Board of Trustees shall be compelled by charter law, or other applicable law, to comply with the requirements of La. R.S. 42:1 *et. seq* (Open Meetings Law), all annual, regular, special and committee meetings of the Board of Trustees shall be held in accordance with La. R.S. 42:1, *et. seq.*

7.2 Regular Meetings. Beginning with the 2012-2013 School Year, the Board shall attempt to meet monthly, but in no case less than ten (10) times per year at a meeting location to be determined by the President of the Board.

7.3 Special Meetings. A special meeting of the Board may be called by the President of the Board and shall be called by the President of the Board upon receipt of a written request signed by two (2) or more Trustees of the Board specifying the purpose of the desired meeting. Notification shall be sent by mail or wire to each member of the Board at least five (5) calendar days before the time of the meeting.

7.4 Quorum. A majority of the authorized Trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees. Not less

than one-half (1/2) of the Trustees presently serving on any committee shall be necessary to constitute a quorum for the transaction of business at any such committee meeting, but in no event shall a quorum consist of fewer than three (3) Trustees. Any or all Trustees may participate in any meeting of the Board of Trustees or any committee of the Board.

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

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

- (1) Roll call
- (2) Approval of minutes
- (3) Old business
- (4) Reports and recommendations of committees
- (5) Reports and recommendations of Management
- (6) New business and Action Items
- (7) Remarks from Trustees
- (8) Adjournment

7.7 Open Meetings. At such time as the Board of Trustees shall be compelled by charter law, or other applicable law, to comply with the requirements of La. R.S. 42:1 *et. seq* (Open Meetings Law), all regular meetings of the Board shall be open except when otherwise ordered by the Board for the consideration of executive matters as prescribed by law in La. R.S. 42:6.1, *et seq.* No final or binding action shall be taken in a closed or executive session. The President of the Board shall prepare and forward to each member of the Board a tentative agenda for the meeting. At his or her discretion, the President of the Board may place a particular item or subject on the agenda upon the request of any member of the Board. Additionally, if 72 hours prior to a scheduled meeting, a majority of the Board concurs that a particular item or subject should be

placed on the Board's agenda as determined by a poll conducted by the President, the item or subject shall be placed on the agenda. All matters requiring action of the Board, however, may be acted on even though not carried on the agenda, if agreed upon by 2/3 of the Board members present.

7.8 Public Comment. Citizens or other individuals or delegations who desire to speak on an agenda item before that item is discussed and voted on by the Board may do so by submitting a fully completed and signed "Speaker's Card" and submitting it to the President of the Board or Secretary of the Meeting prior to the start of the Board meeting and up until the Roll Call. After Roll Call has begun, any further requests to address the Board may be denied at the Board's discretion. In the case of a delegation wishing to address the Board, each delegation shall select one of its members to be its speaker and identify the speaker on the submitted Speaker's Card. Comments by any speaker shall be strictly limited to the agenda item before the Board. Scheduled and unscheduled comment periods shall be limited to a total of one half-hour (30 minutes) with individual speakers limited to three (3) minutes at the discretion of the Board. Speakers shall refrain from making accusatory or defamatory comments about individuals by name. Speakers who violate this policy may be denied the opportunity to continue to address the Board during that meeting. Each speaker may address the Board only once per meeting.

7.9 Minutes. The minutes of the meetings of the Board shall record official action taken upon motions or resolutions that are voted upon by the Board, and may contain a summary or report and pertinent discussion. In all cases when the action is not by a unanimous vote, the "ayes", "nays", and abstentions of the individual members shall

be recorded upon the request of any member of the Board. The minutes of the Board become official only when completed by the Secretary of the Meeting and approved by the Board.

ARTICLE VIII: Miscellaneous

8.1 Tax Returns and Financial Statements. The Foundation shall file timely its annual federal income tax as required by the tax regulations and instructions.

8.2 Execution of Documents. The Board of Trustees may authorize any Officer or Officers, agent or agents, Trustee or Trustees, to enter into any contract or execute any instrument in the name of, and on behalf of, the Foundation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Trustees, no Officer, agent, Trustee, or other person shall have any power or authority to bind the Foundation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

8.3 Compliance Public Records Law. The Foundation shall comply with all aspects of the Louisiana Public Records Law, La. R.S. 44:1, *et seq.*

8.4 Inspection of By-Laws. The Foundation shall keep in its principal office (once established) and official website the original or a copy of these By-Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Trustees at all reasonable times during office hours.

8.5 Fiscal Year. The Fiscal Year of the Foundation shall begin on July 1 and end on June 30, unless otherwise determined by the Board.

8.6 Accountant and Legal Counsel. The Foundation shall have the right to have an accountant and legal counsel.

8.7 Policies and Procedures. Any action by the Board establishing policy or methods of procedure—administrative, business, academic or otherwise—not contained in these By-laws shall be known as “Policies and Procedures of the Board.”

8.8 Policies and Procedures of the Board may be adopted by the Board, or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with law.

8.9 Conflicts of Interest Policy. In compliance with the Louisiana Code of Governmental Ethics, La. R.S. 42:1101, *et seq.*, the Board shall operate in compliance with its adopted “Ethics and Conflict of Interest Policy.”

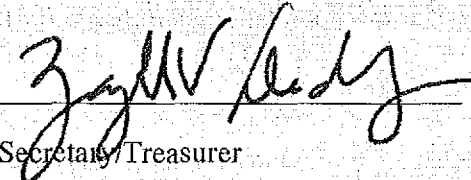
Article IX: Articles of Incorporation and By Laws

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

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

ADOPTED this 24th day of February, 2012. I certify that the foregoing By-Laws of Shreveport Charter Foundation, Inc. were approved and adopted by and on behalf of the Foundation by its Board of Trustees on February 24, 2012, and are currently in effect.

Date: 2/24/12


Secretary/Treasurer

AMENDMENTS TO THE BYLAWS

OF

THE SHREVEPORT CHARTER FOUNDATION, INC.

STATE OF LOUISIANA

PARISH OF CADDO

BEFORE ME, the undersigned notary public, and in the presence of the two undersigned competent witnesses, personally came and appeared: Ann Stokes and Erica Bryant, herein appearing and acting for and on behalf of The Shreveport Charter Foundation, Inc, a nonprofit corporation organized under the laws of the State of Louisiana, by act before Dannye W. Malone, a notary public for the Parish of Caddo, State of Louisiana, who declared that, pursuant to a vote of a two-thirds (2/3) majority of the Board of Trustees of The Shreveport Charter Foundation, Inc. at its Board Meeting on the 5th day of August, 2015, at the Magnolia School of Excellence, 2290 Clyde Fant Parkway Service Road, Shreveport, Louisiana 71101, they now appear for the purpose of executing these Amendments to the Bylaws of The Shreveport Charter Foundation, Inc.

And, the appearers did further declare that it was resolved that Article IV, Sections 4.3 and 4.3.1 of the Bylaws be amended to read in their entirety, as follows:

ARTICLE IV: Board of Trustees

4.3 Appointment and Initial Term of Office. The initial Board of Trustees shall be named in the Organizational Minutes. The term of office of the Board of Trustees shall

be one year, subject to the provisions of this Article IV regarding qualifications, resignation, and the filling of a vacancy.

4.3.1 Terms. Trustees shall be elected by the Board at every annual meeting from a slate of nominees recommended by the Nominating Committee and/or member of the Board of Trustees. Despite the expiration of a Trustee's term, the Trustee shall continue to serve until a successor is elected and qualified.

And, the appearers did further declare that it was resolved that Article V, Section 5.2, of the Bylaws be amended to read in its entirety, as follows:

ARTICLE V: Officers of the Board

5.2 Election. The Board of Trustees shall elect the Officers annually. Each Officer shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. All officers may serve consecutive terms. In electing officers, the Board may seek recommendations from the Nominating Committee. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Trustees, by majority vote of the Board of Trustees.

The original Bylaws and any subsequent amendments thereto not specifically amended hereinabove shall remain in full force and effect.

And, the appearers, having requested me, notary, to duly make note of the aforesaid amendments in the form of this authentic act in order that the amendments may be promulgated and recorded, and become part of the Bylaws of the Shreveport

Charter Foundation, Inc, I notary, do hereby so note said amendments and cause the same to be executed in authentic form as hereinabove set forth.

THUS DONE AND SIGNED in duplicate original in my office in the State of Louisiana and Parish of Caddo on the 5th day of August, 2015, in the presence of the undersigned competent witnesses and me, notary, after a reading of the whole.

WITNESSES:

M. K. Williams
Melva K. Williams

Rachael Rhame
Rachael Rhame

Ann Stokes
Ann Stokes
President

Erica Bryant
Erica Bryant
Secretary/Treasurer

Hannye W. Malone
Notary Public

Appendix Items 11-16

N/A

Appendix 17

Audit Letter



October 1, 2023

Charter Schools USA, Inc. (“the Company”) is a private for-profit Company incorporated in the State of Delaware. It has been in operation since 1998 and is an operator of public charter schools serving students from kindergarten through twelfth grade. For its fiscal year ended June 30, 2022, the Company operated eighty-six (86) schools located in five (5) states with a total network enrollment of approximately 77,000 students.

As the independent auditors for Charter Schools USA, Inc., we believe that the Company has demonstrated continued financial strength. In fiscal year 2022, the audited revenues reported in conformity with generally accepted accounting principles exceeded \$ 474 million. The Company reported corporate net income of approximately \$ 9.2 million.

The Company has a strong balance sheet with sufficient liquidity to run its operations, which consisted of approximately \$ 36 million of cash and investments as of June 30, 2022. In addition, the Company has only \$ 3 million outstanding long-term debt.

Very truly yours,

KEEFE McCULLOUGH

CPAs + Trusted Advisors

Appendix 18

Draft Management Agreement

DRAFT (sample from MAGN)

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the 5th day of February, 2013, by and between Charter Schools USA at Shreveport, LLC, a Florida limited liability company (hereinafter referred to as "CSUSA"), and Shreveport Charter Foundation, Inc. a Louisiana non-profit corporation (hereinafter referred to as the "Foundation").

RECITALS

WHEREAS, the Foundation will submit a charter application for the operation of a charter school called Magnolia School of Excellence (the "Charter School") to the Caddo Parish School Board and/or the Louisiana State Board of Elementary and Secondary Education (hereinafter referred to as the "Sponsor") to operate a public charter school (hereinafter referred to as the "Charter Application"); and

WHEREAS, the Foundation has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, CSUSA is in the business of developing, managing, staffing, and operating public charter schools for non-profit corporations; and

WHEREAS, the Foundation wishes to hire CSUSA, and CSUSA wishes to be hired by the Foundation to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Foundation represents that it is authorized by law to contract with CSUSA and for CSUSA to provide educational management services to the Charter School. The Foundation further represents that it expects the Charter Application will be approved by the Sponsor to organize and operate a public charter school and that once the Charter Application has been approved, the Foundation will enter into a charter contract with the Sponsor (hereinafter referred to as the "Charter Contract"). Upon the execution of the Charter Contract, the Foundation will be authorized by the Charter Application, the Charter Contract and the Sponsor to supervise and control the Charter School, and will be vested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Foundation hereby contracts with CSUSA, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of

pupils to be enrolled, educational goals, and method to be used to monitor compliance with the performance of targeted educational outcomes, all as adopted by the Foundation and included in the Charter Contract between the Foundation and the Sponsor. CSUSA's obligations to the Foundation shall be only as expressly set forth in this Agreement. Any duties required to be performed by CSUSA for the operation of the Charter School which are not expressly set forth herein, shall remain the Foundation's responsibility.

C. Access to Educational Records. Except as otherwise expressly provided in Article I, Section D, of this Agreement and subject to the consent and approval of the Foundation, the employees of CSUSA, having a legitimate educational interest are hereby authorized by the Foundation to have access to the educational records of the Charter School in accordance with the applicable provisions of 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Foundation hereby authorizes CSUSA to communicate with all state and governmental agencies, subject to the prior consent and approval of the Foundation.

D. Status of the Parties. CSUSA is a Florida limited liability company, and is not a division or a part of the Foundation. The Foundation is a Louisiana non-profit corporation with a 501(c)(3) Internal Revenue Service designation (pending), and the Foundation is not a division or part of CSUSA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer/employee, partnership, joint venture or agency relationship. Any agent, employee, partner, joint venturer, consultant, or contractor of CSUSA shall not be deemed an agent, representative or employee of the Foundation. CSUSA shall be solely responsible for the acts or omissions of its agents, employees, partners, subsidiaries, joint venturers, consultants and contractors. The relationship between CSUSA and the Foundation is based solely upon the terms and conditions of this Agreement.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as determined by the Foundation and CSUSA. After the initial term, this Agreement may be renewed for an additional term (i) provided CSUSA performs in accordance with the provisions of this Agreement, and (ii) the Foundation approves the renewal of the Agreement by a majority vote of the Board of Trustees. The term of the renewed Agreement shall be consistent with the term of the renewed Charter Contract, unless this Agreement is otherwise terminated or cancelled earlier in accordance with the provisions of this Agreement. Nothing contained in this Agreement shall be construed to restrict or prevent the Foundation from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF CSUSA

A. Responsibility. CSUSA shall be responsible and accountable to the Foundation for the operation and performance of the Charter School in accordance with the Charter Contract. CSUSA's responsibility is expressly limited by: (i) the Charter School's Annual Budget, subject to the approval of the Foundation, as provided in this Agreement; and (ii) the availability of local, state, and federal funding to pay for the management, operation and maintenance of the Charter School. Neither CSUSA nor the Foundation shall be required to expend Charter School funds on services in excess of the amount appropriated in the Charter School's Annual Budget. Nothing contained in this Agreement shall be construed to abrogate the ultimate authority of the Foundation.

B. Educational Program. CSUSA agrees to implement the Educational Program as defined in the approved Charter Application. In the event CSUSA determines that it is necessary to modify the Educational Program, CSUSA shall inform the Foundation of the proposed changes and obtain the Foundation's approval, and if required under the Charter Contract, the approval of the Sponsor. The parties hereto acknowledge that essential principles of the Educational Program include the flexibility, adaptability and capacity to modify its structure in the interest of continuous improvement and efficiency, and that the Foundation and CSUSA are interested in results and not in inflexible prescriptions. Not less than semi-annually, and otherwise as requested, CSUSA will provide the Foundation with updated reports on the progress of implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. CSUSA shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. The performance of the day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Foundation, the Charter Contract, subject to the direction and approval of the Foundation;
2. The implementation and administration of the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Foundation. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Foundation upon its request;
3. The management, selection, and application of technology services required to facilitate the operation of the school;
4. The management of personnel functions, including professional development for the Charter School personnel and the personnel functions described in Article VI of this Agreement, including drafting operations

manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by CSUSA and as approved or requested by the Foundation;

5. The management of the business administration of the Charter School;
6. The management of the accounting operation, including general ledger management and financial reporting, including identifying and applying for grants, spending and administering any grant funding obtained in compliance with the specific terms and conditions of the grants and participating in any audits related thereto; preparing the proposed annual budget for presentation to the Foundation for modification, amendment or approval; provided that any modifications or amendments shall be approved by a majority vote of the Board of Trustees of the Foundation, and be consistent with the staffing and educational models set forth in the Charter Contract; and;
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by CSUSA on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Foundation. CSUSA shall own all proprietary rights to, and the Foundation's proprietary interest shall not include, the curriculum or educational materials that are developed or copyrighted or similarly protected by CSUSA, including without limitation, the curriculum or educational materials that are developed by CSUSA with funds from the Charter School. CSUSA's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by CSUSA with CSUSA's own funds.

E. Subcontracts. CSUSA reserves the right to subcontract any and all services specified in this Agreement, as permitted by law and at its sole discretion. However, CSUSA shall not subcontract the management, oversight, or operation of the teaching and instructional programs, or any other services described in this Agreement, except as specifically approved by the Foundation. The Foundation may direct CSUSA to investigate and provide, if possible, alternatives for consideration by the Foundation and CSUSA of certain subcontracted services. Such possible alternative subcontracts may include, where economically and commercially feasible, local and minority contractors from the Shreveport, Louisiana area.

F. Place of Performance. CSUSA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. CSUSA shall develop and manage ongoing recruitment of students subject to general recruitment and admission policies of the Charter School. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with applicable laws. CSUSA shall present a plan to the Foundation to solicit and recruit enrollment of students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in the official journal of the Foundation or in a newspaper of general circulation; mailings to parents/guardians of prospective students; word-of-mouth and presentations to interested groups; and the distribution of information through advertisements.

H. Due Process Hearings. CSUSA shall, at the Foundation's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Foundation's obligations; and if necessary, retain counsel on behalf of the Charter School. The Foundation shall retain the right to provide due process hearings to students, as required by law.

I. Legal Requirements. CSUSA shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. CSUSA shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School, subject to the consent and approval of the Foundation.

K. School Year and School Day. The school year and the school day shall be established annually by the Foundation as required by law.

L. Pupil Performance Standards and Evaluation. CSUSA shall be responsible and accountable to the Foundation for the performance of students who attend the Charter School. CSUSA will utilize assessment strategies required by the terms of the Charter Contract. The Foundation and CSUSA will cooperate in good faith to identify measures and goals for Charter School students and school performance, including but not limited to, academic achievement and parent satisfaction.

M. Services to Disabled Students and Special Education. CSUSA shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. CSUSA may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to the approval of the Foundation. Such services shall be provided in a manner which complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Foundation acknowledges the individualized nature of services which may be required for the education of disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Foundation and CSUSA may agree to adjust the Annual Budget, as mutually deemed necessary, with respect to

the provision of educational services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the Sponsor. CSUSA specifically agrees that it will not act in any manner which will cause the Foundation to be in breach of its Charter Contract with the Sponsor.

O. Unusual Events. CSUSA agrees to timely notify the Foundation and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Foundation in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are the property of the Foundation, and such records are subject to the applicable provisions of the Freedom of Information Act(s) and the Louisiana Public Records law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the Sponsor and the public shall have access to the Charter School's records.

R. CSUSA Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application;

S. Educational and Other Services. Upon the approval of the Foundation, CSUSA shall provide certain educational and other services. Such services may include, but are not limited to, certain technology services, proprietary curriculum and other instructional tools and development services which may be provided by CSUSA, its affiliates or third party entities.

**ARTICLE IV
OBLIGATIONS OF THE FOUNDATION**

A. Good Faith Obligation. The Foundation shall be responsible for its fiscal and academic policy. The Foundation shall, in good faith, consider the recommendations of CSUSA, including but not limited to, CSUSA's recommendations concerning policies, rules, regulations and budgets. If the Foundation elects to decline the recommendations of CSUSA relative to

policies, rules, regulations and budgets, which may affect the school design established in the Charter Application, the Foundation and CSUSA shall have the option to terminate this Agreement.

B. Assistance to CSUSA. The Foundation shall cooperate with CSUSA in furnishing all information and submitting all forms and reports required in association with this Agreement, including notice of all Foundation meetings. The Foundation shall furnish CSUSA all documents and records necessary for CSUSA to properly perform its responsibilities under this Agreement.

C. Unusual Events. The Foundation agrees to timely notify CSUSA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CSUSA in complying with its responsibilities hereunder.

D. Retained Authority. The Foundation shall retain the authority to promulgate regulations necessary for the proper establishment, maintenance, management, and operation of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Foundation shall manage, operate and administer or shall otherwise provide authority to CSUSA to manage, operate and administer the food service for the Charter School, including but not limited to, providing authority to CSUSA to satisfy all requirements of the federal statutes regarding the National School Lunch Program in accordance with 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all funds received by the Foundation shall be deposited in the Charter School's depository account with a financial institution acceptable to the Foundation and CSUSA. The signatories on the account shall only be Trustees of the Foundation and/or employees of CSUSA designated by the Foundation. Interest income earned on Charter School depository accounts shall accrue to the benefit of the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall mean all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by federal, state and local governments to the Charter School which is directly allocable to special education students in the Charter School.
3. Gifted and Talented funding provided by federal, state and local governments which is directly allocable to Gifted and Talented students in the Charter School.

4. At-Risk Funding provided by federal, state and local governments to the Charter School which is directly allocable to At-Risk students in the Charter School.
5. Funding provided by federal, state and local governments to the Charter School which is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, state and local grant sources, including Title I and Charter School start up funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Foundation (except to the extent CSUSA is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law.

The Foundation may advance funds to CSUSA for the fees or expenses associated with the operation of the Charter School, provided the appropriate documentation for the fees and expenses are submitted to the Foundation for approval. The Revenues shall be expended by CSUSA in accordance with the approved budget or as otherwise authorized by the Foundation. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor, as applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, CSUSA may, at CSUSA's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances shall only be made in accordance with the approved Annual Budget. The Foundation shall reimburse CSUSA all Operating Advances, together with interest earned thereon at the rate of three (3%) percent from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expenses, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, CSUSA may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget.

CSUSA shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the Sponsor, the provisions of the Charter Contract and the approved Annual Budget by the Foundation.

CSUSA shall prepare and submit to the Foundation for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget shall state an estimate for the impending Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses mean the amount of money reflected in the Annual Budget which CSUSA must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. CSUSA shall obtain approval from the Foundation to withdraw funds from the Reserve Expense Account.

CSUSA shall submit to the Foundation for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before May 31st of the current Fiscal Year. It is the intent of this provision that CSUSA prepare and submit to the Foundation a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School. CSUSA will provide a verbal and written presentation of the budget at the Foundation's June meeting.

The Foundation must notify CSUSA in writing of its decision to approve or disapprove the Annual Budget within thirty days of submission by CSUSA. Upon the failure of the Foundation to adopt the Annual Budget prior to the end of any fiscal year, the amount appropriated for the prior fiscal year shall be considered to have been reappropriated for the new fiscal year and shall be in effect until such time as a new Annual Budget is adopted.

CSUSA shall submit to the Foundation an amendment to the Annual Budget(s) in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be effective upon the majority vote of the Board of Trustees of the Foundation. CSUSA shall report to the Foundation any proposed amendments to the Annual Budget within fifteen days of becoming aware of any events which may require an amendment to the Annual Budget.

CSUSA shall operate and manage the Charter School in accordance with the Annual Budget. If at any time during the fiscal year it appears expenses will exceed revenues, CSUSA shall report to the Foundation without delay, indicating the estimated amount of the deficit, any remedial action taken and recommendations as to any other steps to be taken. The Foundation shall then take such further action as it deems necessary to prevent a deficit.

C. Fee. Notwithstanding any provision of this Agreement to the contrary, CSUSA shall be entitled to compensation for the services performed under this Agreement, an amount not to exceed fifteen (15%) percent of "Revenues" as set forth in the approved Annual Budget or any amendments thereto. For purposes of this section, the term "Revenues" shall not include any funds, donations or grants which are collected by the Foundation and allocable for specific educational objectives.

D. Availability of Funds. CSUSA shall only be required to perform its responsibilities under this Agreement to the extent there are sufficient Revenues to make payments in accordance with the terms of the Annual Budget.

E. Financial Reporting. CSUSA shall provide the Foundation with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Monthly financial statements by the 30th day of the following month, including a balance sheet, statement of revenues and expenditures.
4. Any other information requested by the Foundation to enable the Foundation to (i) monitor CSUSA's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Foundation is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. CSUSA shall maintain accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in the possession of CSUSA, and shall retain all of the records for a period of time as may be required by the Charter Contract, or Louisiana law. CSUSA and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Foundation shall be responsible for reviewing and approving the Annual Budget of the Charter School in accordance with the terms and conditions of this Agreement.

I. Annual Audit. The Foundation shall select and retain an independent auditor, to conduct an annual audit of the Foundation in accordance with the Foundation's authorizing documents. Subject to applicable law, all finance and other records of CSUSA related to the Charter School will be made available to the Foundation's independent auditor.

J. Start-up Operating Losses. Subject to the approval of the Foundation, CSUSA may, in its sole discretion, provide funds for operating losses of the Charter School during the start-up period. CSUSA advances shall be budgeted in amounts acceptable to CSUSA. CSUSA shall be reimbursed from the Revenues when funds become available.

K. Marketing. Marketing and development costs paid by or charged to the Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School, subject to the approval of the Foundation.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. CSUSA shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of CSUSA, unless

otherwise agreed by CSUSA and the Foundation. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. CSUSA shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of CSUSA to the Foundation is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, CSUSA shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. CSUSA shall consult with the Foundation with respect to the hiring of the School Administrator.

C. Teachers. CSUSA shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. CSUSA shall provide the Charter School with such teachers, qualified in the grade levels and subjects, as required by the Charter Contract. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by CSUSA. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. CSUSA shall determine the number and the functions of support staff required for the operation of the Charter School. CSUSA shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of CSUSA, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by CSUSA. The support staff personnel shall undergo a criminal background check as if such support staff personnel were employed by the Charter School.

E. Training. CSUSA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable laws. Non-instructional personnel shall receive such training as CSUSA determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by CSUSA, and any discretion exercised by CSUSA, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the Foundation and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If CSUSA shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain uncured for more than sixty (60) days.
4. If CSUSA is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for CSUSA to carry on its business and perform its obligations and functions under this Agreement.
5. If CSUSA materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Foundation which is not in violation of this Agreement or the law, or (iii) insufficient progress has been made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before the expiration of this Agreement, (iv) if the health, safety, or welfare of the students are threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter School operations as a direct result of an act or failure to act by CSUSA, and (vii) the revocation by the Sponsor of the Charter Contract as a result of an act, error or omission of CSUSA. In the event of a material breach, CSUSA shall have sixty (60) days after receipt of written notice to remedy said breach, except as otherwise provided in Section VII(B).

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under Louisiana law, including without limitation, terminating this Agreement upon seven (7) days prior written

notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, CSUSA and the Foundation may mutually agree, for a fee reasonably acceptable to CSUSA and the Foundation, to provide the Foundation reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although CSUSA shall not be required to provide any assistance to another management company or service provider). However, CSUSA will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this Agreement;
- Transferring and/or assigning to the Foundation all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at CSUSA's option, assignment of contracts for personnel.

In the event there is a revocation by the Sponsor of the Charter Contract, then CSUSA or the Foundation shall have the option to terminate this Agreement without any future liability or obligation to the other party, except to fully cooperate in the wind out of school operations.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Foundation. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Foundation Warranties and Representations. The Foundation represents that it has the authority to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Foundation warrants that its actions have been duly and validly authorized by the Board of Trustees, and it has the authority to adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. CSUSA Warranties and Representations. CSUSA warrants and represents that it is a limited liability company authorized to conduct business in the State of Louisiana. CSUSA represents that it has the authority to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. CSUSA will comply with all registration and licensing requirements relating to conducting business under this Agreement.

C. Mutual Warranties. The Foundation and CSUSA mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Foundation and CSUSA.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance

with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Louisiana, subject to venue in the First Judicial District Court, Caddo Parish, Louisiana, without regard to conflicts of law principles or the Federal District Court for the Western District of Louisiana, Shreveport Division. CSUSA and the Foundation hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either CSUSA or the Foundation against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Foundation shall be sent to the current address of the then current Foundation President or Chairman, with a copy to the then current Foundation attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Foundation President or Chairman and Foundation attorney, are as follows:

The Foundation:

Ms. Ann Stokes, SCF President
Shreveport Charter Foundation, Inc.
202 N. Thomas Drive, Suite 2
Shreveport, LA 71107
Telephone: 318-422-9468

with a copy to:

Dannye W. Malone
The Malone Law Firm, LLC
856 Texas Avenue
Post Office Box 1793
Shreveport, LA 71166
Telephone: 318-550-0346
Facsimile: 318-550-0349

CSUSA:

Jon Hague
Chairman, Chief Executive Officer
Charter Schools USA
6245 North Federal Highway, 5th Floor
Ft. Lauderdale, FL 33308
Telephone: 954-202-3500
Facsimile: 954-202-2047

with a copy to:

Tripp Scott, P.A.
Attn: Edward J. Pozzuoli
110 S.E. Sixth Street
15th Floor
Fort Lauderdale, FL 33301
Telephone: 954-525-7500
Facsimile: 954-761-8475

F. Assignment. This Agreement shall not be assigned in whole or in part by either party without the written consent of the other party.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Foundation and signed by the President or the Chairman of the Foundation and the CEO of CSUSA.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision; nor shall such waiver constitute a continuing waiver unless otherwise expressly stated in writing.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the non-prevailing party its reasonable costs and attorneys' fees (including those incurred at the appellate level).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to CSUSA any powers or authority of the Foundation, which are not expressly approved by the Foundation or as otherwise required under applicable law.

K. Compliance with Law and Charter Contract. This Agreement shall be subject to the terms and conditions of the Charter Contract. In the event of a conflict between this Agreement and the Charter Contract, the Charter Contract shall prevail. The parties to this Agreement agree to comply with all applicable laws and regulations and the Charter Contract.

IN WITNESS WHEREOF the parties hereto have made and executed this Management Agreement as of the date and year first written above.

WITNESSES:

Valerius Cole
M. K. Zyl

SHREVEPORT CHARTER FOUNDATION, INC.

Ann Stokes
By: Ann Stokes, President

WITNESSES:

Philip A. Rogman
Yeronica Lisicki

CHARTER SCHOOLS USA AT SHREVEPORT, LLC

Jon Hague
By: Jon Hague Hague

ADDENDUM TO MANAGEMENT AGREEMENT – EXHIBIT B-1

The student information privacy law, set forth in Acts 677 and 837 of the 2014 Regular Session of the Louisiana Legislature, and codified at La. R.S. 17:3913 and La. R.S. 17:3914 (the “student privacy law”), requires protection and confidentiality of personally identifiable student information of public school students and provides for penalties in the event of unauthorized use and/or disclosure of such information.

The student privacy law authorizes a city, parish, or other local public school board to contract with a private entity for student and other education services and further authorizes the transfer of personally identifiable information and related records to the contracted private entity for those purposes. The student privacy law also sets forth dates on which various provisions of the law are to be complied with.

Charter Schools USA at Shreveport, LLC, as a private entity subcontracted by the Foundation to provide for student and education services as provided in the Management Agreement, in the performance of any and all of its obligations under the Management Agreement, agrees to protect and maintain the confidentiality of all personally identifiable student information transferred to it in connection with the Management Agreement and to comply and ensure compliance by Charter Schools USA at Shreveport, LLC and the Foundation schools with all applicable provisions of the student privacy law by the dates indicated in the law, and any and all other laws governing, regulating, or pertaining to the storage, maintenance, use, and disclosure of personally identifiable student information, during the contract term and at all other relevant times.

Charter Schools USA at Shreveport, LLC agrees that any and all data exchanged with or transferred to it under the Management Agreement shall be used exclusively for the purposes enumerated in the Management Agreement. Charter Schools USA at Shreveport, LLC further agrees that it shall not, under any circumstances, allow access to, use, or release of personally identifiable student information to any person or entity except as provided in the Management Agreement, to the extent the Agreement does not conflict with the student privacy law, and as amended by this Addendum.

Charter Schools USA at Shreveport, LLC, to comply with and ensure future compliance with the student privacy law, shall develop, implement, and enforce the following, minimum requirements as set forth in the student privacy law:

[1] Authorization of access to computer systems on which student information is stored, including guidelines for authentication of authorized access. Charter Schools USA at Shreveport, LLC agrees to protect and maintain the security of all data, including personally identifiable student information, by implementing reasonable protective security measures as required by relevant authorities and applicable laws and regulations. Charter Schools USA at Shreveport, LLC further agrees to implement reasonable authentication access controls to restrict unauthorized and unauthenticated access to personally identifiable student information.

[2] Privacy compliance standards. Charter Schools USA at Shreveport, LLC agrees that any and all personally identifiable student information will be stored, processed, and maintained

solely on designated servers, and shall not be transferred to any other medium unless such medium is used as part of a designated backup or recovery process system or as otherwise permitted by the Management Agreement, this Addendum, or other applicable laws or regulations.

[3] Privacy and security audits performed under the direction of the local school superintendent. Charter Schools USA at Shreveport, LLC agrees to cooperate, facilitate, and participate in any and all audits conducted by all relevant regulatory authorities pursuant to applicable laws or regulations for privacy, security, and/or compliance purposes, including but not limited to the local school superintendent, and shall make available all pertinent records to auditors upon a reasonable request made during business hours for those purposes. Charter Schools USA at Shreveport, LLC agrees to maintain audit logs and records on a separate server, which shall be maintained for a reasonable time in accordance with applicable laws and regulations, and access to these logs shall require reasonable authentication access controls.

[4] Breach planning, notification, and remediation procedures. Charter Schools USA at Shreveport, LLC must establish and implement a clear data breach response plan for addressing potential breaches of personally identifiable student information, which is essential in minimizing the risk of unauthorized use or disclosure of personally identifiable student information and mitigating the negative consequences of any such breach. Charter Schools USA at Shreveport, LLC agrees to comply with all laws and regulations requiring notification of individuals in the event of a breach or any unauthorized use, access, and/or release of personally identifiable student information. In the event of a breach of personally identifiable student information, Charter Schools USA at Shreveport, LLC agrees to notify the Foundation immediately and to assume responsibility for informing all affected individuals as required by applicable laws and regulations, and further agrees to indemnify, hold harmless, and defend the Foundation and its employees and/or agents against any claims, damages, or other harm related to the breach of notification event.

[5] Information storage, retention, and disposition policies. Charter Schools USA at Shreveport, LLC agrees that, upon termination of the Management Agreement, it shall return all data, including any and all personally identifiable student information, to the Foundation within a reasonable time, not to exceed thirty (30) days from termination of the Agreement, in a useable electronic form, and shall remove from its servers and erase, destroy, or render unreadable all data in a manner that prevents physical reconstruction or restoration of that data.

Charter Schools USA at Shreveport, LLC and the Foundation acknowledge that any unauthorized disclosure or use of personally identifiable student information may irreparably damage the Foundation in such a way that adequate compensation could not be recovered in damages in an action at law. Accordingly, the actual or threatened unauthorized disclosure or use of any personally identifiable student information shall give the Foundation the right to seek injunctive relief restraining such unauthorized use or disclosure, in addition to all other available legal remedies available. Charter Schools USA at Shreveport, LLC confirms that any such unauthorized disclosure or risk of disclosure shall constitute irreparable harm to the Foundation and consents to a temporary restraining order, preliminary injunction or permanent injunction without bond in the event the Foundation must take action to enforce the provisions of this Addendum.

Charter Schools USA at Shreveport, LLC is permitted to disclose any information protected hereunder to its employees, agents, authorized subcontractors, or auditors, on a "need-to-know" basis only or for purposes not prohibited by the student information privacy law or other applicable laws and regulations, provided that all such individuals and/or entities have executed a written confidentiality agreement as appropriate under the circumstances.

Charter Schools USA at Shreveport, LLC, to further comply with the student privacy law, shall make available on its internet website along with the website for the Foundation and its individual charter school's information about the transfer of personally identifiable student information, no later than ten (10) business days following execution of this agreement providing for a transfer of personally identifiable student information, and in any event, no later than January 1, 2015. Such information shall remain available for the duration of the agreement and shall include, at a minimum, all of the following:

- [1] A profile of each authorized recipient of such information;
- [2] A copy of the signed agreement between the department and the authorized recipient;
- [3] A complete listing of all of the data elements authorized to be transferred;
- [4] A statement of the intended use of the information, including references to legal authority or legal requirements associated with the transfer of such information;
- [5] The name and contact information of the individual serving as the primary point of contact for inquiries about the agreement;
- [6] A process by which parents of students attending public schools may register a complaint related to the unauthorized transfer of personally identifiable student information.

IN WITNESS WHEREOF, this 30 day of December, the undersigned have executed this Addendum to the Management Agreement.

Charter Schools USA at Shreveport, LLC

By: Richard Page
Name: Richard Page
Title: E.V.P. Development
Date: 12/30/14

~~Shreveport~~ Charter Foundation, Inc.

By: *Ann Stokes*
Name: ANN STOKES
Title: PRESIDENT
Date: 12-30-2014