ASSURANCES FORM

Please review the statements below and indicate whether each is true, and will hold true if the application is approved.

If the answer to any item below is "No", please submit a statement of explanation as an attachment.

	Yes	No
1. The school and/or charter board is organized as a nonprofit corporation under Chapter 2 of Title 12 of the Louisiana Revised Statutes, Nonprofit Corporation Law;	✓	
2. The school and/or governing organization is currently registered as a nonprofit corporation and is listed as in good standing with the Louisiana Secretary of State;	✓	
3. The school is not affiliated with any religious organization and does not support nor engage in any religious activities;	✓	
4. The school and/or governing organization does not have any liens, litigation history, and/or sanctions from any local, state, and/or federal regulatory agency against the nonprofit corporation;	✓	
5. The school and/or governing organization does not have the same or substantially the same board of directors and/or officers as an existing private school;	✓	
6. The school does not draw a substantial portion of the employees from an existing private school;	✓	
7. The school does not receive a substantial portion of assets or property from an existing private school;	✓	
8. The school is not located at the same site as an existing private school;	✓	
9. The school will not create barriers of access to enrollment;	✓	
10. The school will provide free transportation to students as stipulated in the Charter Operating Agreement;	✓	
11. An agreement to provide a report at the end of each semester to parents of pupils enrolled in the school, the community, the local school board, and BESE indicating progress toward meeting the performance objectives as stated in the charter;	✓	
12. Assurance that the proposed charter school will regularly assess the academic progress of its students, including the participation of such students in the state testing programs and the sharing of such information with parents;	✓	
13. Assurance that students shall have a mastery of grade-appropriate skills before they can be recommended for promotion or promoted;	✓	
14. Provisions regarding the safety and security of the school;	✓	
15. Provisions regarding electronic communications by an employee of the charter school to a student enrolled at the charter school;	✓	
16. Provisions regarding the inspection and operation of all fire prevention and safety equipment at the school;	✓	
17. A plan for collecting data in accordance with R.S. 17:3911;	✓	
18. An agreement to provide a report at the end of each semester to parents of pupils enrolled in the school, the community, the local school board, and BESE indicating progress toward meeting the performance objectives as stated in the charter;	✓	
19. Assurance that the curriculum of the proposed charter school shall be focused on the intellectual domain with intellectual development defined as acquisition of discrete technical and academic skills;	✓	
20. Personnel policies and employment practices applicable to the school's officers and employees;	✓	
21. Provisions regarding liability issues; and	✓	
22. Employee grievance process and policies.	✓	

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award.

Name of Board Chair, Charter Governing Board:

Mujahed Ahmad

Signature of Board Chair:	**Date:**
X *M. Ahmad*	August 26, 2024

MID-YEAR 2023-2024 NEW TYPE 2 CHARTER SCHOOL APPLICATION

SUBMITTED TO:
THE LOUISIANA STATE BOARD OF
ELEMENTARY AND SECONDARY EDUCATION

The Ruwad School of Agricultural Sciences

Our School's Namesake

The story of how The Ruwad School of Agricultural Sciences got its name is a tale deeply rooted in our shared vision for the future of education—a vision that blends innovation with tradition, aiming to cultivate not just scholars, but pioneers.

When we first set out to design this school, we knew we wanted a name that would embody our mission and aspirations. We sought a word that would not only capture the essence of our educational philosophy but also resonate with the community and the world at large. After much deliberation, we arrived at "Ruwad," which translates to "pioneer." This choice was far from arbitrary; it was a reflection of our unwavering commitment to innovation and excellence in education.

"Ruwad" symbolizes more than just being first or leading the way. It connotes a spirit of innovation, a drive to push beyond the boundaries of traditional education. We are introducing a first of its kind evidence-based school model in Louisiana that is designed to rapidly raise multiple dimensions of student achievement: mastery of knowledge and skills, character development and high quality work. Our adoption of the EL Education whole school model is central to this, providing an expanded and enriched learning experience built on an innovative teaching environment. This environment is not just about academic success; it's about the social and emotional well-being of our students and teachers, ensuring they are supported and inspired every step of the way.

The Ruwad School of Agricultural Sciences represents a departure from the existing educational practices that, while widely implemented, are no longer sufficient for today's students and teachers. We envision our students as citizen scholars—individuals who possess a healthy balance of intellect and ethical character. These are students who, with a positive self-image, are motivated for lifelong learning and achievement. They are taught to collaborate respectfully with others and to communicate their interests with skill and confidence.

Our school's name serves as a constant reminder of our mission: to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them. It is a name that reflects our hope and determination to shape a generation of students who will lead with intellect, integrity, and innovation. Our focus on agricultural sciences is integral to this mission, as we believe that connecting students to the land and the science behind it fosters a deep understanding of sustainability, innovation, and responsibility. This focus on agricultural sciences not only provides a unique learning experience when integrated into our school's learning expditions but also aligns with our broader goal of preparing students to be pioneers in fields that are critical to the Louisiana andour world's future.

In choosing "The Ruwad School of Agricultural Sciences," we are not just naming a school; we are declaring our intent to cultivate pioneers—students who will carry forward the spirit of innovation and excellence into their future endeavors, forever guided by the principles we hold dear.

EXECUTIVE SUMMARY

1. MISSION AND VISION

Our school's **mission** is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

At Ruwad, we envision *a dynamic and engaging educational community* where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering *every* child to shape a better world.

Our commitment to *educational equity* is evident in our approach to instruction and appropriate assessment, which is designed to challenge, engage, and empower diverse learners reflective of the community we serve. We provide access to Louisiana standards-based, high-quality, and culturally affirming curriculum, recognizing the importance of diverse perspectives in shaping a well-rounded education. Through a school culture of high expectations that fosters positive character, belonging, agency, and purpose, we strive to create an atmosphere where every student feels valued and empowered to achieve multiple dimensions of success. We embrace the responsibility to cultivate global citizenship competencies to nurture students with a positive self-image, motivation for lifelong learning, and a profound respect for others and who are aware, empathetic, and actively engaged in addressing global challenges.

We strive to be a beacon of *educational excellence* where our academic program leads to student self-discovery and the emergence of empowered, compassionate, and forward-thinking leaders ready to create positive change in our local communities and the world.

2. STUDENT POPULATION AND EDUCATIONAL NEEDS

"*Louisiana students are just as capable as any students in America, and that those closest to children – parents and teachers – are best positioned to help students achieve those expectations*." – Louisiana Department of Education's tagline is an appropriate start to The Ruwad School of Agricultural Sciences (**Ruwad**) charter application.

With the maturing of Jefferson Parish, specifically the Westbank of Jefferson Parish, as a more diverse community that continues to grapple with persistently underperforming schools, a community of highly engaged residents of Jefferson Parish over the past four years has emerged advocating for a high-quality school option in their community that not only improves student achievement academically and competitively but also provides *educational equity* recognizing the importance of giving *all* students in these neighborhoods, and particularly for economically disadvantaged students and diverse learners who do not have the same expanded and enriched learning opportunities as their affluent peers, the resources and systems required to thrive and allow them to affect positive change in our society.

Ruwad proposes to open its doors in the 2025-26 academic year. It will serve approximately 415 students in kindergarten to grade seven in its first year of operation and a new grade will be added each subsequent year until it will grow to serve 750 students in grades K–12 at full build-out. In terms of student demographics, Ruwad projects to serve a student population in which at least 80 percent of students qualify as economically disadvantaged, 40 percent are English Learners, 17 percent are with exceptionalities, one percent homeless, and 79 percent are people of color. Such demographics is representative of the demographics of the target community and comply with the mandated minimum enrollment rates for a type 2 public charter school set by La. R.S. 17:3991; 28 La. Admin. Code, Bulletin 126, § 2713.

3. EDUCATION PLAN

Ruwad has been selected as the first school in Louisiana to partner with EL Education, one of the most innovative and successful instructional models in the United States, as part of a multi-year partnership that extends through our initial charter term. EL Education's core practices promote instruction that is dynamic and infused with discovery, inquiry, critical thinking, problem-solving, and collaboration. Unlike traditional approaches that focus solely on content, EL Education emphasizes transforming how teachers teach, requiring a fundamentally different instructional approach. To support this transformation, Ruwad will provide our teachers with an intensive professional development program throughout the first two years, complemented by in-class coaching from EL Education experts. We chose this model after a rigorous several-month benchmarking exercise, comparing it against a dozen other models. This decision was informed by data and insights gathered from our community needs assessment, which identified key factors contributing to students not reaching grade-level proficiency in our area.

A hallmark of EL Education is its use of expeditionary learning, which integrates powerful core practices into long-term, in-depth studies. These "learning expeditions" offer a hands-on, "learning by doing" approach that motivates students to achieve higher levels of academic performance. In this model, teachers speak less, while students engage in more discussion and critical thinking. Lessons are crafted to challenge, engage, and empower students by presenting them with complex issues, texts, and problems. This approach emphasizes key disciplinary concepts and provides students with opportunities to practice the tools and skills used by professionals in the real world, resulting in high-quality work. To ensure we avoid adopting non-evidence-based traditional elements of schooling, we took a first-principles approach, reimagining our school schedule and purposefully selecting seven key design elements that will be implemented with fidelity.

1. High-quality teaching is the foundation to deeper learning and higher student achievement.
2. Effective literacy instruction is key to unlocking student learning.
3. Intentionally structured school environment nurtures academic success.
4. Quality of a student's work and character underpins their success in college, career, and life.
5. Expanded and enriched learning opportunities create equitable experiences for all students.
6. Integration of Agricultural Sciences to promote future of Louisiana's key industry.
7. Family and community partnerships are critical to support positive student outcomes.

4. IMPACT

While some of the elements highlighted in our educational plan may be individually employed at certain schools in our area, it is the amalgamation of these, coupled with our school model featuring expeditionary learning together with expanded and enriched learning opportunities that, distinctly sets apart our school; and positions it well to rapidly improve student achievement and fulfilling our commitment to educational equity in the Westbank. This unique evidence-based educational plan driven by data gathered form our two-year long community needs assessment positions our school as an ideal fit within the charter school paradigm that aims to garner recognition not only in Louisiana but nationally. We believe that obtaining authorization for this application supports BESE's mandate prescribed by the charter school law, particularly La. R.S. 17:3972(A). This legislation underscores the overriding consideration BESE must take on prioritizing the best interests of *economically disadvantaged* students when evaluating this charter application.

5. PREVIOUS APPLICATIONS – NOT APPLICABLE

EDUCATIONAL PROGRAM

SCHOOL ESTABLISHMENT

6. THE COMMUNITY RUWAD IS SEEKING TO SERVE

Although early discussions began in 2017, it was during the COVID-19 pandemic that a community of lifelong residents on the Westbank of Jefferson Parish (**Westbank**) mobilized to advocate for a high-quality school to serve the area's economically disadvantaged students—the largest such population in the state. The goal was to create a school that would cater to an academically, culturally, and socio-economically diverse student body, ensuring educational equity for all, regardless of circumstance. Our outreach revealed strong parental demand for a public school that not only excels in academic achievement but also focuses on character development and educational equity, preparing students to succeed after high school and in life. These residents argue that an enriched whole child educational experience is essential—not optional—for enabling their children to compete with more affluent peers for college admissions, professional careers, and overall success. In response to this demand, a coalition of volunteers in 2022 committed to ensuring that the necessary resources and systems are in place to meet the needs of all students and empower them to create positive change in the Westbank community. This effort aims to establish a new public charter school on the Westbank, with a particular focus on serving economically disadvantaged students who face barriers to equitable and inclusive learning experiences compared to their peers on the Eastbank of Jefferson Parish (**Eastbank**).

The proposed location for the school is Terrytown, Louisiana, in Jefferson Parish. While the school will primarily target students and families living on the Westbank, consistent with Type 2 charter school law, enrollment will be open to all students residing in the state.

The Jefferson Parish Public School System (**JPPSS**) is the largest school system in Louisiana. It encompasses a diverse mix of urban, suburban, and rural schools that serve 47,903 students across 75 schools as of February 2024. Since the 2017-18 school year, when Louisiana's accountability system raised expectations, JPPSS's overall district performance score—used to measure how well a school system prepares students for the next level of study—has remained relatively stagnant, fluctuating between scores of 70 and 71 each year. The only exception was in 2021-2022, when it peaked at 74.4, only to regress back to 71.1 in 2022-2023, earning a letter grade of "C." This trend is unlikely to improve after further raising accountability standards in 2024.

Compared to the state average, JPPSS has consistently scored below the statewide performance score since 2017-2018. The achievement gap between JPPSS and the state has widened annually, starting at 5% in 2017-18 and increasing by nearly 1 point each year. As of the end of 2023-2024 school year, JPPSS's district-wide performance score is 7.4% below the state average. Jefferson Parish is one of the few parishes in Louisiana (12 out of 64) where multiple schools have consistently been designated as Academically Unacceptable Status (**AUS**) for three or more consecutive years (**AUS 3+**).

The district serves a predominantly economically disadvantaged population, with 77.6% of students falling into this category, and approximately 95% of JPPSS schools are designated as Title I schools. However, the location of Ruwad aims to address the community needs of students and families residing in the Westbank, and, therefore, we have provided below a comprehensive analysis of this community to illustrate the educational needs that are persistently not being met by the current educational options available to families and have seen little to no improvement.

Ruwad School of Agricultural Sciences

While JPPSS as a whole may not appear to suffer from significant achievement issues, our school's focus is to address the persistent underachievement of economically disadvantaged students and diverse learners in the Westbank. This area is geographically distinct from the Eastbank, with each part separated by the Mississippi River. Despite advancements by JPPSS on the Eastbank over the last twenty years, schools on the Westbank have not made significant progress in meeting the needs of economically disadvantaged students and English Learners, who are the most historically underserved student subgroup.

The National Equity Project states that *"Educational equity means that each child receives what they need to develop to their full academic and social potential."* Economically disadvantaged students and diverse learners in Jefferson Parish are disproportionately affected depending on whether they reside on the Eastbank or Westbank. Historically, students residing in the Westbank are less likely to perform on grade level, graduate on time, and achieve post-secondary success compared to their peers on the Eastbank. The impact of the pandemic, coupled with JPPSS's decision to close six schools in 2023, has only exacerbated these issues on the Westbank.

The rationale for Ruwad's charter application to serve the Westbank community is rooted in our mission and vision, which are guided by the belief that the inequality experienced by children on the Westbank is a direct result of school design choices and unchallenged beliefs and norms. We view it as our responsibility to design a school that serves the unique needs of residents in the Westbank community. This includes intentionally examining every element of school and classroom design to cultivate high-impact systems, strong structures, and strategic planning that result in data-driven decisions supported by evidence-based strategies and best practices. Equally important, past practices that do not align with best practices or are not grounded in reliable evidence must be discontinued.

Key Barriers Creating Inequitable Learning Experiences in the Proposed Community

1. **Ineffective Literacy Instruction on the Westbank:** An analysis of the 2023 LEAP ELA assessment results for third graders across all eighteen elementary schools on the Westbank reveals a troubling trend. While 34% of third graders in JPPSS and 42% statewide scored proficient, only 14% of Westbank third graders achieved proficiency—more than two-thirds below the state average. This significant gap sets Westbank students up for failure. Our school will provide over 150 to 350 hours of additional literacy to our students compared to current school options.

2. **Insufficient Teacher Collaboration:** Teacher collaboration in JPPSS schools typically involves one planning period per day, with only one of these periods per week dedicated to collaboration. If a typical school has 45- to 55-minute periods, that adds up to 225 to 275 minutes of planning per week. Effective teacher collaboration requires time and focus, and 45-55 minutes a week is insufficient. Our school will over ten 10 hours of teacher collaboration each week.

3. **Failure to Promote Educational Equity on the Westbank:** While JPPSS has improved the performance of schools on the Eastbank, Westbank schools remain significantly behind. Of the 21 schools in Jefferson Parish with a "D" or "F" grade, 16 are on the Westbank. Conversely, only 2 of the 18 schools with an "A" or "B" grade are accessible to the Westbank community. This educational landscape has remained unchanged for the past decade. Our goal is to be the highest quality open enrollment school in our community.

   o **High-Quality Elementary School Needed:** The Westbank lacks a high-quality elementary school that prepares students for middle school.

- o **Limited Access to Quality Education:** Only 4.7% of JPPSS students have access to a high-quality school on the Westbank, while only 6% of those attending failing schools live on the Eastbank.

- o **Comprehensive Intervention Required:** Of the 16 failing schools on the Westbank, 12 are labeled as Comprehensive Intervention Required (**CIR**) schools.

- o **Students Not on Track:** As of early 2024, approximately 50% of students in the proposed community are not on track for a professional career, college degree, or service.

4. **Inadequate Support for English Learners:** JPPSS has seen a significant increase in its English Learner population, now over 10,000 students, with 21% of the student body identified as English Learners—double the national average. A third of these learners are in kindergarten through grade 2. However, only 9% of English Learners are scoring proficient on state-wide assessments, with just 6% proficient in reading and 5% in writing. This student subgroup has tripled since 2010, yet the support systems in place remain insufficient. Our school model introduces a new approach to teaching English Learners that is not present in schools in our community.

   - o **Achievement Gap:** Only 5% of English Learners score 21 or higher on the ACT or attain gold status on WorkKeys, compared to 38% of their peers. The graduation rate for English Learners is 52%, significantly lower than the 73% rate for the general student population—a gap that has persisted for the past decade. We will significantly close the achievement gap within the first three years of our schools operation.

5. **Lack of Access to a Well-Rounded Education:** Feedback from parents highlights the absence of enrichment opportunities at their children's schools. Current gaps in education include:

   - o **No Second Language Instruction:** Students in local elementary and middle schools are not exposed to a second language, unlike their peers in most states. We will offer an early world language program and world language program.

   - o **Limited Algebra I Access:** Some local schools do not offer Algebra I for eighth graders. We will offer Algebra I access for eighth grade students.

   - o **Arts or STEM, Not Both:** Schools often choose between Arts or STEM, with some eliminating standalone Arts programs. We will provide both arts and STEM.

Infographic 1.01

Educational Equity is not present for the proposed community we will serve...

Eastbank Advantages
High Quality Schools

- A.C. Alexander School
- Bridgedale Elementary School
- Allen Ellender School
- J.C. Ellis School
- Grand Isle High School
- Haynes Academy School for Advanced Studies
- Metairie Academy for Advanced Studies
- Riverdale High School
- Walter Schneckenburger Elem School
- Ray St. Pierre Academy for Advanced Studies
- Airline Park Academy for Advanced Studies
- Ralph J Bunche Elementary
- Ruppel Academie Francaise
- Dr. John Ochsner Discovery

Westbank Disadvantages
High Quality Schools

- John Ehret High School
- Fisher Middle/High School

Only 2,281 Westbank students attend a school that prepares all of its students for the next level of study...

How many of those are in Middle school grades? **198**

How about Elementary Grades? **Zero!**

Eastbank Advantages
Failing Schools

- John Q. Adams Middle School
- Greenlawn Elementary School
- J.D. Meisler Middle School
- Tom Benson School
- G.T. Woods School

10,855 students in JP attend failing schools, about **75%** are from the Westbank...

Westbank Disadvantages
Failing Schools

- Estelle School
- Emmett C.Gilbert School
- William Hart Elementary School
- Young Audiences K-8
- Livaudais Middle School
- McDonogh 26
- Ella C. Pittman Elementary School
- Terrytown Elementary School
- Isaac G Joseph School
- Woodland West School
- Stella Worley Middle School
- Woodmere School
- Lucille Cherbonnier School
- Boudreaux Elementary School
- Harry S Truman School
- Young Audiences High School

- o **Deficient Computer Literacy and AI Curriculum:** Local schools lack the expertise to invest in a comprehensive curriculum in computer literacy and artificial intelligence, putting students at a disadvantage in the global workforce. We will ensure that we invest in education curriculum that will be relevant to tomorrow's global workforce.

6. **Limited Options of High School:** Parents in the community have expressed a strong demand for more high school options, driven by two factors: the closure of six schools by JPPSS last year, and not graduating students on time. This decision has led to an investigation by the U.S. Department of Education's Office for Civil Rights into widespread reports of discrimination against underserved communities. We will offer high school grades at our school.

   - o **Overcrowded High Schools:** Whilst the engineer and consultant reports used by JPPSS confirmed that student seat capacity is feasible, these reports omitted robust research on the academic achievement impact it may cause students. Research indicates that as schools get larger, average achievement among schools enrolling larger proportions of economically disadvantaged students suffers. [i] Research supports that certain overall student populations for a high school grade level (not more than 400) provide the greatest level of engagement.[ii] As of 2023 there are over 4,500 middle school students in JPPSS schools in the Westbank with about 1,525 incoming freshman each year.[iii]

   - o **Limited High-Quality Options:** Among the five high schools in the community, parents can choose between one zoned school (Ehret, West Jefferson, and Higgins) or two charter schools. We expect that a high-quality option will be able to offer parents additional options, especially with class size expected to significantly increase potentially hurting engagement levels as certain research has found.

   - o **High Dropout Rates:** The dropout rate at West Jefferson High School in 2023 was 42%, and the school has been labeled as CIR. Our proposed school will offer an alternative for parents seeking better options within this attendance zone.

We have partnered with EL Education to support the school design and implementation of the EL Education whole school model (**EL Education Model**). We have entered into a formal contract during the charter authorization process for support through August 2024. Upon authorization, we will establish a new multi-year partnership that will continue through the end of our initial charter term, with the goal of becoming an EL Education credentialed school. Credentialed schools are recognized for effectively integrating EL Education Model across teaching, leadership, and learning, making them engines of excellence and equity in all three dimensions of student achievement. The EL Education model aligns closely with our mission. By implementing the EL Education Model, we aim to achieve excellent, equitable outcomes for all students across three key dimensions of student achievement: mastery of knowledge and skills, character education, and high-quality work.

Throughout the pre-opening period and into the operational phase, EL Education will work alongside us, pairing their resources and practices with their EL Education coach to ensure the successful implementation of the EL Education Model. They will provide intensive professional development and support for our teachers, as well as our professional collaboration and learning communities, as described later in this application. This collaboration is designed to successfully integrate the EL Education Model into our school, making our school a pioneering institution in Louisiana to offer this school model.

7. PROJECTED DEMOGRAPHICS

Ruwad School of Agricultural Sciences

Based on 2024 LDOE student attributes from surrounding schools and the latest data collected for the proposed community we intend to serve; our projected student demographics are expected to be:

Projected Student Demographics												
Year	Maximum Student Enrollment (#)	Grade Levels Served	% People of color	% Latino	% Asian, Native Hawaiian, or Pacific Islander	% American Indian, Native American, Or Alaskan Native	% White	% Multiple or other race, ethnicity, or origin	% Free or Reduced Lunch	% English Learners	% Students with Exceptionalities	% Homeless Students
2025-26	448	K-7	38%	35%	4%	≤1%	20%	2%	80%	45%	17%	<1%
2026-27	504	K-8	38%	35%	4%	≤1%	20%	2%	80%	40%	17%	<1%
2027-28	564	K-9	38%	35%	4%	≤1%	20%	2%	80%	35%	17%	<1%
2028-29	624	K-10	38%	35%	4%	≤1%	20%	2%	80%	30%	17%	<1%
2029-30	684	K-11	38%	35%	4%	≤1%	20%	2%	80%	25%	17%	<1%

8. STAKEHOLDER ENGAGEMENT

a. Description of the Stakeholders Engaged:

The engagement process involved a broad range of stakeholders from the Westbank community of Jefferson Parish. These stakeholders included:

- **Families:** Representing families with students currently attending public schools in the Westbank area, including those from economically disadvantaged backgrounds and diverse cultural communities.

- **Local Educators:** Teachers, school administrators, and support staff from both public and private schools in the area, including those with experience in public traditional and charter school environments.

- **Community Leaders:** Influential members of the community, such as heads of community organizations, and business owners.

- **Students:** Current students from middle and high schools in the Westbank, particularly those who have expressed interest in additional educational options or voiced concerns about existing school conditions.

- **Education Advocates and Nonprofits:** Representatives from organizations focused on educational equity, access, and improvement within Jefferson Parish.

b. Strategies Used to Solicit Community Input:

To ensure comprehensive community input, a variety of strategies were employed using CTB Model developed Center for Community Health and Development at the University of Kansas:

- **Community Dialogues:** A series of town hall meetings were held at various locations throughout the Westbank to discuss the proposal for the new charter school. These meetings were open to the public and widely advertised through public postings, social media platforms and community organizations.

- **Listening Sessions:** These listening sessions offer people from diverse backgrounds a chance to express their views about key issues of concern and what can be done about them.

- **Focus Groups:** Targeted focus groups were conducted with parents, educators, and students to gather in-depth feedback on specific concerns and needs.

- **Surveys:** Online surveys were distributed to a wide audience, including parents, students, and community members. The surveys were designed to gather input on the educational and programmatic needs of students, as well as preferences for school features and curriculum focus.

- **One-on-One Interviews:** Individual interviews were conducted with key stakeholders, such as local education advocates, community leaders, and local organizations, to gain insights into the community's broader educational needs and priorities.

- **Partnership with Local Organizations:** Collaborations with local community organizations and nonprofits helped to facilitate outreach and engagement, ensuring that hard-to-reach populations were included in the conversation.

c. Method and Nature of Feedback Received:

The feedback from community stakeholders was collected through various methods, including:

- **Qualitative Feedback:** During community dialogue meetings, listening sessions and focus groups, stakeholders expressed concerns about the lack of high-quality educational options on the Westbank, especially for economically disadvantaged students and English Learners. Families highlighted the need for a curriculum that addresses both academic and social-emotional learning.

- **Quantitative Data:** The surveys revealed a strong desire for programs that focus on well-rounded education, literacy, and robust enrichment activities, including arts, STEM and agricultural sciences. There was also significant interest in programs that prepare students for college and career readiness.

- **Written Comments:** Many stakeholders submitted written feedback, expressing the need for positive behavior intervention and support, more engaging instruction, and greater teacher support and professional culture. Concerns were also raised about culturally responsive education, and the importance of meeting the needs of our unique community through meaningful partnership with families.

The process for incorporating this feedback involved a thorough review by the school design team. Key themes were identified, and adjustments were made to the school's proposed design to reflect the community's priorities. For example, the curriculum was enhanced to include early world language education and a stronger focus on project-based learning and high focus on literacy instruction, in response to the high demand for these elements.

d. Extent to Which the Proposal Incorporates Community Input:

The proposed charter school's educational and programmatic design is deeply informed by the input received from the Westbank community.

- **Explicitly expressed most important thing they want is literacy and strong instruction in core skills:** We believe literacy is the key to unlocking the ability to learn, and strong core instruction must be the foundation to our teaching and learning environment. We will employ a literacy coach and provide independent reading during school time. Our school schedule will also include extended learning time in literacy.

- **Families want to equip their children with not only academic skills, but also professional habits and strength of character:** Our school's mission is to bring out the best of our students' talents and character. We will not prepare our students for a single profession or vocation, but rather prepare them for success in whatever they pursue after high school and beyond.

- **Robust Enrichment Programs:** In response to the community's call for well-rounded educational opportunities, the proposal incorporates a wide range of enrichment opportunities, including arts, media, adventure PE, and technology electives during the school day.

- **Community-Centric School Environment:** The design of the school emphasizes a safe, inclusive, and culturally responsive environment that reflects the values and needs of the Westbank community. Local cultural elements will be integrated into the school's identity, and efforts will be made to involve families and community members in school events and activities.

Overall, the proposal represents a comprehensive response to the educational and programmatic needs identified by the community, ensuring that our new charter school will be a valuable and responsive asset to the Westbank.

ACADEMIC PLAN
9. OVERVIEW OF SCHOOL MODEL

Our research-based academic plan for rapid improvement was designed on the idea of creating a modern, forward-thinking school that embraces innovation and new opportunities to promote academic excellence, whole child learning, and a lifelong habit of intellectual curiosity and love of learning. Student achievement matters. We understand this and we are committed to the idea that students can achieve multiple dimensions of success at high levels. Data-driven insights will be fundamental in the decision-making process to drive toward that achievement. We strongly believe that the journey is as important as the destination, and to graduate our students without the best habits of character and independent learning, and, critically, a love of learning is to send them to college or into the workforce woefully unprepared. We welcome the higher expectations promoted by the Louisiana Board of State Board of Elementary and Secondary Education (**BESE**) in June 2024 through the revision of the state's K-12 accountability system. Our students deserve this.

The EL Education (Expeditionary Learning) Model will be the cornerstone of our school's evidence-based, student-centered academic plan. This model, honed over three decades in collaboration with diverse schools, is grounded in the science of learning and development. EL schools employ Core Practices to foster students' social, emotional, and academic growth. Educators transform classrooms into engines of equitable achievement, equipping students to contribute to a better world. The 37 Core Practices are organized into five domains: curriculum, instruction, culture and character, student-engaged assessment, and leadership. This model ensures that students from diverse backgrounds experience enriching and empowering teaching and learning that cultivate their talents, driving success across multiple dimensions of achievement—including mastery of knowledge and skills, character development, and high-quality work.

Ruwad School of Agricultural Sciences

A key feature of the EL Education Model is the design of learning expeditions as part of the curriculum. This dynamic approach emphasizes authentic, multidisciplinary, and experiential learning—a method not yet available in our Westbank community. Expeditionary learning taps into students' innate passion for learning, nurturing the curiosity, skills, knowledge, and courage needed to envision and work collaboratively toward a better world. This approach also empowers our educators to design and implement challenging real-world "learning expeditions" that teach rigorous Louisiana Student Standards by exploring broad topics that integrate essential themes and skills within each core subject. Our school will become a place where students and educators engage in purposeful, challenging, and joyful learning.

Educators implement EL Education instructional practices with the support of coaching, professional learning, progress monitoring tools, and educator resources.

Students across identity groups succeed in three dimensions, demonstrating mastery of knowledge & skills, character & high quality work.
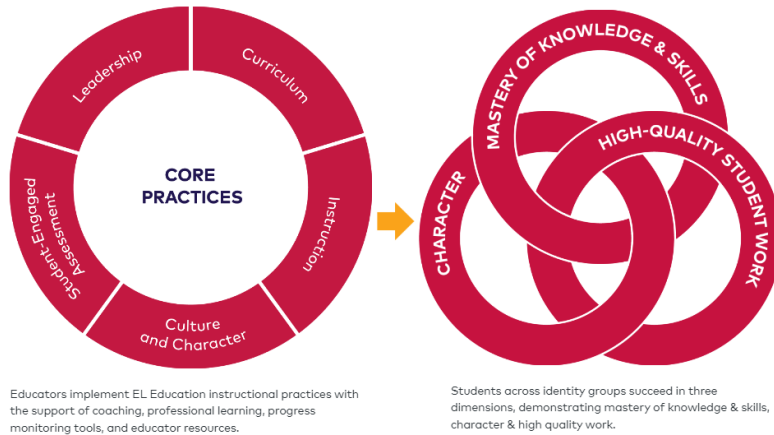
Developed by EL Education, formally Expeditionary Learning, a non-profit school network that partners with schools and districts to raise the bar on student achievement by offering research-based ELA curriculum, professional development opportunities and other resources designed to help schools meet higher standards. EL Education was founded in 1991 under President George H.W. Bush's *New American Schools* federal initiative through a collaboration between the Harvard Graduate School of Education and Outward Bound USA. Today, EL Education supports 196 public schools in 40 states and has introduced an open-source K–8 ELA curriculum, downloaded over 10 million times across 45 states.

Our school will be the first in the State of Louisiana to adopt the EL Education Model and partner with EL Education throughout the entire initial charter term. By leveraging EL Education's extensive network of schools and thousands of educator resources, curated by experts and validated in classrooms, we will benefit from their research-informed Core Practices. Additionally, their professional learning team, including an experienced EL Education coach, will provide us with a robust support system as we prepare to open in August 2025. This guidance will ensure the successful implementation of the EL Education Model during our pre-opening phase and initial years, setting the stage for exceptional progress and outcomes for both our students and teachers. Our goal is to become the first EL Credentialed School in Louisiana by the end of the initial charter term— a benchmark of equity and excellence in education that will enhance the Westbank community's educational landscape and demonstrate the positive impact of school choice on a historically underserved area.

For more information about research and evidence in respect to the EL Education Model, please refer to Attachment A.

KEY DESIGN ELEMENTS

Our school's key design elements were developed by first prioritizing the instructional core and then leveraging our shared innovative spirit to build everything else around it. This approach is designed

to create the opportunities and teaching environment our students deserve—preparing them for life after high school, whether they choose to pursue higher education or enter the workforce. Our students will graduate equipped not only with knowledge and skills but also with positive values, social competencies, and the self-esteem needed to lead their own learning, thrive, and solve challenging problems that contribute meaningfully to the world around them.

The following **seven key design elements**, inspired by high-performing schools, decades of research, and ongoing input from multiple community voices, are critical to the success of our academic plan. They will help us effectively implement the EL Education Model with implementation fidelity and achieve our school's mission and vision, ensuring that we serve ***all*** our students to reach their potential, no matter where they're from, how much money their family makes, or other circumstances placed on them. It is our expectation that in time, our innovative and evidence-based school design can be a model for the broader Louisiana educational landscape.

1   High-quality teaching is the foundation to deeper learning and higher student achievement.

2   Effective literacy instruction is key to unlocking student learning.

3   Expanded and enriched learning opportunities create equitable experiences for all students.

4   Integration of Agricultural Sciences to promote future of Louisiana's key industry.

5   Intentionally structured school environment nurtures academic success.

6   Quality of a student's work and character underpins their success in college, career, and life.

7   Family and community partnerships are critical to support positive student outcomes.

RESEARCH-BASED RATIONALE

The rationale behind adopting EL Education and the key design elements is to fulfill our school's ***promise*** to foster educational equity–providing the opportunity for deeper learning that students need to succeed–and empower every student to shape a better world.

This ***promise*** is rooted in the belief that education is a powerful engine for realizing our nation's promise of equal opportunity. Education opens doors to opportunity in our great nation. It is the key to social and economic mobility, preparing students to live and work as productive, law-abiding citizens, contributing to the prosperity of their communities and the nation as a whole.[iv] This is why, as a nation through our respective state governments, we invest in and continually strive to improve our public schools, ensuring that all children have the opportunities and tools they deserve to graduate high school ready for success in a career, college, or service, as reflected in the mission of LDOE.

When we examined the educational landscape in our community and across Louisiana, we noticed a pattern: people in authority consistently introduced new policies, structures, funding, and standards to improve teaching. However, these efforts will have limited impact unless we make changes in the classroom, where learning actually happens. This is especially crucial today, as knowledge and technology are rapidly advancing, the economy is evolving quickly, and education is more critical than ever for both individual and societal success.

At the same time, our school populations are becoming more diverse, student needs are rapidly changing, teachers are leaving the profession, and economic inequality is deepening divisions.[v] In response, we believe it is essential to introduce a new and proven school model into our community. Our commitment to educational equity drives this initiative, ensuring that every student, regardless of their circumstances or where they live, experiences high-quality teaching. Our commitment is not without its reward or its trials. Educational research is clear: the quality of teaching is the single most

important factor in student achievement. [vi] However, high-quality teaching cannot simply be mandated. We must inspire it and shepherd it.

Our school believes that fulfilling our **promise** requires providing the opportunity for students to deeply learn the knowledge, skills, and habits that they need to succeed. This not only requires mission-driven, selective recruiting and hiring, providing high-quality core instructional materials, strong data-driven leadership, sustained and differentiated professional development, and the right classroom tools; but it also requires us to prioritize educational equity in all of our key design elements and adopt a proven school model aligned with our change strategy. Our change strategy:

1 providing our students with deeper learning experiences;
2 focusing on the "whole learner"; and
3 investing differently in our teachers to foster a positive professional culture and supportive relationships among educators by creating dedicated structures that bring them together to collaboratively and faithfully implement the selected school model.

DESIGN ELEMENT 1: HIGH QUALITY TEACHING IS THE FOUNDATION

Access to an effective teacher in every class represents our greatest financial investment and aligns with our vision of creating a dynamic and engaging educational community. Research shows that teachers with a belief in every student's potential and a growth mindset significantly improve student achievement.[vii] Effective communication skills and strong verbal abilities are also crucial, particularly for economically disadvantaged students. [viii] Leading to dramatically more effective teaching supported by research.[ix]

In subjects like math and foundational reading, teachers with strong academic credentials and content mastery have been shown to boost student performance.[x] However, students most in need of high-quality instruction often have teachers who lack proper certification and content knowledge in subject they are teaching. Some research suggests that teachers' ACT scores are correlated with higher student achievement. [xi] Additionally, minority teachers often better understand the experiences of minority students, leading to significant gains in student achievement when teachers and students share similar backgrounds or lived experiences.[xii] Also, research shows these teachers can significantly increase the math and reading achievement of those students.[xiii] *For more details about selective recruitment of prospective teachers, please refer to Response No. 27 below.*

High-quality teaching requires that all core instruction is on grade level, always rigorous, and utilizes high-quality curriculum and materials.[xiv] To achieve our school's vision, we have adopted Tier 1 curriculum rated by the LDOE across all core subjects and grade levels.

Best practices emphasize the importance of regular progress monitoring through curriculum-embedded assessments to guide instruction.[xv] Our teachers use tools such as weekly quizzes, learning targets, end-of-unit assessments, and student-engaged assessments for ongoing progress monitoring. Student-engaged assessment, a hallmark of the EL Education Model, is inspired by the work of Rick Stiggins at the Assessment Training Institute, pioneers in the field of assessment.[xvi] As students learn to understand and assess their own strengths and challenges, they gain the ability to take ownership of their learning. [xvii] In practical terms, students become leaders of their own learning—understanding learning targets, tracking progress, using feedback to revise work, and presenting their learning publicly—while partnering with their teachers.[xviii]

These assessments provide valuable feedback for both students and teachers, helping track progress and identify areas where adjustments are needed to meet diverse learning needs. Additionally, teachers will use other methods to assess and document student progress in both character and the quality of their work. We are committed to using this assessment data not only to inform the professional development of our educators but also to continuously refine our curriculum

and instructional practices. *For more details about our school's high quality instructional materials and system of assessments, please refer to Response No. 10 and 13.*

Professor Mehta of Harvard's Graduate School of Education defined deeper learning as '*the understanding of not just the surface features of a subject or discipline, but the underlying structures or ideas'.*[xix] A recurring theme in various definitions of deep learning is the students capacity to tackle complex, multilayered problems, much like what high performing professionals need to do in the real-world.[xx] A student who possesses deeper learning has a thorough and well-rounded grasp of a subject. They understand the individual components of the subject and how these components interrelate. Moreover, they can perceive the broader perspective, recognizing how the pieces fit together to form a cohesive whole. This deeper understanding enables the student to apply their knowledge across diverse contexts, articulate their insights clearly, and engage in critical thinking about the subject.[xxi]

We were initially drawn toward deeper learning to bring more powerful learning experiences in the classroom to improve students' engagement and readiness for college, careers, and lifelong learning for jobs that don't yet exist and global problems that haven't yet been defined. To this end, EL Education Model provides Deeper Instruction Framework that will help our teachers engage students in deeper learning experiences that require collaboration, effective communication, and self-directed learning, enabling students to "learn how to learn" and develop academic mindsets that increase growth mindset and positive learning behaviors. Deeper instruction also honors the multidimensional nature of student achievement that aligns with our school's philosophy and helps students achieve lives of prosperity, joy in learning, and service.

Deeper learning is not just a theoretical concept. Research shows that schools focused on deeper learning demonstrate stronger student achievement, with gains in outcomes especially pronounced for economically disadvantaged students, English Learners, and students of color.**[xxii]** But in our stakeholder engagement, it appeared that students learned in classrooms where that was not their daily experience. We will change that.

Learning Expedition is the signature EL Education Model structure that will make core instruction material and our school's mission statement come alive for students. Evidence shows that expeditionary learning may have a significant and substantively important positive literacy achievement.[xxiii]

There is no doubt that there is an art to delivering effective lessons in the EL Education Model, but this art can be learned. It is not something bestowed on highly effective teachers from birth. It is something that comes from practice, willingness to learn from others, and a belief that continuous improvement is within our control. Research shows that teacher instructional capacity grows when paired with aligned professional development supports, leading to higher student achievement.[xxiv] This evidence further supports gold standard research studies that shows the EL Education aligned professional development program significantly improves teaching practices and growth in student achievement.[xxv] Because EL Education is so focused on changing how teachers teach, rather than simply the material that they cover, it requires a high-intensity and comprehensive induction plan with ample time and resources for professional development. That's why our school has partnered with EL Education to implement their proven professional development program.[xxvi] This program will be led by a dedicated on-site EL Education coach during summer prior to opening the school and continuing throughout the entirety of the initial charter term to boost teacher effectiveness and student achievement.

EL Education school designer will support the EL Education coach and our team during the start-up phase to design a summer professional development program, drawing on successful programs implemented at EL schools with similar student population to ours. The goal of the summer launch

professional development is for educators to internalize our vision for student success, practice the systems of the EL Education Model with fidelity, practice effective instructional practices with multiple rounds of feedback, and collaborate at an in-person experience that introduces classroom management routines and ELA curriculum while grounding them in theory of the EL Education Model. This will empower educators to take ownership of these instructional strategies ensuring they are prepared to implement them effectively in the classroom from the first day. For our students to graduate with a college and/or career credential and be ready for life after high school, they need high-quality teaching, and high-quality teaching comes from school's strong commitment to supporting teachers' adoption and understanding the EL Education Model and in making continuous instructional improvements, guided by data, the latest research, and proven teaching strategies.

Our review of the evidence indicates that technology and generative artificial intelligence tools can boost student learning by providing access to high-quality content, enabling personalized instruction (particularly in math), increase practice opportunities, or enhancing student engagement.[xxvii] We aim to advance educational equity by ensuring economically disadvantaged students do not fall behind in technology skills due to lack of access, adoption, or affordability. We are dedicated to allocating funding to train our educators to effectively use artificial intelligence in the classroom, based on the latest evidence and research, to prepare students for the future AI-driven economy and workplace. When integrated into a comprehensive teaching plan, the strategic use of classroom technology for individualized learning positively impacts student achievement, and generative AI promotes educational equity.

Technology allows for greater differentiation to meet individual needs. We train and coach teachers to use various platforms and AI tools strategically for assessment, reteaching, and review. Teachers will use online engagement tools, such as surveys, quizzes, word clouds, and live polling, to provide immediate data on mastery. They will use video discussion platforms, like FlipGrid, to offer students content that can be watched multiple times and completed at their own pace. Teachers can create virtual interactive experiences that enable students to engage in field-based activities, connecting classroom learning to their communities and the world around them. Students develop and practice new vocabulary and skills on self-paced learning platforms. When aligned with student learning goals, these technologies and AI tools effectively support students in reaching their maximum academic potential and promote curiosity.

DESIGN ELEMENT 2: EFFECTIVE LITERACY INSTRUCTION

We live in a time marked by growing inequality, where economic and social disparities severely limit educational access and, consequently, life opportunities for economically disadvantaged children. A study by the Organization for Economic Co-Operation and Development revealed that the United States ranks among the lowest in intergenerational social mobility and has one of the strongest links between parental socioeconomic status and children's academic success and future income.[xxviii] Research has underscored the impact of rising income inequality in the U.S., demonstrating that household wealth increasingly correlates with significantly better educational outcomes for children from affluent families.[xxix] These disparities are evident across various metrics, including grades, standardized test scores, participation in extracurricular activities, graduation rates, and college enrollment and completion rates.[xxx]

Studies show that expanding and enriching learning opportunities during the school day or year can significantly enhance student achievement and improve the overall learning environment.[xxxi] This approach is especially impactful for economically disadvantaged students, who often start school behind their more privileged peers and continue to fall further behind as they progress through each grade level. With fewer opportunities for learning outside of school, these students gain significantly from additional in-school expanded learning time. To break the cycle between economic disadvantage students and student success, our school is committed to continuously innovating and

implementing evidence-based strategies such as our expanded learning opportunities design to realize our vision and uphold our nation's promise.

There is recognition in education that the achievement gap in Louisiana and the United States is a literacy gap.[xxxii] This gap can also be characterized as an educational equity gap because literacy is the gateway to all other learning, and without a firm grasp of reading, students encounter challenges across many subjects and life. Research shows that early literacy experiences significantly impact students' future learning across all subjects, not just reading. For example, two-thirds of children beginning the fifth grade who cannot already read proficiently will wind up on welfare or going to jail.[xxxiii] Children who do not read on grade-level by fourth grade have a 78 percent chance of not catching up and is one of the strongest indicators of the impact to future learning across all subjects and future prosperity.[xxxiv] It's noteworthy that three-quarters of students struggling with reading when they enter the fourth grade continue to face challenges in high school and are about four times more likely to drop out.[xxxv] This also has potential enduring effects with an estimated 43 percent of adults at *Level 1* literacy skills live in poverty compared to only four percent of those at *Level 5*.[xxxvi] It is estimated that about 85 percent of children will learn to read well if provided with evidence-based classroom reading instruction from a highly knowledgeable teacher.[xxxvii] Concepts learned in elementary school form the foundation for later education, and without this foundation, students may struggle in middle and high school.[xxxviii] Therefore, we understand the importance of early literacy learning, especially early reading development, cannot be overstated.

DESIGN ELEMENT 3: ADDRESSING EDUCATIONAL INEQUALITY THROUGH EXPANDED LEARNING OPPORTUNITIES

Ten Key Components of Our Expanded and Enriched Learning Opportunities:

1. **Increased Instructional Time:** Our students receive 25% more annual instructional hours than other schools in our community, with a strong focus on literacy.[xxxix] Studies, including those by Harvard's Roland Fryer, show that extended learning time correlates with higher achievement, especially for economically disadvantaged students.[xl]

2. **Deeper Learning:** With expanded learning time, teachers can delve deeper into subjects, reinforce lessons, connect concepts across classes, and provide more thorough instruction, which 85% of teachers in expanded learning time schools find adequate for meeting learning standards compared to 38 percent of teachers in traditional public schools.[xli]

3. **Student Well-being:** We dedicate 2 to 2.5 hours weekly to student well-being instruction, through dedicated time for direct instruction and through integrating these student well-being competencies into daily learning. Our program is designed to develop the whole child—intellectually, physically, socially, emotionally, and in areas of relationship building, nutrition, health, and employability.

4. **Protecting Core Instruction:** Our schedule safeguards core instructional time by ensuring that interventions or additional services do not disrupt core instruction learning, allowing for targeted support without sacrificing core instruction.

5. **Impactful High-Dosage Tutoring:** We offer at least 10 hours of in-school tutoring each week, focusing on "just in time" learning to address gaps and prepare students for grade-level content, as mandated by Act 771 of the 2024 Louisiana Legislative Session.

6. **Well-Rounded Education:** Our enrichment blocks include STEAM and humanities electives, along with integrated agricultural education, providing students with diverse learning experiences and bridging the opportunity gap that economically disadvantaged students often face.

7. **Teacher Learning and Collaboration:** Teachers have 12 hours weekly for collaboration and professional development, significantly more than the reported 30 minutes or less of teacher collaboration typically available. This time allows for peer observations, coaching, and structured planning to enhance instructional delivery and maintain high expectations. Our school also put other related practices in place to support our teachers' effective professional learning including, routine data inquiry teams analyzing student performance data and continuous improvement discussions, time for IEP related tasks and communication, access to weekly coaching and support for individual teachers, weekly observations and feedback cycles, peer observations and a new teacher induction program. Further, once a month, teachers participate in a school-wide instructional planning day.

8. **Supporting Exceptional Children:** Subject to their IEPs, Exceptional Children will have increased time in a least restrictive environment to develop alongside their peers, with more opportunities for enrichment activities and access to additional support services during the school day. This also accommodates the needs of working families by providing a supervised setting. A case study found that enrichment activities can be especially beneficial for Exceptional Children, as they focus less on academic performance and more on holistic development. Additionally, research highlights the importance of dedicated time for teachers to collaborate, share methods, and plan instruction, particularly for improving outcomes for Exceptional Children. [xlii] These collaborative structures help teachers deliver more effective instruction tailored to the needs of these students.

9. **Supporting English Language Learners (ELL):** More in-school learning time, especially in secondary schools, is critical for English Learners, allowing for focused instruction in vocabulary and foundational reading skills.[xliii]

10. **Teacher Well-being:** Core instruction teachers at our school spend annually 20% less time in the classroom delivering lesson instruction and approximately 35 days less teaching in a classroom compared to core instruction teachers at other schools in our community. This careful planning is intended to avoid overloading and burning out teachers. We believe in order for us to improve student achievement, we must also address teachers' well-being needs. Teacher well-being support includes creating clear designated time for specific tasks that are not typically accounted for in teachers' workloads but are crucial for the overall teaching and learning environment. We have dedicated weekly time for grading and providing feedback of student work, planning or preparing lessons, doing general administrative work, no non-teaching student interaction, communicating with families, doing school committee work, and staff or leadership meetings.

DESIGN ELEMENT 4: INTEGRATION OF AGRICULTURE EDUCATION

The food and agriculture sectors are vast, interconnected, and multifaceted, posing significant challenges and opportunities. As our first class of kindergarteners' graduates from college, the global population is projected to be near 10 billion people, necessitating a 70% increase in agricultural production amid challenges like water and soil quality degradation. This underscores the significance of our curriculum, extending beyond the classroom—it's about survival. Agriculture is essential for everyone, whether it's food, clothing, medicine, housing, or a pencil, agriculture plays a critical role. Consequently, the United States government has identified food and agriculture, along with their supply chains, as critical infrastructure, and a national security priority, vulnerable to various disruptions.

Louisiana understands the impact of threats, having faced pandemics affecting essential workers, invasive species, oil spills, coastal wetland changes, agroterrorism, unique environmental conditions, cyber threats such as disruption to systems, intellectual property theft, and even this past year a

drought affecting the crawfish industry. These challenges cost Louisiana's economy billions each year and highlight the need for the sector and its workforce to prepare for and respond to incidents that significantly impact state/national security and the economy. Confronting these threats and feeding a growing population are paramount challenges for the next generation. Equipping our students with the knowledge and skills to tackle these issues will provide them with a significant edge, whether on their college application or job application, we will enable our students, through our rigorous and relevant curriculum, to address these complex national security concerns and contribute to a better and safer world.

We believe every student deserves a productive, fulfilling life through the integration of agricultural, scientific, mathematical, and language arts education, alongside character development. This belief represents a vision of hope and optimism, serving as a unifying force for the future. Agriculture in high school will have dedicated classes and teachers to facilitate electives for those students interested in degree pathway or for exposure. Agriculture education in grades K-8 will fall within expeditionary learning and be integrated across core content – in the initial years of the school there will not be a dedicated course, but we will have ensured a member of the instructional staff with have expertise in agriculture instruction and who will support with providing agriculture education through integrated instruction in courses, after-school enrichment programming, and our expeditionary learning blocks on Friday. Our enrichment programming will be two-pronged, with our dedicated agriculture teacher providing agriculture clubs such as our school chapter if Future Farmers of America and through partnerships with community organizations and farmers. We will use EL Education's core practice to identify and plan for rich fieldwork experiences that have a clear agricultural education element at Louisiana's best farms that allow students to be researchers, not spectators. Teachers will bring experts in the agriculture industry into the classroom to collaborate with students on projects, teach them skills from their field, and critique their work using professional standards.

Our agricultural education program is built on several key philosophies:

- It combines experiential learning, leadership, and classroom/laboratory instruction, preparing students for work-based experiences and enhancing professional and technical skills.
- It emphasizes the importance of natural resources, encouraging students to discover preservation methods, which is crucial as the population grows and sustainability becomes increasingly necessary.
- It raises awareness of global agricultural issues, potentially guiding students toward careers aimed at addressing these challenges.
- It cultivates informed consumers who develop thoughtful viewpoints on various agricultural aspects.
- It bridges the gap between agriculture and the food system, enhancing students' understanding of food nutrition and the importance of healthy choices.
- It fosters agricultural literacy, elucidating the food system's workings, its participants, and their interrelations.
- It champions knowledge discovery through scientific research and human experiences.
- It is student-centered and community-focused, encompassing young learners, teachers, agricultural leaders, and farmers in our State.
- It offers vocational guidance and exposes students to a broad spectrum of agricultural careers and entrepreneurial opportunities, from sales and extension education to crop science and conservation, encouraging exploration of these fields.

For other key design elements and more information about research and evidence in respect to these elements, please refer to Attachment B.

10. PRIMARY CURRICULUM PLANS

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Our school will provide all students with rigorous, Louisiana Student Standards aligned, high-quality instructional material across all core instruction. Our approach includes using effective supporting instructional materials to fill in the gaps by way of acceleration or intervention with which students enter our school and that accelerates them to grade-level mastery as efficiently as possible.

Core Instruction	Grades	Primary Selection	Supporting Material
ELA	K-2	EL Education	• Reading Eggs • Project Read • MyOn • Louisiana Ag • LDOE LIFT
	3-5	EL Education	• Eggspress • Lexia Core 5 • MyOn • Louisiana Ag • LDOE LIFT • LDOE Fire Activities • LDOE Accelerate Lesson Sets
	6-8	EL Education	• MyOn • AgXplore (AgX) • Lexia PowerUp Literacy • NoRedInk • LDOE Accelerated Lesson Sets • LDOE Guidebooks
	9-12	myPerspectives	LDOE Guidebooks
Math	K-8	Eureka Math Squared	• Zearn Math • Dreambox • Graham Fletcher Fluency Kits • Pirate Math • Math Flame • Reflex Math • Robert Kaplinsky Tasks • LDOE Accelerated Lesson Sets
	9-12	Illustrative Mathematics	• Math Nation • IM Lesson Extensions in Algebra • Robert Kaplinsky Tasks • Imagine EdgeEX • IM Algebra I Extra Support Course
Science	K-12	OpenSciEd	• 4-H Agriculture • Chapters 1-4 of Disruptions in Ecosystems Alternative Unit • Louisiana Sample Scope and Sequence • STEM Pathways • STEM4Real, Robotics Lab • Agriscience Course Document
Social Studies	K-8	Bayou Bridges	-
	9-12	OER Project	Social Studies Course Frameworks

The instructional materials selected for each core subject area reflect a commitment to academic excellence, grounded in a proven history of enhancing academic achievement among student populations similar to our projected student population. These materials have earned a Tier 1 rating from LDOE, the highest rating awarded, signifying alignment with Louisiana's demanding standards for content, pedagogy, and assessment.

11.   CO-CURRICULAR OR EXTRACURRICULAR PROGRAMS

The STEM and Arts Expedition Block every Friday will be a co-curricular program at our school, designed to engage students in hands-on learning experiences that complement their core instruction curriculum. This enrichment block will provide students with opportunities to explore real-world applications of STEM and art concepts through projects, experiments, guest speakers, and field trips. It aims to foster a deeper interest in STEM and art fields, encourage problem-solving and critical thinking skills, and provide a platform for collaborative learning.

Delivery:

- **Weekly Meetings:** The STEM and Arts Expedition Block will meet every Friday during our half day school schedule for at least two hours. During these sessions, students will participate in a variety of activities, including hands-on learning expeditions, coding challenges, and engineering design projects.

- **Projects and Competitions:** Students will work in their houses and Crew teams on long-term projects that they will present at school-wide exhibitions. Additionally, we will promote participation in regional and national competitions, such as robotics challenges or science Olympiads.

- **Guest Speakers and Field Trips:** We will invite professionals from key professional fields and industries to speak about their careers and the applications of their skills in the real world. Field trips to local farms, universities, and local areas will also be organized to provide students with exposure to the natural world.

Funding:

- **School Budget Allocation:** A portion of the school's budget will be allocated to fund basic materials, supplies, and programing such as materials for experiments and project kits.

- **Grants:** The school will seek grants from organizations that support cocurricular education, such as the National Science Foundation or corporate sponsors. Local businesses may also be approached for sponsorship, offering either financial support or in-kind donations of materials and equipment.

- **Fundraising:** The school will organize fundraising events, to promote organizational skills and entrepreneurship or community STEM nights, to raise additional funds for special projects, competition fees, and field trips.

- **Partnerships:** The school will explore partnerships with local institutions, organizations and community stakeholders that may offer resources, mentorship, and access to facilities for advanced projects.

This program will be delivered by a team of enrichment teachers and seasonal educators with a background in these fields, supported by parent volunteers and community partners. The Friday activities will be closely aligned with the school's academic goals, ensuring that students not only enjoy their enrichment engagement but also reinforce and expand their in-class learning.

12. BASIC LEARNING ENVIRONMENT

The physical environment plays a crucial role in learning, and we recognize it as an integral part of each student's daily experience. Our responsibility is to design this environment carefully, minimizing distractions and reinforcing our school's values throughout their day.

We will implement a student-centered classroom structure that enhances engagement. Each classroom will be equipped with 1:1 technology using age-appropriate devices, and will feature SMART Boards or projectors, academic word walls, chart paper, and designated whiteboards for displaying the day's learning targets, agendas, and homework.

Class sizes will be capped at 19 students for grades K-2 and 28 students for all other grades. Following the EL Education Model, students will benefit from a combination of whole-group, on-grade-level instruction and differentiated small-group learning. We believe that the ability to work effectively in teams is essential for success in the global workforce. Therefore, we are dedicated to developing students who excel in collaborative problem-solving. Research supports the benefits of small-group collaboration, where students have more opportunities to interact with peers, tackle complex tasks, explore diverse ideas, and build strong interpersonal and communication skills. These small groups will change frequently, helping students appreciate the diversity and strengths of their peers and themselves.

To facilitate this collaborative learning, our classrooms will feature flexible furniture that encourages hands-on activities and group work. Students will be encouraged to express their thoughts, share ideas, and seek guidance from educators in a supportive environment. For teacher development, we will have a dedicated demonstration classroom and collaboration space to foster teacher collaboration. We will continuously strive to enhance the student experience by analyzing data from monthly operations audits, refining procedures within grade-level teams, and reviewing student and family survey data annually. Our school's design will be driven by our mission to bring out the best in every student, both in talent and character.

13. ASSESSMENTS

To achieve our school's vision of creating a dynamic and engaging educational community, we will guide our students on their path to college and career readiness by setting clear academic goals for each grade level. By understanding our students' current academic abilities and aligning our core instruction, grade-level, and content-specific goals with readiness standards, we can deliver instruction that drives our students toward grade-level mastery in core subjects.

To assess and monitor our students' progress and the effectiveness of our instructional practices, we will utilize multiple sources of assessment data to provide a comprehensive picture of student and school progress. This includes our participation in the Louisiana Educational Assessment Program (**LEAP**), norm-referenced and criterion-referenced assessments, formative assessments (assessments for learning), summative assessments (assessments of learning), progress monitoring assessments, and reading inventories. The results of these assessments will inform decisions about our academic program, ensuring that instruction is aligned with student needs and promotes their growth.

Our school's balanced assessment plan is designed to provide insights into how English Learners are mastering the Louisiana Student Standards for core instruction. Importantly, it also offers students critical information about their own achievements and readiness for their next level of learning—whether that be the next grade, the next course, or their future college or career endeavors.

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Before the school year begins, educators will use questions from LEAP, ACT, and Graduation Exit Examination performance standards, as well as curriculum-embedded assessments and NAEP performance standards, to craft end-of-course assessments for all core subjects across all grade levels. These assessments are designed to comprehensively measure mastery of core instructional content and will be reviewed and validated by the instructional leadership team.

The results from end-of-course assessments and reading inventories will inform the development of the scope and sequence for each core subject, guiding the design of unit assessments. These unit assessments will focus on smaller skill sets that can be taught within half a semester, reflecting the competencies required for the end-of-course assessments. This approach ensures that skills are progressively built up throughout the school year.

Based on literacy assessments and content mastery goals, instructional leaders will align and coordinate remedial or differentiated support for students at various stages within a core course. Teachers will plan lessons by working backward from learning targets aligned with unit assessment questions, using the results to gauge student mastery of each lesson.

Data Inquiry Teams (**DITs**), consisting of grade-level teachers, will regularly meet to analyze student data, reflect on progress, and create action plans to improve instructional effectiveness. These teams focus on analyzing data for the students they teach, developing strategies to address the needs and strengths of individual students, groups, and specific areas of the curriculum. DITs play a crucial role in raising student achievement and closing achievement gaps. In the EL Education Model, data is defined as systematically collected and organized information that supports analysis, inquiry, and decision-making. All teachers, including special education teachers, are members of a DIT, ensuring that all students' achievement data is thoroughly analyzed. DITs are expected to produce actionable items that enhance student achievement in the classroom.

The EL Education Model outlines five key beliefs about how DITs use and analyze data to improve student achievement:

1. **Collaborative Culture:** Data inquiry is grounded in a collaborative, trusting professional culture where accountability for achievement is shared by teachers, leaders, and students. Improving student achievement requires teachers and leaders to work together to deeply examine data, ask questions, and test solutions that impact learning. This inquiry relies on strong relational trust and clear roles and norms, forming the cornerstone of a school culture where teachers maintain a growth mindset and continually improve instruction to close achievement gaps.

2. **Action-Oriented Planning:** DITs generate and implement concrete action plans to enhance teaching and learning. Collaborative inquiry drives the use of data to boost student achievement, focusing on where students need to be, where they currently are, and how to close the gap. Teachers collect evidence to monitor the achievement of action plan goals and use this evidence to adjust their instruction, often involving students in setting their own improvement goals.

3. **High-Quality Data:** Data inquiry teams rely on high-quality data sources to analyze student achievement. The effectiveness of these teams depends on the quality of the data they use. Planning for data inquiry begins with selecting data sources, which include student work and a comprehensive array of assessments—daily, cycle, unit-level, interim, and end-of-course—to build a detailed understanding of our students' progress toward mastering grade-level material by the end of each year. Regular assessments and dedicated time in our annual and weekly professional development schedules will enable teachers to leverage this data to enhance instructional strategies effectively. Assessments will all be rigorous, aligned to Louisiana Student Standards, available before instruction begins,

common across all sections of a content or grade, and administered frequently enough to provide actionable data. While teams may occasionally review non-academic indicators, the primary focus is on academic achievement.

4. **Structured and Inclusive Process**: The work of data inquiry teams is inclusive, cyclical, and structured. Effective schools include all teachers in data inquiry cycles aligned with the instructional sequence and assessment calendar. Data inquiry may occur in existing grade-level or subject area teams or in separate teams that include additional staff members. Regular meetings, adherence to team norms, and the use of protocols enhance the effectiveness of data inquiry teams, with leaders providing ongoing review and coaching.

5. **Effective Data Organization:** Instructional leaders ensure that data is organized and displayed to support effective analysis. Before data inquiry team meetings, data managers organize and present data using clear charts, graphs, and tables, offering user-friendly, succinct item-level data, standards-level data, and overall results. This organization helps identify patterns, successes, and areas for improvement. Data inquiry teams may also use data walls or school-wide dashboards as part of their analysis process.

Our school 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 their grade level, ELL status, IEP specifications, and course requirements:

- **Kindergarten Entry Assessment:** Desired Results Developmental Profile (DRDP)
- **K–3 Literacy Screening Assessment:** DIBELS
- **English Language Proficiency Test (ELPT)**
- **Grades 3 to 8:** LEAP 2025 for ELA, Math, Science, Social Studies, including EOCs where appropriate
- **English Language Proficiency Test (ELPT)**
- **LEAP Alternate Assessment, Level 1 (LAA1)**
- **LEAP Connect**

In the EL Education model, each summer the instructional leadership team sets clear priorities and maintains focus on them until they are achieved. They engage the school community in a strategic improvement process, identifying a limited number of high-priority goals, strategies, and a clear timetable to guide their actions. The team then deliberately aligns resources—people, time, and money—to fulfill this vision. Success in this continuous improvement process depends on several research-backed factors: integration of continuous improvement across multiple levels and dimensions of student achievement[xliv], effective improvement process management[xlv], teacher engagement, professional learning[xlvi], and a commitment to data collection and analysis[xlvii].

Data Days at our school are integral to our ongoing professional learning, providing the instructional leadership team and educators time to reflect on curriculum, instructional planning, and practices based on student mastery of core content. Interim assessments are administered twice a semester, and end-of-course assessments are taken at the end of the year, with teachers grading them within two days to prepare for our six annual Data Days. These days are strategically scheduled within a week of assessments to address student needs promptly. Prior to Data Days, the instructional leadership team reviews all data to support teachers in their reflection and action planning.

On Data Days, the leadership team leads teacher collaborations to identify successes, achievement gaps, and inequities, using school progress reports, interim assessment results, end-of-course assessment results, LEAP results, performance assessments, student work samples, curriculum-embedded assessments and learning targets. The instructional leadership team continuously analyzes data to inform decisions on improving school structures, adjusting instructional planning, enhancing curriculum, strengthening teaching practices, allocating resources strategically, and

improving student support. They ensure that all student subgroups benefit from our teachers receiving differentiated ongoing professional learning and resources.

Teachers identify specific student struggles and develop strategies to address misunderstandings through whole-class reteaching or structured interventions like differentiated instruction, small-group teaching, and high-dosage tutoring through acceleration. The leadership team and teachers monitor data to identify and address patterns of inequity, taking responsibility for increasing achievement for all students. This includes disaggregating achievement data by demographic groups to identify patterns of disproportionate representation, examining practices for unconscious biases, and designing systems to reduce these biases. They also implement short-term interventions and design long-term action plans to ensure all students meet or exceed standards.

By leveraging a cycle of data-driven reflection, we ensure targeted instruction for all students, helping them achieve mastery and progress toward college and career readiness. This approach, grounded in humility and a commitment to continuous learning, aligns with our school's vision and belief in the power of student resiliency, agency, and leadership.

In Jefferson County, Colorado, implementing the EL Education Model to continuous improvement led to literacy gains of 28% or more, while average state and district scores remained unchanged. Six schools in the county implemented the EL Education K-5 ELA curriculum through short continuous improvement cycles. With support from an EL Education coach, teachers addressed practice problems, analyzed data, and shared their learning within the EL network of schools.

The school leader shall post on the school's website for each grade level, information on any assessments required by state or federal law, including any assessments required by the school. The information shall include the core content area being assessed, the purpose for the assessment, the source of the requirement for the assessment, and where the information on the assessment is available. The information shall also include the schedule for the assessments and the time and format for disseminating the results, when available.

We will ensure that both students and parents are informed about assessment results as a measure of progress. Teachers will implement standardized procedures to track and share these outcomes, enabling students to monitor their progress and develop self-reflection skills. As part of the EL Education Model, students will comprehensively review their progress data, with teachers guiding them to reflect weekly on their performance in learning targets and quizzes, identifying areas for further study or acceleration.

Parents will receive weekly written updates on their children's academic and behavioral progress, which they must acknowledge, sign, and return. They will also have ongoing access to an online grading system, providing detailed visibility into their children's assessment results for each class. Every semester, student-led family conferences will be held to help students and parents understand these results, emphasizing the importance of self-awareness in the educational journey toward success after high school graduation.

Monthly, the Board's Student Achievement Committee will review assessment outcomes before discussing them with the full board. This review will consider results by grade level, subgroup distinctions, and comparisons to our year-end growth and priority goals as outlined in our school's work plan. Annually, this data will inform the Board's evaluation of the school leader. The Board will also continually use these academic dashboards to assess and ensure the allocation of necessary resources to achieve our ambitious objectives for all students.

For details on the selected assessments, including their purpose, design, format, and rationale, please refer to the comprehensive table in Attachment C.

14.	PLEASE REFER TO APPENDIX 2
15.	PLEASE REFER TO APPENDIX 3
16.	PLEASE REFER TO APPENDIX 4
17.	MULTI-TIERED SYSTEM OF SUPPORTS

The fourth-grade literacy proficiency in our community's schools is currently around 14%. We anticipate that many students entering our school will need acceleration to develop the foundational academic skills and knowledge that precede their grade-level expectations. Central to our vision is the commitment to provide all students with the opportunity to build and practice these foundational skills while also engaging in rigorous, grade-level instruction that propels them toward success and ultimately college and career readiness. We believe that all students can succeed with rigorous, Louisiana Student Standards-aligned core instruction when provided with adequate support. However, we recognize that many will require significant additional interventions to achieve grade-level mastery. Providing this support is not only our responsibility but also our privilege.

To fulfill our mission to bring about the best of our students' talents and character while ensuring they graduate with a college and/or career credential, we will implement a collaborative, evidence-based approach to differentiate and personalize instruction through a Multi-Tiered System of Supports (**MTSS**). MTSS is a proactive and preventative framework that integrates data and instruction to offer targeted academic, social-emotional, and behavioral support, enabling every student to achieve academic and life success.[xlviii] This framework, recognized by the 2015 Every Student Succeeds Act (**ESSA**), uses a continuous process of data collection, including universal screening, progress monitoring, and diagnostic assessments, to identify students' needs and adjust instruction accordingly.[xlix]

Our school's MTSS approach is comprehensive, addressing the whole child—including mental health—through academic, social-emotional, and behavioral screenings. We will use the Student Risk Screening Scale—Internalizing and Externalizing (**SRSS-IE**) within the first 30 days of the school year and at the end of each semester to identify students needing tiered support. This mental health screening at minimum includes review of incident reports, teacher and crew leader reports, parent reports, developmental profile, previous behavior intervention plans, and anecdotal records. Studies examining the reliability and validity of the SRSS-IE have found high internal consistency and test-retest stability.[l] MTSS also encompasses learning supports, enrichment opportunities, trauma-sensitive strategies, and tiered interventions to meet students' needs. Our teaching and learning environment, including ongoing professional development and family engagement, is grounded in trauma-informed practices that promote resilience and a supportive atmosphere for all.

The MTSS framework consists of four essential components: screening, a multi-level prevention system, progress monitoring, and data-based decision-making. Universal and diagnostic screening is conducted at least three times a year to identify students who may need additional support. The multi-level prevention system provides a continuum of academic, social-emotional, and behavioral supports across three tiers of increasing intensity (universal (Tier 1), targeted (Tier 2), and intensive (Tier 3)). At our school, students in Tier 2 and Tier 3 will be referred to as "at-promise students" rather than "struggling students." Progress monitoring is used to assess students' responsiveness to interventions and evaluate the effectiveness of instruction and support using valid and reliable tools.

The Dean of Middle School will be responsible for administrative duties related to our school's MTSS process as the MTSS coordinator. Data-based decision-making involves school building level committee (**SBLC**) meetings to analyze data and make informed decisions about instruction, intervention, and exceptionality identification, in line with state law. SBLC's standing members

consist of at least the MTSS coordinator, a core instruction teacher, the referring teacher, a parent, and staff trained to administer diagnostic assessments, and any other staff designated by the Head of School.

MTSS Tiers:

- **Tier 1:** whole class data-driven differentiated core instruction and universal supports

- **Tier 2:** Small group targeted supports in addition to Tier 1.

- **Tier 3:** Intensive supports, often 1-on-1 or in small groups, along with Tier 1 instruction.
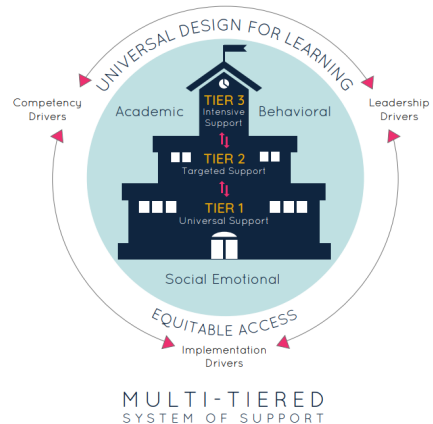
Strong leadership, competence, and implementation drivers will support our MTSS, ensuring school resources are focused on student success. Tier 1 is initially inclusive of every student at our school. Supports for Tier 1 are universal supports which are all those that our school provides to all students, including implementation of research-supported instructional strategies such as differentiated instruction, experiential learning, flexible grouping, project-based learning, and computer-assisted instruction to support assessed needs and content mastery through EL Education Model and Core Practices, academic interventions focused on assessed needs in math and reading using an evidence-based and research-supported curriculum (i.e., EL Education ELA curriculum, Eureka Math Squared, and Zearn, Reading Eggs, Eggspress), classroom protocols, social and emotional learning, guided reading, use of validated monthly assessments to monitor individual student academic and behavior progress, on-site access to at least one career or vocational certification option, and Homework Center. At the start of the year, the only students not placed entirely in Tier 1 are those who have already identified as having an IEP and 504 plan–these students will immediately receive accommodations and modifications required and will otherwise follow the same intervention process as all students. Students with an IEP or 504 plan are given access to all the supports detailed in these documents and assigned to either the Dean of Diverse Learners or special education teacher. These special education supports are described in greater detail in Response no. 18 below.

The SBLC's primary focus is to facilitate school-wide implementation of MTSS and individual student progress in core instruction of academics and behavior. They will do this through the use of administering universal screeners and diagnostic assessments that will be administered on an ongoing basis but at minimum within 30 days of the start school year and at the end of each semester to identify the at-promise students and their needs. The MTSS coordinator will within 15 days of identifying that a student in kindergarten through third grade is below grade level, notify the student's parents in writing that the student has been identified as being below grade level, and will provide the student's parent with information and activities related to the importance of literacy, how can student improve literacy at home, and specific interventions and supports that the school will provide to improve literacy. They will also be informed of opportunities to participate in literacy acceleration camps to support student's progression towards reading on grade-level, and on-time graduation.

Students who are assessed with performing one grade level below expectations or receiving a failing grade in any core subject will begin receiving Tier 2 interventions within the MTSS framework. After the first 30 days of the school year, teachers, instructional leaders, crew leaders, or parents can also refer a student for Tier 2 interventions if they believe the student's performance data does not accurately reflect their needs. It is estimated that approximately 15 percent of students will require targeted support at the Tier 2 level to achieve proficiency.

Tier 2 interventions may include, but are not limited to, targeted academic interventions focused on assessed unique needs in math and reading using an evidence-based intervention strategy such as small group acceleration during the "Whatever I Need" (**WIN**) block, guided reading instead of independent reading, or an evidence-based and research-supported supplemental curriculum. These interventions will be determined through our school's response protocols, using a collaborative problem-solving and response-to-intervention model (e.g., a combination of the standard-treatment protocol and problem-solving protocol approach initially developed by Harvard Medical School's Dr. Ross Greene) led by the SBLC and the MTSS coordinator.

This collaborative process will involve setting a SMART goal and developing an intervention plan to ensure the student receives the appropriate academic supports and interventions. The response protocols outline a plan for implementing research-based, targeted interventions and enrichment services with increasing levels of support, clearly defining the roles and responsibilities of educators within our evidence-based collaborative problem-solving model.[li] Our school's MTSS model guides all decisions and includes four key steps:

1. **Problem Identification:** the difference between what learning and/or behavior is expected and what actually occurs is clearly defined in measurable terms.

2. **Problem Analysis:** multiple sources of data are used (e.g., formative and summative assessments, attendance data, behavior report card, etc.) to generate possible root cause(s) of the problem.

3. **Plan Implementation:** an intervention plan is developed collaboratively with parents or parents always invited to participate in the process and implementation of the intervention plan. The plan contains learning targets and character targets, support activities that are research-based strategies from the EL Education Model and latest research that maximize the likelihood of success, and a plan for monitoring progress—refer to our assessment plan for list of assessments that will be used to monitor a student's progress towards a SMART goal and determine the effectiveness of support provided. The SBLC's options include, but are not limited to, one of the following actions: (i) conduct no further action at this time; (ii) continue current intervention and progress monitoring through the MTSS process; (iii) conduct additional interventions through the MTSS process; (iv) refer the student to the appropriate committee to conduct a Section 504 evaluation; (v) refer the student to Dean of Diverse Learners for support services; or (vi) refer the student to Dean of Diverse Learners for an individual evaluation if an exceptionality is suspected.

4. **Plan Evaluation:** Progress data is prepared and reviewed by the SBLC to assess whether the intervention plan was implemented with fidelity and to evaluate its impact on closing the performance gap. If a positive impact is not observed within an implementation cycle—typically 6 to 8 weeks with at least 6 data points for Tier 2 interventions, and 8 to 10 weeks with at least 8 data points for Tier 3 interventions—the SBLC will adjust the intervention plan. This will involve reapplying the collaborative problem-solving process, guided by data-based decision-making.

Students who continue to struggle despite receiving Tier 2 supports will move to Tier 3, where they will receive more intensive interventions. We anticipate that up to 5% of students will require this level of support. The primary intervention at this stage will be direct instruction, ideally 1-on-1, but possibly in small groups of up to 3 students. These sessions will occur during WIN blocks, potentially

for extended periods (e.g., more daily minutes or weeks spent in intervention), and may also take place during independent practice portions of core instruction classes. After two weeks of Tier 3 intervention, the MTSS Coordinator will gather feedback from the teachers providing these interventions and identify the student's primary challenge.

Throughout this process, communication with families will be maintained by SBLC through a report or summary on the status of the at-promise students response to interventions which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction to ensure families are informed and involved in their child's progress, minimally every two weeks or more frequently as needed. The SBLC will monitor the effectiveness of interventions, adjust plans as needed, and ensure that policies and practices are equitable, preventing disproportionate identification of students from historically marginalized groups. If the parents disagree with the SBLC actions or decision, the parents must be promptly provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SBLC that the student be referred for an initial evaluation, the Dean of Diverse Students or other members of the pupil appraisal team will be present to review supporting documentation.

Regular reviews of the MTSS process will be integrated into our strategic planning cycles, which are part of the EL Education Model, to evaluate its effectiveness in supporting students academically, socially, and behaviorally. We will use validated assessment data collected at least monthly to monitor individual student academic, social and behavior progress, including disciplinary data. These reviews will use an implementation rubric developed by the National Center on Response to Intervention, adapted to our school model. Mid-Year and End-of-Year Reviews will serve as formal checkpoints to monitor progress, address successes and challenges related to implementation fidelity, and assess the efficacy of the MTSS process. Feedback from students, families, and educators will guide ongoing improvements to the MTSS process, particularly in areas such as strengthening the capacity of educators and the instructional leadership team, examining systems-level data to identify variables influencing current outcomes, using the latest research to improve student outcomes, and refining data collection practices to better align instruction, resources, and interventions. The MTSS Coordinator will be responsible for delivering regular professional learning to data inquiry teams, enhancing teachers' ability to quickly identify knowledge and skill gaps and apply support within core instruction. This will also sharpen their observation and diagnostic skills as they evaluate the impact of focused, evidence-based strategies on specific student needs. Our goal is to ensure that every student receives the support they need to succeed, driven by data, collaboration, and a commitment to educational equity.

In alignment with our school's vision of educational equity, progress data and status reports are monitored as part of our strategic planning cycles to ensure that our MTSS is effectively preventing the disproportionate or over-identification of historically marginalized subgroups as at-promise students. Within the MTSS framework, our goal is to provide 100 percent of our students with high-quality and effective core instruction in Tier 1, recognizing that approximately 15 to 20 percent of our students will require additional support to master grade-level core instruction standards. If, after our first school year, data reveals that more than 25 percent of students are identified as at-promise students, it indicates that core instruction may not adequately be supporting our students and that historically marginalized subgroups may be at risk. In response, we will review and incorporate necessary improvements into our school's work plan to better meet the needs of our student population. This may include, but is not limited to, enhancing lesson preparation and the delivery of differentiated instruction based on data, through increased coaching and sustained, differentiated

professional learning. We believe it is critical that our school's Tier 1 core instruction is evidence-based, data-driven, and includes universally designed supports for all students, ensuring that every student receives responsive support and intervention.

If historically marginalized subgroups are found to respond less effectively to Tier 2 interventions and consistently require intensified support, the SBLC will take corrective actions. This may include revising intervention plans, enhancing the selection of supports and interventions, adjusting group sizes or intervention dosage, or even reviewing implementation fidelity. Additionally, in line with best practice instructional leaders will ensure a non-colorblind approach to monitoring student data and that teachers provide explicit instruction using culturally and linguistically responsive texts and strategies.[lii] We are committed to making it an essential part of our data inquiry teams to assess students' progress after receiving Tier 2 interventions and to identify any patterns that may require adjustments in Tier 1 or Tier 2 instruction and interventions.

18.   EXCEPTIONAL CHILDREN

We believe that all students, including those with exceptionalities, can achieve great things when provided with the right support. Our school leadership team is committed to identifying, locating, and evaluating all students with exceptionalities, regardless of the severity of their exceptionality, to ensure they receive the special education and related services they need. We understand our duty as a public school to provide a Free and Appropriate Public Education (**FAPE**) to all students identified with exceptionalities, ensuring that their unique needs are primarily met through our school's differentiated services department that provides special education instruction, special and related services such as assistive technology, transportation, and therapy services.

We will ensure compliance with all relevant federal and Louisiana laws and regulations to protect the rights and education of students with exceptionalities, including the Individuals with Disabilities Education Act (**IDEA**), Section 504 of the Rehabilitation Act of 1973 (**Section 504**), Title II of the Americans with Disabilities Act (**ADA**), Family Education Rights and Privacy Act (**FERPA**) Louisiana Revised Statute 17:1941, and BESE Bulletins 1508 and 1530 which are applicable to it. Our school does not discriminate in its admission and enrollment practices against students with, or suspected to have, exceptionalities.

The term '*exceptionalities*' used in this Response no. 17 includes all disabilities identified under IDEA, excluding gifted and/or talented.

At our school, students with exceptionalities are placed in the least restrictive environment alongside their peers without exceptionalities, to the greatest extent possible, as determined by their Individualized Education Program (**IEP**). To protect core instructional time, we have carefully structured our schedule. Subject to IEP, students with exceptionalities are never pulled out during core instruction. Instead, any additional services they receive will be scheduled during WIN block. This ensures that all students benefit from uninterrupted, high-quality instruction. We anticipate that about 17% of our students in the inaugural year will have exceptionalities, and we are committed to providing them with the necessary special education instruction and related services through our dedicated differentiated service staff listed in our school's organizational plan provided in Section 2 of this application.

As the school grows, our school will hire additional special education teachers, licensed in Louisiana, to support specific grade levels. These teachers will collaborate with the Dean of Diverse Learners to monitor student progress and ensure that special education instruction, supports, and interventions are effectively implemented.

Ruwad School of Agricultural Sciences

We employ a comprehensive, multi-tiered approach to identify and serve students with exceptionalities. Our focus is on early and accurate identification, high-quality instruction, coordinated and effective transitions, and specialized supports and related services.

Within 15 days of a new student's enrollment, we request their educational records, including special education documentation, from their previous school to ensure continuity of services for any existing IEP. Our educators receive training and support to implement necessary accommodations during summer professional development, conducted in collaboration with partners like ABA School Consultants and Bailey Education Group. This professional development includes content focused on inclusive practices, instructional techniques, and broader identification and Child Find practices. Additionally, training will cover the differences between Section 504 and IDEA, with considerations for appropriate placement. We are committed to investing in professional development, equipping our educators with the latest strategies and tools to support students with exceptionalities.

Within the first 14 days of the school year, core instruction teachers meet with special education teachers to review IEPs and discuss the required supports for each student. Our special education teachers collaborate closely with core instruction teachers, participating in planning sessions to ensure all instruction aligns with each student's IEP. This team-based approach guarantees that students with exceptionalities receive consistent, high-quality support across all subjects. Additionally, our school schedule includes dedicated time for weekly meetings between special education and core instruction teachers, as well as parents, to ensure ongoing communication and support. IEPs are addressed during regular working hours to maintain consistent, high-quality support for our students.

Our Dean of Diverse Learners, a licensed special educator in Louisiana, is an integral part of the instructional leadership team. The Dean's time is divided between overseeing the differentiated service department and providing professional development equips educators with the skills and knowledge needed to effectively deliver instruction and support students with exceptionalities. This includes ongoing training for educators on interpreting IEPs and implementing instructional accommodations. The training also focuses on assessments, supports, and child development, with special attention to appropriate dyslexia identification and placement of students. Content development is informed by the perspectives of educators, students with exceptionalities, and experts, as well as feedback and data gathered throughout the school year.

Students with exceptionalities, like all students, benefit from the school-wide implementation of MTSS, as special education instruction and differentiated services do not replace high-quality, rigorous grade-level core instruction. We recognize that some children may enter our school with exceptionalities that were not identified prior to enrollment. If a student is suspected of having an exceptionality, they will first participate in our MTSS process to gather sufficient data before the SBLC recommends an individual evaluation by qualified professionals. To facilitate this, we conduct evidence-based universal and diagnostic screening assessments for all students within 30 days of school start and review the data to identify those who may need additional support and interventions as further explained above in Response no. 17. For example, every child entering kindergarten for the first time at our school will take the DRDP-K assessment, which evaluates their developmental levels by gathering information on social-emotional, language and literacy, math, cognitive, and physical development.

Here's how we implement this process:

1. Interventions and Monitoring:

- **Implementing Interventions:** First, SBLC enacts a comprehensive intervention plan based on scientific research to improve student outcomes. It's important that these strategies are carefully and consistently followed, ensuring that they are implemented with fidelity. The SBLC is responsible for maintaining records and reporting on the actions taken, with the Head of School overseeing the process and making routine inquiries.

- **Monitoring Progress:** While the student is receiving these interventions in MTSS, SBLC will regularly check how they are doing compared to their peers. This happens at reasonable intervals to ensure we are giving the student enough time to show improvement. The SBLC will track at promise students' progress and create graphs to indicate whether they are catching up to their peers or if the gap is widening or remains inadequate.

- **Analyzing Progress:** If the graphs and data show that the students' progress isn't improving at the same rate as their peers, even with the targeted or intensive supports, SBLC will need to look deeper into the situation.

2. Ruling Out Other Factors:

- **Understanding the Cause:** The SBLC then examines and provides data-based documentation specifying whether the student's lack of progress might be due to other factors, like unfinished instruction, language barriers, cultural differences, or issues at home. It's crucial that SBLC rule out these factors to ensure that we are not misidentifying the cause of the students' challenges.

- **Criteria for Eligibility:** Additionally, a student cannot be classified as having an exceptionality unless they meet the specific criteria for eligibility outlined in Louisiana Administrative Code Title 28 Part CI (**Bulletin 1508**).

3. Considering an Exceptionality:

- **Suspecting an exceptionality:** If the SBLC, after carefully reviewing all the data and progress reports, believes that the student might have an exceptionality based on criteria of eligibility, they consider making a referral for an individual evaluation. Before any such referral, a report of the MTSS process and interventions will be shared with the student's parents.

In summary, we only move forward with a referral for an individual evaluation if the SBLC thoroughly documented its efforts to support the student through the MTSS process, monitored their progress closely, ruled out other possible causes for their difficulties, and genuinely suspect that the student may have an exceptionality. This careful process ensures that we are making informed decisions driven by data that are in the best interest of the student and in compliance with applicable law.

Comprehensive 1508 Evaluation Process and IEP Development

In accordance with IDEA and Louisiana Revised Statutes 17:1941 et seq., students suspected of being exceptional must undergo a comprehensive multidisciplinary individual evaluation. At our school, this evaluation is termed a *"1508 Evaluation."* If a student does not have a current IEP or individual evaluation, an interim IEP may be developed. The SBLC, with approval from the Head of School, or a parent can initiate a formal evaluation.

1508 Evaluation Process

Ruwad School of Agricultural Sciences

The 1508 Evaluation is conducted by a team of at least two qualified professionals, including an evaluation coordinator selected based on the student's specific needs. The coordinator is chosen from among our school's differentiated service staff, including educational diagnosticians, school psychologists, speech-language pathologists, school social workers, and audiologists. The other qualified professional(s) are selected from this same list, with the addition of the certified school nurse. Our school will dedicate technical assistance and resources to ensure the availability of multilingual evaluators in case needed or requested by a parent.

Steps and Timeline:

- Within 10 business days of receiving the referral, the evaluation coordinator will:

  - Request parental consent for the evaluation.

  - Inform parents about the evaluation process and ensure they understand the assessments and procedures involved.

  - Explain parents' rights to participate in meetings regarding their child's eligibility and services.

- The evaluation will be completed within 60 business days, with possible extensions if more time is needed, except in cases involving disciplinary actions. For evaluations initiated late in the school year, timelines may be adjusted with parental consent.

- If the evaluation team initiates the 1508 Evaluation with fewer than 60 business days remaining in the current school year, the school may extend the timeline with parental consent. In such cases, the number of days from parental consent to the official start of summer will be deducted from the 60-day timeline, with the remaining days resuming after the summer break. If no parental consent is obtained, we will complete the evaluation on the original 60-day timeline.

At our school, the evaluation coordinator ensures that every step of the initial 1508 Evaluation process is thorough and meets all guidelines. The 1508 Evaluation is based on comprehensive information from various sources and complies with Bulletin 1508 (*Pupil Appraisal Handbook*) requirements. The student is assessed in all suspected areas of exceptionality, with the evaluation conducted using appropriate, non-discriminatory tools administered by the evaluation team.

Evaluation Outcomes and Development Process

- Once the 1508 Evaluation is complete, the team, including the parents, will meet to determine the student's exceptionality status.

- A detailed integrated report of findings and eligibility determination will be prepared and shared with the Dean of Diverse Learners and parents, at no cost, before the initial IEP Team meeting.

- Full records of the evaluation are maintained confidentially, and with parental consent, any previous specialist evaluations are included.

- The evaluation results are also explained to the student's teachers to guide their instructional planning and ongoing professional learning.

- The coordinator will inform the parents of their right to request an Independent Educational Evaluation if they disagree with the results.

A student will not be identified as having an exceptionality if the primary reason for their struggles is due to inadequate instruction in reading or math, limited English proficiency, environmental or economic disadvantages, or cultural factors. This means we ensure that students receive systematic and explicit instruction in key reading skills like phonics, phonemic awareness, fluency, comprehension, and vocabulary, as well as in math, before making any determinations of exceptionality. Additionally, a student must meet specific eligibility criteria outlined in Chapter 7 of Bulletin 1508 to be classified as exceptional.

IEP Plan and Development Process

The IEP Team ensures that all necessary participants are present at the meeting, including the Dean of Diverse Learners as the officially designated representative under IDEA, a member of the 1508 Evaluation team, core instruction and special education teachers, and the student's parents. The student may also attend, especially in transition grades or when discussing postsecondary goals. Additional experts may be invited as needed to provide comprehensive planning and support for the student's educational needs.

Responsibilities:

The responsibility for providing a FAPE to students with exceptionalities is fulfilled through the development and implementation of an IEP. Once a student is identified with an exceptionality, the IEP team, led by the Dean of Diverse Learners, will develop an IEP within 30 days of receiving the evaluation report. Parents receive written notice in their native language, outlining the IEP meeting details, their rights, and the IEP process before initial placement will be made. When an initial evaluation report has been completed within the 30 days prior to the summer break or during the summer break, the school may request, through written documentation, parental approval to delay the initial IEP Team meeting until the first week of the next school year. However, when the parents wish to meet during the summer break, the Dean of Diverse Learners shall ensure that the appropriate IEP team members are present. The IEP team collaborates with parents, teachers, and specialists to finalize the IEP, ensuring it aligns with Louisiana Student Standards and provides necessary resources for the student's academic, social, and emotional success. This IEP, signed by both the parents and the Dean of Diverse Learners, outlines the special education services to be provided. The IEP must be implemented within 10 school days of finalization and is reviewed and updated annually or as needed. The Dean of Diverse Learners, in collaboration with our Special Education Advisory Council and local partner organizations, ensures that any additional services beyond what the school can provide are arranged from EDU Healthcare or other local provider, with the school retaining full responsibility for the student's education. This includes providing special education, speech therapy, occupational therapy, and other related services as outlined in each student's IEP.

Initial IEP:

For an initial IEP, the IEP team evaluates the student's strengths, parental concerns, and the results of the 1508 Evaluation. They determine how the exceptionality affects the student's learning and identify any needs for assistive technology or special accommodations. The initial IEP includes specific and measurable annual goals tailored to meet the student's needs and aligned with grade-level Louisiana Student Standards. It also outlines decisions on special education, supports and related services necessary for the student to access core instruction and progress toward their goals. The initial IEP provides details on how and when the student will participate in extracurricular activities and statewide assessments, which may include accommodations or alternate assessments. These goals can be academic, functional, or both, depending on the student's documented needs in their present levels of academic achievement and functional performance statements. The initial IEP also specifies the frequency, location, and duration of services, and

includes plans for transition services for students aged 16 and older, as well as consideration for extended school year services if needed.

IEP Review:

The IEP team reviews and updates the plan to address any lack of progress, changes in assessments, or reevaluation results. Adjustments are made for new needs, services, and positive behavioral interventions. The team also discusses eligibility and criteria for extended school year services as needed. Review meetings are also conducted if the teacher, parents, or the school feel the current IEP is inappropriate, or if changes are proposed.

Interim IEP:

Interim IEPs are created for students transferring from out-of-state or those undergoing initial evaluation for special education. Parental consent is required, and the interim plan outlines the student's educational program during the assessment period. Related services are provided as needed, and if the student is found eligible, a full IEP meeting is held within 30 days. If the student is found ineligible for exceptionality, services will cease.

Parental Involvement

Active parental participation is essential in all meetings where decisions about their child's education are made. Parents must be well-informed about the assessment process, intervention strategies, and their right to request an evaluation. The school will use traditional methods and social media to provide such information to parents. They should be notified well in advance of key meetings, such as SBLC meetings, 1508 Evaluation team meetings, and IEP Team meetings. The school will host events to educate parents on developmental milestones and the assessment process.

Rights and Consent:

- If parents disagree with evaluation outcomes, they have the right to challenge the report.

- Informed parental consent is required before conducting any initial 1508 Evaluation or reevaluation, and parents must be provided with their rights at that time.

The school ensures that parents are fully involved in the decision-making process for their child's education, documenting all attempts to secure consent and providing appropriate notifications.

Progress Monitoring and Program Evaluation:

We will implement a system to monitor the academic and functional performance of students with exceptionalities. Special education teachers as part of data inquiry teams will collect and document data on students' progress toward their IEP annual goals every eight to ten weeks. This data will be gathered using curriculum-embedded assessments, formative assessments listed in our assessment plan, and LEAP, LEAP Connect, and ACT as appropriate. The IEP team for each student will meet at least once a year or as needed to review this progress and make necessary adjustments to goals and services.

Beyond tracking individual student progress, we will also regularly evaluate the overall effectiveness of its exceptional children program. The Dean of Diverse Learners will collect and analyze data related to the entire exceptional children program. Every eight to ten weeks, the Dean of Diverse Learners will lead a review of the exceptional children program, focusing on the following key areas:

- The percentage of students with IEPs who are meeting or exceeding their goals
- The performance of students with exceptionality on LEAP 2025 and LEAP Connect

- The percentage of time students with IEPs spend in the core instruction classes
- Parent feedback from satisfaction surveys related to exceptional children services

If the review identifies any areas needing improvement, the Dean of Diverse Learners will collaborate with the instructional leadership team, and other service providers to develop and implement a targeted improvement plan. This plan may involve additional professional learning, curriculum adjustments, resource reallocation, or forming partnerships with local organizations or third-party vendors. In alignment with our school's vision of educational equity, the progress data and status reports are monitored as part of the strategic planning cycles to proactively examine that our MTSS and 1508 Evaluation is not becoming a pathway for historically marginalized subgroups being identified as a student with exceptionalities. If significant disproportionality or over-identification (as defined by ESSA and IDEA) is identified, the school will review using disaggregated subgroup data set as part of its regular equity audit. If necessary, policies, procedures, and practices will be revised through an equity lens. Additionally, the school will adjust annual budget allocations to ensure equitable funding for resources based on the need to support historically marginalized subgroups and providing educators training on culturally responsive practices and implicit bias. Any revisions to policies, procedures, and practices will be documented and reported.

19.   ENGLISH LANGUAGE LEARNERS

In line with our vision, our school is resolute in our commitment to educational equity to all our students, including English Learners, and we recognize our duty as a public school to ensure that English Learners can participate meaningfully and equally in educational programs under Title IV of the Civil Rights Act of 1964 (**Title VI**) and the Equal Educational Opportunities Act of 1974, as amended by ESSA (**EEOA**). Given the demographics in our community and surrounding public schools, we expect that a significant number of our students will be classified as English Learners. Our school is steadfast in providing these students with the high-quality teaching and learning environment and transitioning them into English proficiency using our school's ELL support services, the EL Education Model structures, and our focus on employing evidence-based instructional practices. To support English Learners, we will employ a full-time certified English Learner Development Coach (**ELD Specialist**). The ELD Specialist will be responsible for identifying (including through administration of the home language survey) and assessing students for English language proficiency and focus on providing coaching to teachers for integrated support and small group instruction tailored to students whose English language skills are still developing.

Our school will have in place policies that ensure no child residing in Louisiana will be denied access to a basic public education in compliance with United States Supreme Court holding in the case of *Plyler v. Doe*, 457 U.S. 202 (1982).

Process of Identifying and Assessment Determination

One of the most critical affirmative steps and appropriate actions that our school will take to open educational programs to English Learners and to address their limited English proficiency is to first identify English Learners accurately in need of language assistance services in a timely manner. We will have in place a two-step standardized process that establishes an effective and systematic procedure to identify all English Learners in line with section 3113(b)(2) of EEOA. The first step will ensure that the parent or guardian of each child enrolling at our school for the first time (including incoming kindergarteners) completes in a timely manner the home language survey (**HLS**) either online or in-person at our school to help decide which students should be proceed to our second step of being screened for English language proficiency and what to do if the students are eligible for ELL services. All newly enrolled students who may be English Learners will be assessed for eligibility to be screened within 30 days of enrollment at our school. Immediately upon notification of

the child's enrollment, we will deliver to the parents and guardians an enrollment packet that will contain the HLS.

We believe that fundamental to administering the HLS is recognition that:

- English Learners come from many different backgrounds;
- Language, in its many variations, reflects the experiences and the identities of all people;
- Heritage and primary languages are instrumental in students' academic and cultural success; and
- Multilingual individuals bring strengths and assets to Louisiana and our nation.

The form of the HLS we will use at our school will be adopted from the state standardized form provided by LDOE online titled "Primary/Home Language Survey for All New Incoming Students", together with the eight available translations prepared by LDOE which include all major languages in Jefferson Parish (e.g., Spanish, Arabic and Vietnamese). This ensures that the HLS elicit information about the student's current English language proficiency abilities and use clear questions that should be understandable to those who administer the HLS. The primary purpose of the HLS will be to identify if a newly enrolled student is a *PHLOTE* which means a student whose primary or home language is other than English.

> **PHLOTE**
>
> *Primary or Home Language Other Than English—a student is identified as PHLOTE when any response on the Home Language Survey indicates that a language other than English is spoken by the student or others in the home. All PHLOTEs must be assessed for English proficiency.*

To assist in communicating to families the purpose of completing the HLS and also to mitigate against families dealing with accessibility issues, we will provide have in place systems and various supports to enhance the administration and overall experience of the HLS in an efficient manner. This will include, in English and all major languages in Jefferson Parish:

- placing the HLS as the first page of enrollment package and highlighting the importance of completing this document timely in all communications with families in the days following a child's enrollment;
- create a welcoming environment at our school where the HLS is disseminated, made available, and administered;
- providing families both online and as part of the enrollment package a frequently asked questions related to administration of the HLS, which is accurately translated;
- create an engaging two-minute video explanations available to all families and enrollment staff;
- create both a guidance document and engaging video explanations available to all families and enrollment staff about how to fill out the online HLS form and troubleshoot any technology issues, obtain interpreter and technical assistance to access the survey;
- Either as part of our enrollment staff or through third party service provider, we will ensure that we have available qualified oral interpreters to help families complete the HLS; and
- All enrollment staff will be annually trained in cultural mediation, policy, procedure and best practices for administering and reviewing the HLS and provide interpreter and technical assistance to access the survey.

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HLS results are recorded in the student's permanent records, together with (if any) the translation and interpretation needs of the student's parents in the student information system. A systematic audit will be in place and performed to ensure that all parents of newly enrolled students have completed the HLS.

If any response on the HLS identifies a student as a PHLOTE, *further investigation* must be conducted to determine if the student should be screened for English language proficiency. This investigation will be done by trained enrollment staff who will conduct a family interview using the state standardized Family Interview Questions available online on the LDOE website. This interview is only for those families who list a language other than English is spoken by the student or others in the home, as students who are not identified as a PHLOTE based on HLS results will not be screened for English language proficiency and are not eligible for ELL services. The purpose of these interview questions is to gain a better understanding of a PHLOTE student's language background and if the student predominately speaks English, and to make the most accurate decision about whether to screen that student for English language proficiency. This also serves to mitigate against misidentification of a bilingual or bi-literate student as an English Learner. In conjunction and parallel to administrating the HLS, within 15 days of a new student's enrollment, we request their educational records, including records that the student has taken ELPS/ELPT, from their previous school to facilitate us to retrieve in-state transfer students scores through TIDE.

If the Family Interview Questions reveal the student's English proficiency is on par with an English-only peer, documentation is filed in the student's records, and the screening process is stopped. If not, we will administer the English Language Proficiency Screener (**ELPS**) to assess whether such student require supplementary ELL support services to continue developing language proficiency in English. A student will not be identified as an English Learner or receive ELL accommodations without first failing to score proficient on the ELPS. Students identified as an English Learner based on ELPS will participate in the English Language Proficiency Test (**ELPT**) annually at the end of the school year until meeting the requirements to exit (i.e., score level 4 or higher on all four ELPT domains subject to any approved exemptions) to assess the English language proficiency of students who meet the participation criteria for ELL as they progress through to the next grade. In order to exit from our school's ELL program, an English Learner will have to achieve an overall determination of Proficient on the ELPT. All identified English Learners will receive the legally mandated specific language services and supports and accommodations for instruction and assessments as documented in the student's Individual Academic Plan (**IAP**) no later than 30 days prior to the opening of the testing window as envisaged in Bulletin 111. Dean of Diverse Learners will hold a meeting with student's parents, core instruction teachers, and other relevant staff to develop an IAP.

Our ELD Specialist will provide a parent of an English Learner with notification no later than 30 days after enrollment or within the first two weeks of placement in ELL program for students who enroll after the start of the school year. The form of the letter will be adopted from the state standardized ELL parent notification letter available online on LDOE website that outlines that their child's identification as an ELL and placement in the ELL program. The notification includes the child's level of English proficiency and the exit requirements for the ELL program, along with other statutorily required information. Notification letter of continuation of ELL services will be sent to parents on an annual basis until English Learner has satisfied the exit criteria. Such a letter will be in the same form and following as the initial notification letter. To the extent practicable, we will provide the notification letter in a language that the parents can understand.

The letter will inform parents of their right to decline to have their child enrolled in the ELL program. However, regardless of if declined, their child will continue to receive language support services in core instruction. If a parent exercises their right to decline, we will provide a variety of ways for them to notify us. However, we will make clear to parents that declining services does not exempt their child from taking the ELPT. They will continue to be identified as English Learners and take the ELPT

until they satisfy the exit criteria. We will keep record of a sample and a copy of the notification letter on file along with evidence that translation and interpretation were provided to those parents with limited English proficiency.

Addressing English Learners with Exceptionalities

English Learners will participate in all universal and diagnostic screeners that is administered at our school. If an English Learner is suspected of having one or more exceptionalities, the student should be referred to the SBLC. The SBLC will then review or develop a MTSS intervention plan pursuant to the MTSS procedures described in Response no. 17. If the English Learner does not make progress with intervention, the SBLC, in collaboration with ELL Coach, special education teacher, evaluation coordinator, and core instruction teacher, will determine if a referral for a 1508 Evaluation under IDEA is appropriate.

If the SBLC decides that a 1508 Evaluation is necessary, our school will follow the process set out in Response no. 18 above and collaborate with EDU Healthcare and/or other qualified contracted service providers to identify suitable assessment procedures for English Learners in the student's native language. The evaluation team will ensure that English Learners are not inappropriately identified as exceptional by confirming that the student's difficulties are not due to the normative process of second language acquisition or cultural differences. We will ensure that the evaluation team members will have received training on the procedures and materials necessary for assessing English Learners from culturally and linguistically diverse backgrounds. Any such English Learner with an IEP will continue to receive benefits based on their English language proficiency needs. We will communicate with families to provide a channel for communication with our Dean of Diverse Learners and to inform them of the support for English Learners and the annual reassessment process. We will also ensure that all necessary accommodation is provided during assessments to meet both educational and legal requirements.

Equitable and Effective English Language Learners Program

All English Learners will take the ELPT assessment or the ELPT Connect annually, as well as the appropriate state assessment for their enrolled grade. To protect core instructional time, we have carefully structured our schedule to ensure that English Learners will participate in 100 percent of the time in high-quality content and core instruction with appropriate language supports selected according to the student's individual needs. Any accommodations or services they receive pursuant to IAP may be scheduled during their WIN period.

Our school will implement the Content-Based English as a Second Language approach which meets the standard established in *Castañeda v. Pickard*, 648 F. 2d 989 (5th Cir. 1981), and aligns with the broader academic strategy outlined by the EL Education ELA curriculum grounded on the Universal Desing for Learning framework.[liii] Research affirms that content-based language learning is one of the best ways for school-aged students to acquire English. Every lesson in the EL Education K–8 ELA curriculum thoughtfully integrates evidence-based scaffolds instruction and added language supports that enriches content-based English language learning within a rigorous, content-based curriculum aligned to Louisiana Student Standards. Content-based English language instruction that is essential for English Learners is integrated into the main body of each lesson and is aligned to all strands of college and career-ready standards, making it supportive for all learners. The EL Education Model encourages core instruction teachers to be sensitive to their English Learners' needs and get to know each English Learners' language abilities. Our instructional leaders will be trained to encourage teachers to select supports based on need in each situation rather than perceiving English Learner ability as fixed at one level. The EL Education ELA curriculum provides a separate "Teachers Guide for English Language Learners" with complementary content-based language learning teacher notes, content-based language instruction, and differentiated student

note-catchers for every lesson. To ensure that English Learners along the proficiency continuum receive appropriate support, the teacher guide also includes detailed lesson-level recommendations for heavier and lighter support as well. EL Education Model uses high-leverage instructional practices for Content-based English language instruction including Sentence Language Dives, Conversation Cues, Diversity and Inclusion, Strategic Grouping, Multiple Modes and Multiple Intelligences, Vocabulary and Phrases in Context, and Language Usage: Celebration and Error Correction.

Core instruction teachers check for students' understanding of learning by using a variety of specifically designed assessment methods, anecdotal notes, pre and post tests, interims, benchmarks, and summative tests to progress monitor equitably and effectively. Appropriate use of such assessments leads to specific desired changes for teachers and English Learners, including improved teacher understanding of the relationship between content and English language development in the context of instruction, increased teacher knowledge of English Learners' progress relative to learning targets, and improved English Learner engagement in learning and assessment. To facilitate these teachers will use tools provided in EL Education Model including, learning targets for each lesson plan, learning trackers, create pre and post assessments, and provide meaningful access to tiered interventions. As part of our partnership with EL Education, we will have an EL Education coach (who will be supported by our ELD Specialist) to deliver ELA curriculum aligned-professional development and coaching during the summer before the start of the first school year and throughout the initial charter term that will be designed to ensure core instruction teachers have the knowledge of and use of content-based English language instruction strategies to deliver with fidelity including embedding English-learning opportunities into each lesson of the EL Education ELA curriculum with scaffold instructional practices that facilitate core instruction teachers delivering access to content that allows English Learners to simultaneously develop rigorous Louisiana Student Standards and English language proficiency. These strategies help teachers modify their use of English by adjusting the language demands of instruction. They also work with students from any language background and are applicable in all environments where students learn through their second language. In case English Learners require additional instructional time in English, our school's innovative and flexible schedule is able to provide this through MTSS either in ELD class taught by ELL teacher or through focused, intensive small-group intervention for English Learners which such approach has been strongly supported by evidence to improve reading.[liv] Designated ELD class will use materials aligned with the Louisiana Connectors for English Learners. Head of School or other instructional leadership staff responsible for evaluating content-based language instruction and ELL teachers will be certified and adequately trained in content-based English language strategies to conduct meaningful evaluations and coordinate ELL programming at our school, ensuring it supports students in core instruction classroom.

One key strategy for supporting the implementation of the English Language Learner program at our school is our expanded literacy time and targeted small group instruction. Our school provides approximately more than 200 to 300 hours of literacy instruction, greater than any other school in our community. Research shows that allocating the amount of time we do to focus on reading and writing skills allows teachers to incorporate significant repetition and differentiation to drive student achievement.[lv] We will implement this approach through extended core instruction blocks and dedicated time ALL blocks, WIN blocks, flexible grouping during our ELA and Social Studies, Expedition blocks, and Crew structure providing multiple daily opportunities for small group instruction for our English Learners. As part of our EL Education Model, our educators will seek to continuous improve for equity using the strategic planning cycles noted in a prior response and tools will be used to ensure regular checkpoints using multiple data points gathered from LEAP 2025 in ELA and Math, core instruction grades, qualitative observations by educators, feedback from students and parents on impact of language services, and ELPT. If the English Language Learner program is not meeting expectations, the Dean of Diverse Learners will work with the instructional leadership team to develop and implement a work plan. This work plan could include additional

professional development or increased resources for ELL instruction. When our high-quality curriculum is effectively delivered with scaffolds that are standards-based, research-aligned, culturally and academically respectful, grounded in the strengths and needs of the individual English Learner, and surrounded by supportive MTSS and sustained professional learning structures and school culture, we believe we have laid the groundwork for English Learners to grow and thrive in school. In addition to content-based English language instruction, our school will provide a range of research-based support services and activities to engage and meet the unique needs of English Learners in our community. Depending on the profile and needs of enrolled students, those services may include high-dosage tutoring, family engagement activities and celebrations, honoring the home culture and language, one or both early world language program and world language program in students home language, opportunities for student-driven listening and speaking and access to extracurricular activities with appropriate language support.

20. N/A

21. DISCIPLINE, BEHAVIORAL AND CLASSROOM MANAGEMENT

As detailed in Response No. 17, our school utilizes the MTSS framework to deliver academic, social, emotional, and behavioral supports and interventions, along with mental health support, ensuring that every student has the resources they need to succeed. When applied to behavior, this framework is known as Positive Behavior Interventions and Supports (**PBIS**). Like academic interventions, PBIS is organized into a three-tiered system (universal, targeted, and intensive) to meet the diverse needs of all students. This approach aligns with the EL Education Model, which emphasizes the inseparable connection between academic growth and character development. To realize this connection, our PBIS framework is guided by the EL Education Design Principles and the beliefs of Kurt Hahn, founder of Outward Bound, infusing these principles throughout all aspects of PBIS. As a result, our PBIS is rooted in a school culture that transforms how adults at our school interact with one another and with our students. To effect this change, our school culture is built on four core beliefs that, when put into practice, create, and promote a positive learning environment that is *respectful*, *active*, *collaborative*, and *growth oriented*. *For more information about EL Education Design Principles, please refer to **Attachment D***.

To bring these beliefs to life, our PBIS approach is designed to enhance the adoption, consistent implementation, and sustained through a layered continuum of evidence-based practices and systems in behavior intervention, classroom management, and school discipline. These systems are data-driven and prioritize positive behavior supports, focusing on a high ratio of positive reinforcement over punishment and employing disciplinary policies that minimize or eliminate the need for suspension and expulsion. Below, we outline an initial set of these structures, which we will continue to expand as we grow and identify the most effective approaches for fostering the desired culture and additional measures needed to further strengthen our school community and support our students' success.

Approach to Behavior Intervention and Classroom Management

At our school, Tier 1 behavioral support is universally implemented across the entire student population, both in the classroom and throughout the school. These supports serve as a preventative measure to reduce and eliminate problematic behaviors before they occur. Our primary prevention strategies within the PBIS framework are based on the EL Education Model, which has been universally designed and awarded SELect–the highest designation for social and emotional learning status by the CASEL. We also draw on systems employed by high performing EL schools with similar students, focusing on clear proactive ways to teach and support positive student behaviors.

These supports include school structures built around our school's Habits of Character: Compassion, Courage, Respect, Responsibility, and Perseverance. These values form the foundation for both

student and staff behavior, guiding interactions and shaping the school's culture. Students are monitored daily for adherence to these High Five values through a system of merits and demerits, tracked to inform instructional decisions and support character development. The High Five Blocks system reinforces these values by encouraging class-wide reflection and group accountability. The structure of Crew—daily meetings designed to support learning, growth, and the development of life and social skills to increase employability and community success—provides time for students to build meaningful relationships with peers and an adult mentor, ensuring regular behavioral feedback focused on individualized development for each student. Crew also integrates restorative circles and response conversations. Additionally, our school-wide House Meetings, typically held with the entire school or part of service learning expeditions, focus on culture-building and celebrating progress. As part of the EL Education Model teachers are equipped with an extensive guide for classroom management, *Classroom Protocols*, that encompasses the preventative and responsive strategies teachers use to support and facilitate both academic and social and emotional learning in the classroom. The Classroom Protocols, along with weekly reports and the merit reward system, provide behavioral shaping steps aligned with assessed needs and goals.

We will prioritize allocating sufficient resources to Tier 1 to ensure its effective and implementation fidelity. This commitment will support a positive school culture by making behavior expectations clear and providing a structured environment that helps prevent many disruptive behaviors from arising. Additionally, this foundation allows for easier identification of students who truly need extra support. Tier 2 and Tier 3 interventions will then add further layers of instruction, feedback, and reinforcement to these established behavioral expectations.

We are committed to ensuring a positive learning environment that is respectful and safe for all students. Students who exhibit a missing skill or repeated mild-to-moderate misbehavior or who have been removed from class more than 2 to 3 in a semester through office referral will be identified as an at-promise student needing additional support through a school screening process and decision rules. Typically, these behaviors lead to at-promise students showing up in data trends for referrals, detentions, truancy records, and staff requests for assistance which are collected on a regular basis. Because there are a variety of needs and skill deficits underlying student behavior, a range of readily available research-based positive behavior intervention strategies is used in our Tier 2 targeted intervention. Our school will prioritize classroom and PBIS based interventions in lieu of out-of-school disciplinary removals to address student misconduct in order to minimize the loss of instructional time. To do this, we will employ restorative practices as the foundation for behavior intervention. A basic assessment to identify what function the problem behavior serves for an at-promise student, and the formulation of a behavioral contract or Tier 2 interim intervention plan may include strategies such as focused social skills group during WIN block to teach the at-promise student to use new skills as a replacement for problem behaviors by adopting the *Caring School Communities* program that have shown to lead to significant evaluation outcomes in reduced problem behaviors and improved social and emotional skills and attitudes, rearranging the environment so that disruptive behaviors can be prevented and desirable behaviors can be encouraged, Check In/Check Out system, structured mentoring, structured breaks, and meaningful work. In the case of intervention-based measures shows that behavior is not remedied by restorative practices as part of our Tier 2 interventions, PBIS team will reevaluate practices employed, consult with experts and family, continue interventions, adopt different evidence-based Tier 2 targeted interventions and/or considered for Tier 3 intensive interventions.

Intensive intervention refers to the highest level of individualized support offered along the continuum of interventions in our school's PBIS. Students who exhibit missing social, emotional, or behavior skills or who exhibit chronic severe misbehavior or withdrawal will be identified through a screening process and decision rules. Most of these behaviors cause students to show up frequently in data trends for referrals, suspensions, attendance, and staff requests for assistance. A functional behavioral assessment will be used to develop and implement an individual behavior intervention

plan. An individualized behavior intervention plan includes third party expert opinion on factors causing behavior, preventive and proactive strategies for successive approximations and reinforcements to develop new skills or more complex social behaviors, wrap-around services, family engagement, SMART goals, a safety plan, and an action plan.

Further details of these preventive supports are provided in Attachment E.

22. PLEASE REFER TO APPENDIX 5

23. FAMILY AND COMMUNITY ENGAGEMENT

Home Visit: After students enroll at our school in the spring, a staff member will visit their home to meet with the family and the student. Research shows that home visits can help break down cultural barriers between school staff and families, fostering positive relationships. These visits allow us to see families and students from a more positive perspective, making them our first opportunity to build trust between our school and our families. During the visit, we will listen to any questions or concerns the family may have and learn more about our students. We will share general expectations about our school and emphasize the importance of family attendance at our two

Student-led Conferences: School leadership schedule time at least twice per year for student-led conferences in which students communicate progress in their learning to family members or other caregivers. Student-led conferences address all EL Education's Dimensions of Student Achievement: mastery of knowledge and skills, character, and high-quality student work. School leadership and teachers develop protocols and documents to support student-led conferences as a cornerstone of communicating student achievement. They expect and support all families to participate in this practice. They expect all students to prepare for and do their best in their conference. Teachers support families to understand the structure, purpose, and expectations of student-led conferences. They communicate the schedule in advance and help families understand the roles and responsibilities of teachers, students, and parents during the conference.

Passage Presentations: School leadership and teachers create passage presentation structures in which students present their readiness to move forward to the next level of their educational journey (e.g., from elementary to middle school, middle to high school, high school to college).

Literacy Family Night: Literacy Family Night is a school-wide event in which we promote and celebrate literacy among students and their families. The purpose of the event is to encourage reading, writing, and other literacy skills in s at an early age, and to provide families with tools and resources to support their student's literacy development.

Family Events: School leadership and teachers organize interactive family education events throughout the year (e.g., orientation, an open house to showcase work in progress, a family mathematics night, workshops on social and emotional learning). Such events are opportunities for families to participate as learners and teachers.

Further details of family and community engagement plans are provided in Attachment F.

24. ACADEMIC GOALS

The Ruwad School of Agricultural Science – Academic Goals					
School Year	25-26	26-27	27-28	28-29	29-30
Grades Served	K-7	K-8	K-9	K-10	K-11
Assessment Index	67.5	71.5	75.5	79.5	83.5
Progress Index	98	113	128	143	150
DCAI	125	127	129	131	133
Interests and Opportunities Index	150	150	150	150	150
Total Points	82	88.5	95	101	106
School Performance Score	C	B	B	A	A
ACT or gold on WorkKeys — % of students scoring at least a 21 on the act or gold on WorkKeys	N/A	N/A	N/A	N/A	Meet or exceed State and JPPSS
Services for Students with Disabilities — %+ of students with IEPs that are compliant within the IEP process	100%	100%	100%	100%	100%
English Learners — ELPT proficiency on LEAP (% Mastery or Above)	Meet or exceed State and District	Meet or exceed State and District	Meet or exceed State and District	Meet or exceed State and District	Meet or exceed State and District

ORGANIZATIONAL PLAN

STAFFING PLAN

25.   PLEASE REFER TO APPENDIX 7

26.   ORGANIZATION'S REPORTING STRUCTURE

Every role in at our school will reflect a carefully considered, essential investment in the school, our students and our mission. Our school's human capital represents our greatest financial investment and also reflects the core values and vision of the school. Positions, titles, teams and professional relationships are all integral elements of our school's design and presented us with an opportunity to reimagine how school can be organized. Below we identify the administrative, teaching, and support staff necessary to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

Our school is governed by its **Board of Directors** – and as holder of the charter contract with the State – exercises the final authority in all matters affecting the school in pursuit of the school's mission and in accordance with all relevant laws and regulations and as described by its Bylaws in Appendix-9. Accordingly, the Board is ultimately held responsible for the academic, financial, and legal performance of the school under the state accountability system established pursuant to Louisiana Administrative Code Title 28 Part XI Bulletin 111, as amended. The Head of School will be managed and evaluated by the Board using the established evaluation criteria, together with the EL Education Implementation Review Standards to determine the level of implementation of EL Education Model in our school. EL Education, as part of our partnership, will provide a dedicated team to administer the implementation review to assist the Board in its overall evaluation. We will

clearly divide the school's business and operational roles and responsibilities from the instructional roles and responsibilities. To facilitate this approach, our school will use and implement the ABCD decision-making model as a living structure within school administration. All members of the school use this model to clarify the type of decision and name the people involved (or push for clarity when unclear). We believe that if our school's business and operational leadership and support staff execute effectively, our instructional leaders and educators will be able to focus on and execute our academic plan to provide the highest quality teaching and learning environment that where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful on their journey to graduate on time and ready to create positive change in the world.

The **Head of School** is the school leader and primary external representative of our school and is ultimately responsible for all operations of the school while overseeing the Director of Operations. The Head of School is responsible for the executive management of all staff and accountable to the Board of Directors. The Head of School's role is driven by the mission of our school, and the Head of School is responsible for all resources and management required for the school to fulfill its mission. The Head of School sets and communicates the instructional vision for the school and manages, directly or indirectly, all instructional staff to execute their roles to execute this vision. In the EL Education model, leadership is a collaborative and dynamic effort aimed at achieving a shared vision for teaching and learning. Our school embraces this shared leadership model, where the Head of School not only creates conditions for all staff to learn but also empowers them to lead. The Head of School establishes and maintains clear decision-making processes, strategically building leadership capacity among staff and the broader school community. By setting up structures that encourage responsibility for school improvement efforts, the Head of School empowers individuals to take the lead. This approach aligns with the EL Education Model and supports high-functioning, data-informed, impact-oriented teams of educators that will drive improvement across the school.

To provide our students with an education that drives them toward graduation, we believe that a mission-aligned and capable instructional leadership team is necessary. The Head of School will hire and directly supervise the instructional leaders on the school administration team that includes Dean of Elementary Education, Dean of Middle School, Dean of Diverse Learners, and Dean of Students and as the school grows, other members of the school administrative team of their own choosing and manage the relationship between the Lead School Business Administrator and Director or Operations.

The **Dean of Elementary Education** leads K-2 literacy and ELA, coordinates professional learning as the Title II-A coordinator, and directly supervises core instruction teachers and students from kindergarten through fourth grade, as well as and enrichment humanities teachers. The Dean also oversees school-wide reading, literacy, and writing universal and diagnostic assessments. This position reports directly to the Head of School.

The **Dean of Middle School** serves as the lead of the SBLC, acting as the MTSS and Title I coordinator. The Dean oversees all support and academic intervention plans, including the Homework Center, LEAP testing, and summer school programing. Responsibilities include implementing the Multi-Tiered System of Supports (see Response No. 17 for details) and tracking the progress of at-promise students within the system. The Dean also directly supervises core instruction teachers for grades five through eight, enrichment teachers in STEAM subjects, and academic learning support teachers. Additionally, the Dean manages the substitute teacher list and coordinates staffing needs with Education and Staffing Solutions. This position reports directly to the Head of School.

The **Dean of Middle School** serves as the lead of the SBLC, acting as the MTSS Coordinator and Title I Coordinator. In this capacity, the Dean oversees all support and academic intervention

programs, including the Homework Center, LEAP testing, and summer school. Additionally, the Dean is responsible for implementing the Multi-Tiered System of Supports (details provided in Response No. 17) and monitoring the progress of at-risk students within this framework. The Dean also directly supervises core instructional teachers for grades five through eight, enrichment teachers in STEAM subjects, and academic learning support teachers. Furthermore, the Dean manages the substitute teacher roster and coordinates staffing needs with Education and Staffing Solutions. The Dean of Middle School reports directly to the Head of School.

The **Dean of Diverse Learners** oversees the special education program, services for English Learners, and all differentiated services, including social work and counseling. This role includes directly managing special education teachers, social workers, and ELL specialists, as well as overseeing the procurement and logistics of contracted services to support students with their IEPs. These services may include speech therapy, occupational therapy, psychological support, or other specific interventions outlined in students' IEPs, provided by EDU Healthcare or other qualified professionals. The Dean of Diverse Learners is responsible for ensuring compliance with all relevant special education laws and maintaining adherence to legal and educational standards. The Dean is dedicated to providing individualized support to all students, helping them reach their full potential and achieve their goals in line with our school's vision of educational equity. The Dean of Diverse Learners values and actively seeks collaboration and input from educators, professionals, and families within the school and across the broader Louisiana community. Emphasizing the importance of partnership, the Dean is committed to fostering a supportive learning environment for our diverse learners. The Dean of Diverse Learners reports directly to the Head of School.

The **Dean of Students** holds a crucial responsibility for maintaining the school's culture and discipline, including overseeing all systems designed to uphold our Habits of Character and core values (see Response No. 21 for details). The Dean directly supervises Crew Leaders and PBIS teams, ensuring that these structures effectively support the school's ethos. A key aspect of the Dean's role involves analyzing merit and demerit data on a weekly basis. This analysis is vital for identifying trends in student behavior, pinpointing areas of success, and addressing challenges in upholding the school's values. The insights gained are shared during House meetings each Friday, fostering a collective understanding and commitment to the school's cultural standards. Reporting directly to the Head of School, the Dean of Students plays a pivotal role in ensuring a positive, values-driven environment within the school community.

The **Lead School Business Administrator** (**LSBA**) plays a critical role in the overall strategic management and operational efficiency of the school. Reporting directly to the Board of Directors, the LSBA acts as the chief financial officer, procurement supervisor, risk manager, and business manager (in compliance with Louisiana Revised Statute 17:84.2 and meeting the qualifications set by BESE). This role involves overseeing a broad spectrum of business services essential to the school's smooth operation, including the development of diverse revenue streams and directly supervising all financial support staff. While the LSBA has decision-making authority in these business areas, decisions are made with input from key stakeholders—such as the Head of School, Director of Operations, and other individuals or teams affected by the decision. The LSBA is also responsible for communicating these decisions. This approach, adopted by high performing EL schools and charter school in our area, aims to make greater use of human capital, unburden top-level administrators, ensure that decisions are made close to reporting line by staff with technical knowledge, and allows for more rapid response from the school to external changes. The LSBA will be managed and evaluated by the Board of Directors using the established evaluation criteria, together with the school's overall financial performance as published by LDOE in the school's annual review report. This strategic management and oversight serve a dual purpose: fostering a stable teaching and learning environment while positioning the school for sustainable growth and success by creating enabling conditions to develop and retain effective instructional leaders and staff.

The **Director of Operations** is responsible for all aspects of the school's operations, including facilities, transportation, security and safety, IT and cloud-based systems, logistics for academic programs, record-keeping, and inventory management. This role involves close collaboration with the LSBA to execute the school's business, financial, and procurement functions, as well as to implement operational strategies. The Director of Operations is responsible for communicating the decisions made in collaboration with the LSBA. The Director directly supervises the office manager, facility manager, and hall monitors, and manages all operational vendors, including those providing food services and custodial support. Dedicated to maintaining high standards of excellence in school operations, the Director of Operations ensures that instructional leaders and staff can focus on driving student achievement. This role reports directly to the Head of School.

For the start of the third year of school operations, the Head of School will promote or hire a **Dean of High School**. This Dean, reporting directly to the Head of School, will be responsible for aligning the school's mission with high school management. This role includes overseeing high school teachers and students, as well as supervising the Dean of College Prep and Career Readiness, the high school guidance counselor, and the Mastery Prep teacher. The Dean of High School aims to create an engaging environment that prepares students with the skills and confidence needed for their future paths—whether in college, careers, or other endeavors—and empowers them to make positive contributions to their communities. The Dean is also responsible for ensuring that students graduate on time with the appropriate college or career credentials and, for those pursuing higher education, eligibility for a TOPS award.

The **Dean of Expeditionary Learning and Integration** serves as a strategic thought-partner and capacity builder for our teachers, helping them develop case studies, integrate fieldwork, involve experts, engage in service learning, and design impactful projects, products, and learning expeditions. This role is essential for advancing our school's goals after the conclusion of our partnership with EL Education. It focuses on enhancing teacher effectiveness and improving student achievement by ensuring that both new and experienced teachers consistently apply the EL Education Model and its Core Practices. As this position is vital for maintaining and passing on EL Education's professional development programs to future educators, it is planned to be established towards the end of our collaboration with EL Education (in year 4 or 5 of operations). This represents an exceptional leadership opportunity for a highly skilled teacher with a proven track record of success in implementing EL Education's Core Practices in effective lesson planning and instructional delivery. This role reports directly to the Head of School.

27. RECRUITMENT AND RETENTION PLAN

We believe that focusing on specific aspects of our recruitment and retention plan is essential for improving teaching quality. Using resources from the Urban Schools Human Capital Academy, we've crafted a strategic plan to recruit and hire a diverse and high-quality team, particularly emphasizing the retention of highly effective teachers. Each part of the plan needs careful, strategic, and ongoing use of data. Data acts as the key connection between our school's strategy and our hiring plan, guiding us to assess how well our efforts are working, pinpoint the root causes of issues, and highlight areas needing more focus.

The teaching experience should evolve throughout a teacher's career. New teachers would have access to multiple entry pathways into the profession, along with support systems that ease their transition. Highly effective, experienced teachers would have the opportunity to take on a variety of leadership roles, allowing them to broaden and deepen their impact. All teachers would receive competitive compensation aligned with their performance and specific roles. Additionally, the day-to-day experience for teachers would be significantly improved, featuring sustainable workloads, ample time for team collaboration, reflection, and relationship-building, as well as professional learning support that is growth-focused and integrated into their work.

Components of Recruitment Plan

1. **Highly Effective Pool: Source Diverse Candidates Proactively from Various Pipelines**

    o Our recruitment strategy is comprehensive, utilizing a mix of institutional and relationship-based networks to reach a diverse array of candidates. We plan to employ various channels such as our website, idealist.org, LinkedIn, WorkNola.com, other social media platforms, and the professional networks of our Board of Directors, EL Education, the Young Leadership Council of New Orleans, our staff, and our community supporters. Collaborations with organizations like Ignite Fellowship, TNTP Teaching Fellows, and TeachNola, as well as participation in college career fairs, will further broaden our reach.

    o Recruitment campaigns are data-driven, utilizing technology to create personalized candidate experiences and attract a diverse pool of applicants. Marketing efforts include professional recruitment materials and the use of photos and videos that reflect the school's mission and values.

    o We will also tap into personal networks within educational institutions known for their engaged and diverse student bodies, including the University of New Orleans, Southeastern Louisiana University, Southern University at New Orleans, and Loyola University New Orleans, with a special focus on internal candidates and those interested in opportunities on the Westbank and Greater New Orleans Area. We will also look to foster new connections with educational institutions to expand our pool to high achieving recent graduates across the State of Louisiana, region and nationally. Alumni associations and education-focused job boards are additional vital components of our recruitment efforts.

    o We will track to determine which pathways are producing the best performing teachers once in the classroom, and ensure we are targeting these pathways. After our second year, this means potentially looking at maximizing student teachers coupled with leverage surplus funding to create quicker and low/no-cost pathways to crucial roles, such as special education teachers.

2. **Best Matches of Talent: Selective Recruitment and Hiring**

    Access to an effective teacher in every class represents our greatest financial investment and aligns with our vision of creating a dynamic and engaging educational community. We allocate up to $4,000 for hiring incentive of key roles and heavily invest in marketing our school's unique value proposition that differentiates us to attract candidates who best fit our needs.

    Our ideal teaching candidates:

    1 Believe in our mission and uphold a culture of high expectations for every student, regardless of circumstances.
    2 Have the capacity and willingness to continuously improve every day.
    3 Possess the necessary experience and qualifications that align with our specific needs.
    4 Are committed to increasing their cultural proficiency to form relationships and effectively work with students from diverse backgrounds.
    5 Have the option to submit supplementary evidence that would support qualities we are seeking in a teacher.

The recruitment process is designed to prioritize both the candidate's and the hiring committee's experience, ensuring a thorough and welcoming interview process. The Head of School is actively involved in the recruitment process, with specialized training provided to enhance their effectiveness as a human resource leader. Training includes recognizing and mitigating implicit bias in the hiring process to ensure a fair and inclusive selection of candidates. Approximately 75 percent of candidates have indicated that their decision to join was significantly influenced by the experience during their interview. Furthermore, over half of these candidates considered their interaction with their prospective supervisor as the most critical part of their interview process.

We employ a rigorous selection process that includes resume reviews, interviews, and multiple sample lessons with feedback and practice. Our educators must intentionally use data and embrace coaching, reflection, and collaboration to improve student achievement and deliver deeper learning. Once the best candidate is identified, a competitive offer is extended, ensuring prompt and attractive onboarding with a focus on building a diverse and effective instructional staff. When multiple best candidates are identified for a single role and resources permit, we will use overhiring as a strategy – because this represents our greatest financial investment.

3. **Acceleration of Skills: Employing an Evidence-Based New Teacher Induction Program**

Having in place a new teacher mentoring program that aimed specifically at meeting the needs of new teachers starting the profession has been tied to increases in teacher higher performance in classroom instructional practices, professional culture and retention, and student achievement.[lvi] Evidence has shown that new teacher mentoring programs that extended for three years had a positive and significant impact on student achievement and teacher effectiveness.[lvii] Our New Teacher Experience Program is designed to provide support and guidance to new teachers by providing extended, in-depth workplace orientation, socialization, mentoring, and guidance initiative spanning three years. The following evidence-based components of our first-year New Teacher Experience Program may include[lviii]:
- special summer institute for new teachers focus on Core Practices
- two-hour weekly mentoring during teacher collaboration sessions
- design and implement clear mentorship agreements
- matching new teachers with multiple highly skilled mentors to provide an array of expertise
- A focus on instruction, with weekly opportunities for new teachers to observe experienced teachers up to twice a week
- twice a month meeting with instructional leadership team to educate them about school goals and to garner their systemic support for achieving goals
- assigning a teacher aide
- reduce instructional time
- once a month intensive workshop and new teacher seminars
- once a month training on classroom and student data practices

4. **Best Use of Talent: Staffing and Deployment**

Understanding the current attrition and shortages impacting the schools in our community, we made it the utmost priority to design a systemic approach to staffing that ensures our school can be both competitive for talent and not lose highly effective teachers to schools in the neighboring parishes where student achievement is high. Our school's HR policies, practices, and employment contracts enable the Head of School to build and maintain a

quality staff and that staffing by mutual consent is the prevailing philosophy. These include allowing our school to use student and teacher time in new ways without being constrained by rigid time requirements, reducing teaching loads for new teachers by increasing class sizes, if appropriate, for highly effective teachers, and building flexible positions that allow staff to work in various ways such as part-time, job share, seasonal roles.

Components of Retention Plan

5. **Career Pipeline: Strategic and Clear Career Advancement Opportunities**

   We leverage teachers' talents to enhance teaching and learning and proactively share clear opportunities for professional growth. Understanding that as both a new school and a new school model to Louisiana, we have carefully designed several career advancement opportunities to help teachers achieve their professional goals throughout our charter's initial term. As our school grows in student enrollment and expands grades, or as staff turnover and leaves of absence occur, we offer advancement opportunities aligned with this natural progression. Support will be provided to the Head of School in making decisions to non-renew or terminate ineffective teachers, including those with attendance issues. The Head of School will be responsible for conducting career-focused discussions with each staff member to align their aspirations with the school's evolving needs. As our school grows, we will prioritize promoting existing staff to leadership positions, especially for highly effective teachers, to support their career progression and improve retention rates.

6. **School's Unique Value Proposition: Compensation and Benefits**

   As mentioned, when we designed our school, we were intentional about it ensuring that it was grounded on evidence-based and best practices in teaching and learning, which included us reimaging the job of our core instruction teachers to develop a teaching model that create the conditions for a better, more sustainable and dynamic role and one that prioritized our teacher's social and emotional well-being. This process led us to examine, challenge and adopt a first principles thinking and result oriented approach in respect to every element of a teacher's job. This led us to design a research-based redesign of the teacher job that will enable us to leverage our unique value proposition to attract and retain highly effective teachers for every classroom. This includes the following:

   o **We prioritized the social-emotional well-being of our teachers:** core instruction teachers on an annual basis spend 20% less time in the classroom and 35 days less teaching at our school compared to their peers at other schools in our community. This enables us to create a sustainable work environment and workload for our core instruction teachers.

   o **We prioritized effective professional learning for our teachers:** core instruction teachers have approximately 10 hours a week more dedicated teacher collaboration time at our school compared to their peers at other schools in our community. Evidence strongly supports that teacher collaboration not only has the potential to improve both teaching and student outcomes, but also effective in recruiting and retaining teachers as it leads to both improved classroom practices and strong relationships of mutual respect and trust by the adult learner participants. This time allows for peer observations, coaching, and structured planning to enhance instructional delivery and maintain high expectations. Our school also put other related practices in place to support our teachers' effective professional learning including, routine data inquiry teams analyzing student performance data and continuous improvement discussions, time for IEP related tasks and communication,

access to weekly coaching and support for individual teachers, weekly observations and feedback cycles, peer observations and a new teacher induction program. To support collaborative professional development for our core instruction teachers, we provide them with dedicated time each Friday. They are given 150 minutes for professional learning sessions while students engage in enrichment activities with specialized instructors. We respect our teachers' autonomy by limiting the required participation. In the inaugural year, teachers are required to attend twice a month, with the remaining Fridays being optional. In the second year, the requirement decreases to once a month, with the rest optional. After the second year, once teachers demonstrate proficiency in the EL Education Model and Core Practices, Friday professional learning becomes entirely optional. As previously noted, sustained and aligned professional development provided by EL Education has been shown to have a strong positive impact on all students, particularly economically disadvantaged students, minority students and English Learners. Further, once a month, teachers participate in a school-wide instructional planning day during the week.

o **We prioritized giving teachers autonomy over non-academic training:** subject to state law compliance, we respect our teachers' autonomy by reducing the number of non-academic trainings they must repeat each year. Once teachers demonstrate proficiency and complete the training, they are not required to retake it.

o **We prioritized giving teachers adequate time to cover state standards in ELA:** core instructional teachers receive more time, in particular in literacy, to pace curriculum, delve deeper into core content, reinforce lessons, connect concepts across classes, and provide more deeper instruction in the content areas that are students need the most.

o **We prioritize rewarding highly effective teachers and impact**: highly effective core instruction teachers will have the opportunity to earn approximately 15 to 20% more annually in base salary at our school compared to their peers at other schools in our community.

o **We believe teachers should be compensated beyond salary with innovative benefits:** Teacher compensation should go beyond just base salary. During the initial charter term, we are committed to designing a research-based system that addresses the family well-being needs of our core instruction teachers, ensuring it doesn't compromise the quality of education for our students. Our goal is to make paid maternity and paternity leave the standard, not the exception, by working in collaboration with our teachers to develop a solution that is dynamic, sustainable, and differentiated. As our school grows, we will aim to pilot a program for our high school core instruction teachers in partnership with strategic allies, with the intention of eventually implementing it school-wide during the next charter term. Ultimately, we wish the initiative will serve as a platform to advocate for paid maternity and paternity leave for teachers in our community, in Louisiana, and across the nation.

7. **Quality Workforce: Aligning Professional Development**

Our instructional leadership team will ensure professional development is aligned to performance and that it contributes to improved student and teacher performance. We will focus on new teachers, new teachers to the EL Education Model and low-performing teachers, and we have decoupled professional development from compensation and created incentive schemes to promote self-learning. We will provide opportunities for teachers to be

members of leadership teams and view this as an opportunity for learning and growth for teachers.

8. **Differentiation of Quality: Performance Management**

We will set high performance standards for all teachers, identifying and retaining high performers, supporting and development of all others toward highly effective instruction and continuous improvement, understanding that not everyone will perform well enough and taking action when they do not by using multiple measures in the teacher evaluation system, tracking new teacher performance, providing weekly feedback cycles and incorporating the EL Education Implementation Review criteria.

28. PLEASE REFER TO APPENDIX 8

29. PROFESSIONAL DEVELOPMENT AND EVALUATION

Professional Development

The EL Education Model is not a one-size-fits-all solution; it requires active teacher participation and focuses on transforming how teachers teach, rather than just what they teach. Teachers must commit to develop a range of critical skills, including content knowledge, effective pedagogy, classroom management, communication, interpersonal skills, teaching reading and writing across the disciplines, and student assessment strategies—skills identified as essential by research.[lix]

Research shows that when teachers engage in sustained, differentiated professional learning—through a combination of theory, content focus, active learning, collaboration, modeling, coaching, feedback and reflection —they perform better and stay in the profession longer.[lx] Schools that invest in high-quality professional development and create supportive, collaborative environments tend to have lower teacher turnover, happier teachers, and better student outcomes.[lxi] Our school's vision of an engaging educational community aims to produce life-long learners by making our school's learning environment for everyone, especially for teachers happy, long-term teachers. To achieve this, research highlights the essential role of instructional leadership team in fostering collaboration, which enhances both teacher and student success.[lxii]

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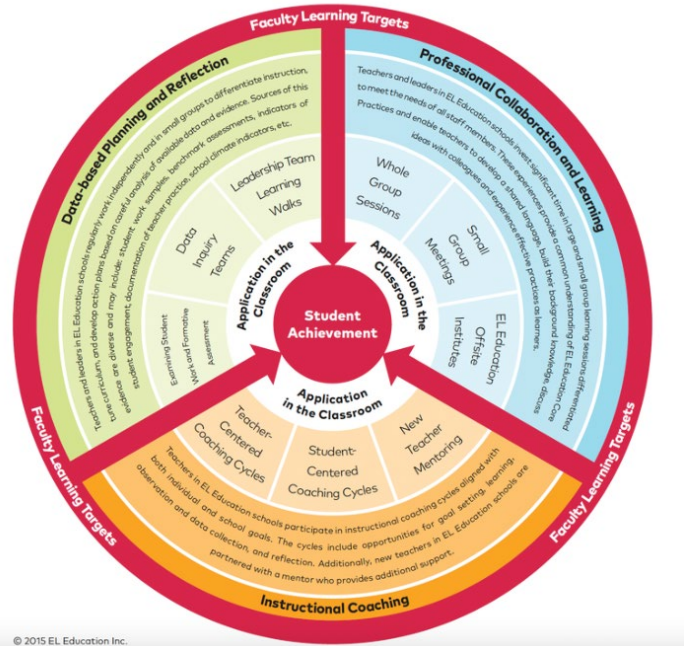
EL Education professional development asks teachers and administrators to be active learners and to experience fully what it means to read, write, assess, problem solve and learn the "EL way." This means that facilitators model effective instructional practices, and participants engage in the social construction of meaning by collaborating in small and large groups. Our facilitators skillfully attend

to both the content and process of the group's learning. The following are foundational characteristics of how EL delivers professional development, either nationally or at schools.

The key points below highlight our school's strategic framework for ongoing, differentiated professional learning, grounded in the EL Education Model – see graphic for key components.

School's Professional Learning Characteristics:

- **Is strategic:** Professional learning has clear and relevant goals and priorities are aligned with student achievement benchmarks and the content that teachers teach, school goals, focuses on improving reading and writing across all discipline, and long-range work plans. Professional development sits within a comprehensive strategic plan that considers sequence, timing, and progress monitoring.

- **Cultivates positive professional culture:** EL Education Model intentionally builds a professional learning community–a positive, collaborative learning environment rooted in trust. Sessions include protocols, purposeful initiatives, and carefully designed openings and closings–including relevant readings and the use of norms. They also include the analysis of student work; unpacking, planning, discussing, and creating learning and character targets and lessons from high-quality curriculum; planning for and addressing the needs of diverse learners; and addressing unfinished learning through acceleration. Teachers engaged in activities to simulate their own discipline expertise in relation to literacy, and they also engaged in analysis of texts to identify potential literacy challenges to students. The prior knowledge and experience of participants is honored and seen as an asset.

- **Engages adult learners:** Participants in our school's professional learning experiences are respected as capable creative agents, motivated to learn and propel students' success. Professional learning prioritizes application and planning, and grounds participants in theory. Educators interact with and discuss a variety of resources and research to gain a common understanding of a topic and then apply those ideas to their own context. There are multiple opportunities for choice and self-direction.

- **Models strong instructional and assessment practices:** Clear learning targets set purpose for each professional development experience. Assessment practices are used throughout the session to engage teachers in self-assessing, goal setting, and reflecting on their growth. Modeling of instruction helps teachers to have a vision of practice on which to anchor their own learning and growth. Learning targets also allow instructional leaders to check for understanding and determine appropriate next steps, which are often differentiated. Techers interact with challenging content and experience intentional lesson formats and protocols. They have time to engage with complex text, analyze models, generate questions, and discuss. Debrief and metacognitive reflection support transference to classroom practice and fostering high expectations of student learning.

- **Leads to application:** Professional development is only truly effective when it leads to application of new practices that result in increased engagement and achievement for students. Our school's professional learning is designed to support transference.

1 Multiple Structures for Professional Learning Opportunities:
- School leaders create multiple structures to provide consistent and frequent professional learning opportunities and relevant useful topics–topics such as strategies for effective instruction of English Learners, students with exceptionalities, leveraging technology in support of standards-based instruction. These include on-site job-embedded professional learning for whole group, professional learning communities, one-on-one coaching, EL

Education Institutes, book study, and lesson studies. To facilitate this, we have prioritized protected dedicated time in the master schedule for up to 120 minutes weekly professional learning communities. In these professional learning communities, teachers and differentiated services staff will differentiate their learning of how to use the EL Education Model and Core Practices efficiently and effectively by following protocols for unpacking modules, lesson planning, and delivery of instruction the "EL way."

2   **Exposure to Model Practice**
- Effective modeling is a coaching practice that demonstrates to a teacher how to implement a specific Core Practice, protocol, classroom management technique, or intervention. In line with the practices of high performing EL schools like A.D. Oliver Middle School in New York, our school will establish a dedicated demonstration classroom and collaboration space for teachers. Here, experienced instructional leaders will collaborate with an EL Education coach for half a day each month to engage with the EL Education Model and advance professional learning in effective planning and delivery of lessons, followed by modeling or mentoring lessons for teachers. Each teacher will have the opportunity to participate in a half day one-one modeling session up to twice a semester. At Oliver Middle, this approach led to significant growth and built teacher capacity across the school.

3   **Frequent Descriptive Feedback**
- Effective performance feedback is a coaching practice that is specific, positive, timely, and actionable. Our instructional leaders will adopt successful practices from EL schools, such as Conway Elementary in California, by conducting weekly classroom learning walks to ask, "What's working?" and providing at least 40 actionable feedback opportunities annually. This approach gathers real-time data on the impact of new instructional practices, which is then shared with the entire staff in a nonjudgmental manner. This ongoing assessment ensures that professional learning is effectively applied and continually improves to impact student achievement.

4   **Expert Coaching and Reflection**
- Effective relationship-building is a coaching approach that employs targeted strategies to foster a positive connection between the teacher and coach. This includes practices such as compassionate listening, restating and summarizing the teacher's input, demonstrating expertise in teaching and deep content knowledge, and aligning with the teacher's goals and needs. Inspired by EL school, Scintilla Charter Academy in Georgia, we will implement systems that enable instructional leaders and teachers to observe peers teaching the curriculum and reflect together on what worked and what didn't. Additionally, every teacher will have an opportunity for up to 45 minute weekly that focuses on drilling and rapid feedback on skills identified during observations and highlighted in models. Scintilla students showed impressive growth by outpacing the reading achievement of its district and state, with a 14% gain in a single year. Observational data will be used to inform professional learning, formal coaching cycles, and evaluation systems. Professional learning is effective when it leads to the application of new practices that result in increased engagement and achievement for students.

5   **New Teacher Experiences**
- Having in place a new teacher mentoring program that aimed specifically at meeting the needs of new teachers starting the profession has been tied to increases in teacher higher performance in classroom instructional practices, professional culture and retention, and student achievement.[lxiii] Evidence has shown that new teacher mentoring programs that extended for three years had a positive and significant impact on student achievement and teacher effectiveness.[lxiv] Our New Teacher Experience Program is designed to provide

support and guidance to new teachers by providing extended, in-depth workplace orientation, socialization, mentoring, and guidance initiative spanning three years.

Teacher Evaluation

In accordance with Bulletin 130, educator evaluations are composed of two parts: a qualitative assessment score and a quantitative score (student growth component) using a 5-point scoring system. Our school will use the new Louisiana Educator Advancement and Development System (**LEADS**) evaluation system and will provide several professional learning opportunities to the instructional leadership team to attend training during the start-up period before our formal summer. We will communicate the LEADS evaluation rubric to all teachers during summer professional development, and the instructional leaders will review it will all teachers in 1:1 meeting at the start of the school year. It is important that teachers understand the criteria for their evaluation and that these criteria are aligned to the actions that we believe will achieve our mission for students. Teachers will be evaluated using the LEADS educator rubric and evaluation on a semi-annual basis, with both a mid-year and end-of-year cycle. This process includes a self-evaluation, an evaluation by the teacher's coach, and a discussion to outline the actionable feedback resulting from the evaluation. We believe that excellent teaching is essential to student success. To achieve our mission of ensuring we bring about the best out of every student's talent and character, we will need to ensure effective delivery of instruction in every class. This effective instruction delivery results from hiring motivated, mission-aligned, and coachable individuals, clearly defining academic standards across all core instruction and grade levels and establishing a high standard for both teaching and student performance. We facilitate this by ensuring that no teacher receives constructive feedback for the first time during their evaluation. Constructive feedback should be provided promptly, allowing teachers the opportunity to act on it. We expect teachers to actively work on improving areas where they currently score below "At Expectation" or proficient on LEADS educator rubric and evaluation.

CHARTER SCHOOL GOVERNANCE

30. PLEASE REFER TO ATTACHMENT G

31. PLEASE REFER TO APPENDIX 9

32. CONFLICT OF INTEREST MITIGATION MEASURES

We have identified two potential perceived conflicts of interest during our screening process of potential board members that required careful management.

After a thorough evaluation of local banking services and their offerings, we decided to establish our banking relationship with a local banking institution. This decision was based on a comprehensive review of the bank's stability, as assessed by the Federal Financial Institutions Examination Council's Uniform Bank Performance Review, focusing on critical metrics like the High Capital Ratio and Non-Current Loans to Equity Capital. The chosen local bank stood out for its dedicated educational service department, experienced in supporting charter schools, its membership in the IntraFi Network Deposits, ability to earn on higher rates, and its recognition as the highest rank midsize bank in Louisiana offered in this area.

Mr. Jabbar, an employee at our selected local bank, has been identified in this context. The guidelines for a company employee doing business with our school and serving as a Board Member, without leading to a conflict of interest, are clearly outlined as follows:

- The Board Member must be a salaried or wage-earning employee.

- Their salary must remain substantially unaffected by the school's contractual relationship with the Board Member's company.
- They must not hold a controlling interest in the company.
- They are not to serve as an officer, director, trustee, or partner of the company.

Mr. Jabbar meets these criteria as he is a wage-earning employee without any interest in the local bank and does not hold any executive or ownership position within the bank. Consequently, he qualifies to serve as a Board Member. The second case was ruled to be an actual conflict of interest during our screening process and confirmed by our school's external legal counsel.

All board members have a statutory duty of loyalty to give undivided allegiance when making decisions affecting the school and to avoid conflict of interest and abiding by conflict-of-interest policies. Accordingly, Board Members must abide by the **Code of Ethics** to protect the school from conflicts of interest and undue influence. Compliance with the Code of Ethics ensures that decisions made by the Board are in the school's (and the greater public's) best interest. We confirm that all Board Members have read in full the La. Code of Ethics (*La. R.S. 42:1101 et seq.*) and will after the authorization by BESE, participate annually any one-hour training program offered by the La. Board of Ethics to stay current on conflicts of interest rules (http://ethics.la.gov/).

To manage ethical concerns and conflicts of interest, we will consult our external legal counsel for advice tailored to specific situations. The Board's Bylaws and Conflict of Interest Policy will provide a framework for disclosing conflicts, excluding Board Members from related discussions or votes, and detailing procedures for new disclosures and identifying perceived conflicts in others.

Reporting Requirements:

- **Annual Disclosure:** Board Members are required to submit a Tier 3 financial disclosure statement to the Board of Ethics by a designated date each year, detailing personal financial information from the preceding year, for the entire duration of their service.

- **Disclosure of Potential Benefits:** Board Members must inform the Board of Ethics about any scenario where they or their immediate family (including children, their spouses, siblings and their spouses, parents, their own spouse, and their spouse's parents) could potentially benefit from an action proposed by the board.

Employment Restrictions:

- **Employment at Schools:** Board Members are not allowed to be employed by the school that is under the governance of the Board.

- **Post-Board Employment:** Following a Board Member's resignation or termination, a two-year moratorium is imposed on their employment by our school.

- **Hiring of Immediate Family Members:** The hiring of immediate family members by Board Members is generally prohibited, except for roles as classroom teachers where exceptions are made.

Nepotism:

- Board Members must not have immediate family members serving concurrently on the Board.

Compensation and Gifts:

- **Compensation:** Board Members are prohibited from receiving any form of compensation from the school, except for the reimbursement of actual expenses incurred in the performance of their duties.

- **Gifts and Hospitality:** Board Members may not solicit or accept personal gifts or hospitality from any individual or organization doing business or intending to do business with the school, if the total value exceeds the statutory limit (i.e., $70 subject to inflation adjustment).

Recusal from Transactions:

- **Personal Interest:** Board Members must recuse themselves from any transaction where they have a significant personal economic interest. This also applies if they are aware that any close family members or entities they are associated with (as an officer, director, trustee, partner, or employee, or through ownership of more than a 25% interest) have a significant economic interest in the transaction.

- **Participation in Discussions:** While Board Members must abstain from voting on matters where they have disclosed a conflict of interest, they are permitted to participate in discussions or debates regarding the transaction, provided they have disclosed their conflict of interest beforehand.

These guidelines are designed to ensure that Board Members act in the best interest of the school, upholding the highest standards of ethics and integrity by avoiding conflicts of interest or the appearance thereof. They will be updated annually to reflect current law and best practices.

33. GOVERNANCE OF SCHOOL

Upon authorization by BESE, our school will be governed by its Board of Directors. The Board will be formed from the present members identified in the charter application who have satisfied requirements with La. R.S. 17:16, 17:491.3; and Bulletin 126 § 2905. Our Board of Directors as holder of the charter contract with BESE (on behalf of the State of Louisiana) exercises the final authority in all matters affecting the school in pursuit of the school's mission and in accordance with all relevant laws and regulations and as described by its Bylaws in Appendix 10. Accordingly, the Board is ultimately held responsible for the academic, financial, and legal performance of the school by BESE primarily under the state accountability system established pursuant to Bulletin 111. To accomplish this, the Board of Directors will have the following specific responsibilities:

- Hire the designated Head of School and LSBA.
- Perform an annual formal evaluation of the Head of School and LSBA's effectiveness, using the evaluation criteria and rubric established by LEADS for Louisiana Leader.
- Should there be a need to replace the Head of School and/or LSBA due to dismissal for cause or resignation, take charge of the process to recruit and select a new Head of School and/or LSBA.
- Monitor the school's academic performance, the implementation of the EL Education Model, and govern the policies that influence these outcomes.
- Oversee the financial operations of the school, ensuring responsible management of public funds and maintaining the school's financial stability both presently and in the future.
- Oversee the school's adherence to all relevant federal, state, and local regulations, and ensure the establishment of policies that facilitate the successful implementation of the school's mission.
- Conduct an annual assessment to identify the school's organizational strengths and areas for improvement.
- Publish an annual report detailing the school's academic achievements, fiscal health, organizational status, and progress towards meeting the goals set for the school in its annual work plan.
- Lead the recruitment and induction of new board members, including facilitating formal orientation, screening for perceived and actual conflict of interest, and submission of Tier 3

Personal Financial Disclosure statements with the Louisiana Board of Ethics annually by the prescribed deadline.
- Ensure that all board members ongoing continuing education, adherence to financial disclosure norms, and respect conflict of interest policies.
- Ensure that the school has a significantly voice on how its Friends organization, a supporting organization to be recognized under IRS section 509(a)(3) and established under the laws of the State of Louisiana, manages and utilizes its assets for the school's exclusive benefit.
- Fulfill and uphold the responsibilities outlined in the grievance policy.
- Annually review and, if necessary, revise the Board's Bylaws.
- Carry out an annual self-assessment to determine the Board's effectiveness.

Fundamentally, the Board is a group of dedicated, committed, and qualified individuals that come together as a collective unit to: (i) volunteer their time and expertise to govern the school; (ii) provide the school with strategic leadership and long-term planning; (iii) protect the public's interest; and (iv) enable the school to achieve its mission.

But while the Board of Directors' overall purpose is to govern the school, it is not tasked with running the school's daily operations—that duty belongs to the **Head of School**. The governance framework is thoughtfully structured to ensure Board Members clearly recognize the distinction between governance and day-to-day management, actively putting in place measures to avoid undue involvement in operational specifics. For instance:

- The **Board** formulates policies and defines goals and expectations; the **Head of School** implements these policies and carries out the school's academic and operational programs on a day-to-day basis.

- The **Board** decides *"what"* needs to be accomplished; the **Head of School** determines *"how"* it should be executed.

- The **Board** is responsible for hiring and evaluating the performance of the Head of School; the **Head of School** hires and evaluates all other staff.

- The **Board** refrains from micromanaging teaching techniques or classroom activities, trusting the **Head of School** with the mandate of academic success and bringing about the best out of our young learners' talents and character.

Additionally, the Board does not interfere with the day-to-day financial transactions but oversees the school's financial health through the management of the LSBA. The Board ensures adherence to a balanced budget and resource availability in line with the Local Government Budget Act (*La. R.S. 39:1301 et seq.*), BESE Bulletin 126, and BESE Bulletin 1929 (*Accounting and Uniform Government Handbook*). They ensure that the LSBA participates in training annually on these statutory requirements, and best practices. The Board is committed to upholding the laws applicable to Louisiana public bodies and public schools. This commitment will be reflected in creating, continuously improving, and enforcing school, student, and employee policies to ensure compliance at all levels.

All Board members will be trained in the legal duties of care, loyalty, and obedience to the school. As a group, the Board represents all of the requisite skills to effectively oversee a public charter school, including knowledge of and expertise in finance, law, academics, community relations, and operations and management. In addition to its ongoing responsibilities listed above, the Board will be responsible for supporting a number of processes to ensure the successful startup of the school during the pre-opening period.

The Board organizes its governance and oversight through various standing committees, each mandated to include at least two board members. The Governance Committee, chaired by the President, focuses on recruitment, nominations, orientation, training, and general policy making processes. The Finance and Operations Committee, chaired by the Treasurer, and comprised of members with financial expertise, is responsible for the fiscal oversight of the organization in accordance with LAUGH and pursuant to the best practices for fiscal integrity and accountability for public charter schools and with presentation of the proposed budget and financial and operational functions and performance. The Student Achievement Oversight Committee, with members knowledgeable in teaching and learning, social emotional learning, PBIS, and executive experience maintains academic standards and performance and support in EL Education Model implementation review to assess the effectiveness of implementing EL Education Model schoolwide. The Development Committee works on fundraising and development to support financial sustainability, while the Accountability, Evaluation and Support (AES) Committee supports and evaluates the Head of School and LSBA effectiveness, ensuring accountability and continuous improvement. From time to time, the Board may authorize the creation of other board committees or task force for a limited duration, legitimate purpose, defined role and composition, clear and specific responsibilities that support the work of the Board as a whole. This structure ensures robust board representation across all key areas of governance and operation.

The Board understands that achieving the school's mission requires them to listen actively to the insights and feedback from all stakeholders, including students, families, educators, staff, community members and relevant experts. To ensure their voices are heard and considered, our Board is committed to offering multiple avenues for feedback, which will be reviewed by our school leadership and Board on a semi-annual basis. While we cannot guarantee every piece of feedback will directly influence outcomes, our Board will assure that all feedback will be thoughtfully considered in their decision-making process and make reasonable efforts to provide meaningful responses to feedback received. Our Board's actions and decisions will always be guided by what they believe best supports our school's mission. To gather this essential feedback, we will employ several methods. To facilitate this, the Board will implement listening sessions, advisory councils, semi-annual surveys, informal feedback channels, public comments at board meetings, townhalls, committee participation, questionnaires, facilitation of focus groups, community dialogue circles, and anonymous concern surveys.

34. PLEASE REFER TO ATTACHMENT H

35. MONITORING GOALS AND CORRECTIVE ACTIONS

The Board delegates instructional and operational management of the school to the Head of School and financial management to the LSBA. Academic performance is monitored by the Student Achievement Oversight Committee, while financial and operational performance is overseen by the Finance and Operations Committee. Progress towards the school's stated goals will be evaluated using monthly reports on student achievement, operations, and finances, which are presented to the Board and made public at each Board meeting. Teacher, student, and MTSS data will be presented at the beginning of the year following universal and diagnostic assessments, mid-semester and end-of-semester.

If any goals are not on track or if deficiencies are identified in student achievement, organizational performance, or financial management, the Board will work collaboratively and proactively with the school, EL Education, and external experts to address these issues with appropriate corrective actions and ensure future success. EL Education will conduct an annual Implementation Review to assess the level of implementation of the EL Education Model in our school and report the findings to the Board throughout the initial charter term.

Additionally, the Board will conduct an annual internal and external audit of the school's financial performance, managed by the Finance and Operations Committee, with full and prompt cooperation from the LSBA. The Board may request additional information and further reports as needed, in accordance with its statutory rights and authorities outlined in the Bylaws. During strategic planning cycles, supported by EL Education, the school's annual work plan will incorporate areas identified for improvement based on assessment data, teacher evaluations, and the results of staff, family, and student surveys conducted by the Head of School each semester and at the end of the year.

36. EVALUATION OF HEAD OF SCHOOL

The Head of School will undergo a formal annual evaluation process conducted by the Board during at least three conference meetings: (i) the initial conference, at the beginning of the school year where the rubric is reviewed, and the Head of School shares their goals for the school year in order to create an action plan; (ii) the formative conference, at the middle of the school year to review goals, the Head of School's self-assessment, ask questions, provide coaching, identify a reinforcement and refinement with next steps and share ratings after the conference; and, (iii) the summative conference, at the end of the school year.

BOY	MOY	EOY
• Goal setting • Action Plan • Coaching opportunity • Plan for communication and accountability (next steps)	• Share self-assessment ratings before MOY conference • Monitor goal implementation • Reinforcement and refinement areas • Revisit action plan • Recommendations • Plan for communication and accountability (next steps) • Share ratings after MOY conference	• Share self-assessment ratings before EOY conference • Reflect on goal attainment • Reinforcement and refinement areas • Recommendations • Possible goals for next year (optional) • Share ratings after EOY conference

This evaluation will be based on the criteria and rubric established by LEADS for Louisiana Leader. To facilitate this process, the AES Committee, composed of three Board members, will oversee the evaluation. Both the Committee members and the Head of School will have received appropriate training and support to familiarize themselves with the evaluation tool and process. Additionally, Board members involved in the evaluation must pass the Louisiana Leader Evaluation Certification Assessment each year.

The Head of School evaluation process is designed to give the Head of School a chance to reflect on their leadership practices, set goals in alignment with the criteria and rubric established by LEADS for Louisiana Leader, and create an action plan to achieve those goals. In conducting this evaluation, the AES Committee will consider a variety of data sources, including:
- Student achievement performance data scrutinized by the AES Committee
- Responses from the annual staff survey
- Annual staff attrition rates and insights from exit surveys
- Feedback gathered through the family survey collected each semester
- Annual work plan
- The rating of the EL Implementation Review
- Outstanding maintenance requests
- Discipline and behavior indicators
- Intervention and support plans
- Teachers' observation feedback documentation

Upon completion of the evaluation, the Board Chair will present the findings to the Head of School. If the Head of School fails to meet performance expectations despite reinforcement, refinement, and other interventions, the Board will implement corrective actions that prioritize the best interests of the students and the school. These actions may include sustained and differentiated training and professional development, increased monitoring and supervision by the AES Committee through more frequent reporting on key performance indicators or additional meetings with the AES Committee or an external consultant to monitor progress, assignment of an experienced mentor or coach, reassignment of duties, temporary leave or probation, formal written warnings, revision of incentives, or placement on a performance improvement plan.

Should the Head of School receive a rating below "At Expectations (3)" or Proficient for two consecutive years, or if there are ongoing and/or significant deficiencies in key performance areas identified in the School Performance Report, the Board will initiate a leadership change. While this is a serious measure, the Board recognizes its critical responsibility to hold the Head of School accountable for the school's success. Additionally, the evaluation document will be securely filed in the Head of School's personnel records, ensuring its confidentiality and availability for future reference.

37. FINANCIAL PLANNING AND INTERNAL CONTROLS

The Board, having been granted the charter, assumes the role of public stewards and holds collective responsibility for the school's financial oversight. To facilitate this, the Finance and Operations Committee will meet regularly (at least once a month) to review financial statements, track financial progress towards financial goals, and discuss plan for key financial planning responsibilities of the Board. This includes:

1. Approving the annual budget after review.
2. Monthly examination of financial statements, which encompasses the chart of accounts, both projected and actual cash flows, financial projections for the next three months, and comparisons of year-to-date figures with the budget.
3. Analyzing the monthly financial dashboard, which highlights critical financial metrics such as days of cash on hand, the net surplus or deficit relative to the budget, and progress in fund development.
4. Ensuring there are sufficient financial resources to meet both short-term and long-term needs.
5. The Finance Committee's responsibility to educate all Board members on the school's budget and financial standing and arranging training for them on fiscal policies on an annual basis.
6. Appointing an external auditor, examining the annual audit, and taking ownership of any necessary action steps and responses to the audit findings.
7. Collaborating with the LSBA to ensure the submission of all required financial documentation to the authorizing body, including BESE.
8. Adhering to all state and local procurement regulations applicable to charter schools.
9. Sanctioning all significant expenditures that affect the school's finances.
10. Ensuring the school maintains suitable bank accounts with the proper signatories.
11. Developing and implementing a policy and implementing procedures regarding fiscal matters, cash management and investment of public funds.
12. Formulating a fiscal policy on the segregation of duties and facilitating training for all relevant management positions.

The Board hires or procures the services of one or more individuals or contracted back-office providers to serve as Financial Manager, ensuring they are competent in financial services and compliant with the Louisiana Local Government Budget Act (La. R.S. 39:1301 through 1315) and best practices for schools. The Financial Manager brings critical expertise in financial management, budgeting, and accounting and is responsible for producing all financial and accounting information

and reports required by the school's charter contract, state law, and BESE policy. The Financial Manager will oversee payroll and must report any irregularities in payment cycles to the Board. Policies and procedures are in place to ensure that internal controls at the school align with best practices, including with the Board receiving external expert confirmation. The Financial Manager or an accountant will handle the monthly closing process, which will then be reviewed by the LSBA. The LSBA will submit an annual financial report to the Board by August 31 of each year following the format and containing information prescribed by BESE. The Board will review and approve such report and submit it to BESE no later than September 30 of each year.

The school's budget will be on a July 1-June 30 fiscal basis. From January to June each year, the Board's Finance and Operations Committee, Treasurer, LSBA, Head of School and Director of Operations collaboratively engage in an iterative process to prepare the budget for the next fiscal year. In January and February, the Head of School sets the priorities and needs for the forthcoming year, drawing on input from other staff and working with the LSBA who will draft a preliminary budget on forms required by BESE and shall comply with Bulletin 1929. In March, the LSBA presents this proposed budget to the Finance and Operations Committee for review to ensure it is balanced, mission-aligned, plans for a stable cash flow and reserves, is based on conservative assumptions, and addresses the needs of all students. The Finance and Operations Committee advises of any modifications, and the Treasurer, alongside the LSBA, Head of School, and Director of Operations works to finalize the budget for the Board's review. In April, the Treasurer presents the proposed budget for the to the Board for discussion and public comments. In May, the Board votes to approve the budget, ensuring it is submitted as required to any overseeing entities as stipulated by the charter. The budget process concludes by June 30 each year, with the finalized budget submitted to BESE by this deadline.

The LSBA will submit quarterly reports to the Board listing key financial indicators set by the Board, year-to-date revenues and expenditures through that quarter and budgeted revenues and expenditures for the fiscal year, using forms provided by BESE. The School will approve and submit these on dates specified by BESE. The Finance and Operations Committee will manage and procure an annual independent audit to be conducted by a certified public accountant in accordance with La. R.S. 24:513 et seq., and 17:3996(F). The Director of Operations will be responsible for maintaining an inventory of all assets, including records of any assets acquired with any private funds. The LSBA will ensure that inventories of assets are audited each semester and maintained consistent with the requirements set forth in Bulletin 1929.

38.   PLAN FOR RECRUITMENT, TRAINING AND DEVELOPMENT

The Governance Committee is responsible for identifying and presenting qualified candidates to fill any vacancies on the Board of Directors. To support this effort, the Board's advisory councils and committees will serve as a recruitment pipeline for future vacancies. To ensure the Board operates at its highest capacity, a thorough selection process will be implemented to recruit individuals who can effectively meet the Board's needs. The criteria for Board membership include:
- Advocating for the school's mission and vision.
- Leveraging personal and professional networks to benefit the school.
- Applying specific expertise to the governance of the school.
- Dedicating at least five hours monthly to Board activities, including meetings, communications, and related tasks.
- Publicly supporting the school and its mission-aligned initiatives.
- Disclosing any potential conflicts of interest to the Board Chair and the Board.

The Governance Committee is tasked with the role of identifying and presenting qualified board candidates for any vacancies on the Board of Directors. The Board's advisory councils and committees will be used to facilitate a pipeline for recruitment for future vacancies. To ensure the

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Board operates at its highest capacity, a robust selection process will be implemented, aiming to recruit individuals who can meet the Board's needs effectively. The criteria for Board membership include:

- Advocating for the mission and vision of the school.
- Leveraging personal and professional networks to benefit the school.
- Applying specific expertise to the governance of the school.
- Dedicating at least five hours monthly to Board activities, including meetings, communications, and related tasks.
- Publicly supporting the school and its initiatives aligned with its mission.
- Disclosing any potential conflicts of interest to the Board Chair, Head of School, and the Board.

Board member qualifications include:

- A belief in the EL Education Model and the school's mission.
- A conviction that all children can achieve the highest academic standards, regardless of their circumstances.
- Availability to actively contribute to the startup phase prior to school opening.
- Expertise in key areas such as academics, finance, legal matters, management and operations, and community relations.
- Experience working within diverse teams.
- A willingness to engage personal and professional networks for the school's benefit.
- A commitment to enhancing educational opportunities for economically disadvantaged students in the Westbank community.

Prospective candidates who meet these criteria will engage in discussions with the Governance Committee and are typically invited to observe a Board meeting as public attendees. Following this, the Governance Committee will recommend potential Board members to the full Board for consideration. While the Head of School and Family Advisory Council may provide input during the decision-making process, they do not participate in the vote to appoint new Board Members. According to the Bylaws, new Board Members are elected by a two-thirds majority vote of the full Board following the candidate's introduction.

All newly appointed Board Members will be required to thoroughly review and sign our Conflict-of-Interest Policy, as well as familiarize themselves with all necessary components of the Open Meeting Law. They will be provided with the Bylaws, the charter school application, and Board policies at least three weeks prior to their Board meeting. This advanced distribution is intended to ensure they have sufficient time to acquaint themselves with their governance responsibilities; however, best efforts will be made to share earlier.

Furthermore, new Board Members will participate in both Louisiana Association of Public Charter Schools (**LAPCS**) Top Shelf training, and an orientation session led by the Board Chair and the Governance Committee. The orientation session will be designed with assistance from school's external legal counsel and to address any remaining inquiries that were not resolved during the interview process, LAPCS training, or through their review of the Bylaws, Conflict of Interest Policy, and charter documentation. In addition, they will participate in an induction workshop on the EL Education Model to familiarize themselves with the school model and be given a suggested reading list for additional reference.

All Board Members participate in an annual training provided by LAPCS to stay current on best practices in charter school governance, policies, and legal requirements. Annually, the Governance Committee will guide the Board through a self-evaluation conducted by the Board, individually and collectively. The Governance Committee will oversee this evaluation, drawing from the board's responsibilities as outlined in the charter contract with BESE and incorporating insights from either

external legal counsel or at least one external source on best practices for charter school boards. Among various resources, *Charter School Board Membership* by Ozie Hall or *Charter School Board University* by Dr. Brian L. Carpenter, provided by the National Charter School Institute, both offer valuable guidance to align the Board's operations with its stated objectives. This evaluation will allow the Board to assess its strengths and weaknesses in key areas such as academic oversight, financial management, and organizational governance. Based on the evaluation results, the Governance Committee will recommend specific actions to the full board to address any identified weaknesses, which may include differentiated training or the recruitment of new members with specialized expertise. If the board identifies a future need for a particular skill set or background to enhance its capacity, it will actively seek out candidates who meet those criteria to serve on a Board committee or advisory council in order to be oriented.

39. BOARD MEETINGS

The Board will convene at least 11 times a year, ensuring consistent oversight and decision-making. Additionally, our standing committees will hold regularly hold meetings (at least ten times annually) to address ongoing priorities and initiatives. Meetings for other committees will be scheduled as required, based on the needs and circumstances of specific projects or areas of focus. All public board meetings are properly noticed and held in compliance with La. R.S. 17:3996 and La. R.S. 42:12 requirements for open meetings. To fulfill this commitment, we will implement the following practices for all board and committee meetings:

1. **Notice of Regular**: For regularly scheduled meetings, we will publish an annual schedule at the beginning of the fiscal year. Any changes to the scheduled meetings will be announced as per the procedure for individually scheduled meetings. This schedule will be communicated be displayed in a designated public space, at the school, in the Family and Student Handbook, and posted on our school's website.

2. **Publication of Meeting Materials**: Prior to each meeting, we will make available on our website all materials that are subject to the Open Records Act, including agendas, proposed resolutions, or policies.

3. **Public Accessibility**: Meetings will be held in locations that are accessible to the public, ensuring adequate accommodation for attendance. We will make concerted efforts to remove barriers for individuals with exceptionalities wishing to attend and have a system for requests to be made so that we can accommodate.

4. **Meeting Minutes**: A summary of all motions, proposals, decisions, and Board Members' votes will be recorded in the minutes of each meeting. These minutes will be accessible within two weeks following the date it is approved.

5. **Open Records Act**: An individual may submit a request, in writing, to the school's designated custodian of records with the specific data requested. The requested items will be provided no later than three business days or as is reasonably practical. If the request takes longer than three days, the custodian of record will be responsible for sharing a timeline for when the request can be fulfilled.

40. PLEASE REFER TO APPENDIX 10

FINANCIAL PLAN AND CAPACITY

41. OPERATIONAL MANAGEMENT AND LEADERSHIP

To reduce the risk of operational or financial missteps and free the Head of School to focus on instructional programming and the academic success of our students, we have implemented a

leadership structure to delegate non-academic responsibilities. The LSBA will be responsible for the purchasing processes with input from the Head of School, in accordance with the Board approved procurement procedures that will ensure fiscal responsibility and best practices are followed. Specifically, the Director of Operations will assume responsibility for the school's operational aspects either directly or indirectly, by managing the day-to-day functions of both support staff and contracted third party vendors for transportation, food services, facilities and maintenance, school safety and security, student records, equipment and landlord matters. The Director of Operations with supervision of the LSBA, will manage the procurement of services and products in accordance with the school's policies and conduct semesterly inventories of all assets of the school. Transportation of students with exceptionalities will be provided through contracted services with third-party vendor by the school consistent with the requirements set out in the IEP. All appropriate licenses, insurance, and governing aspects will be reviewed and approved by the Board. The school will offer bus transportation for students within a designated area that will at least cover the Westbank of Jefferson Parish, outside of one mile radius of the school. Depending on the number of enrolled students, additional transportation options, such as rideshare, carpooling, and other alternative methods, may be made available. The Director of Operations will collaborate with all families to ensure that transportation is not a barrier to their child's attendance at the school.

To minimize the risk of operational or financial missteps and allow the Head of School to concentrate on instructional programming and the academic success of our students, we have established a leadership structure that shifts non-academic responsibilities. The LSBA will oversee the purchasing processes, with input from the Head of School, in accordance with Board-approved procurement procedures to ensure fiscal responsibility and adherence to best practices. The Director of Operations will take responsibility for the school's operational aspects, either directly or indirectly, by managing the day-to-day functions of support staff and contracted third-party vendors for transportation, food services, facilities and maintenance, school safety and security, student records, equipment, and landlord matters. Under the supervision of the LSBA, the Director of Operations will manage the procurement of services and products in line with the Board-approved procurement policies and will conduct semesterly inventories of all school assets.

Transportation for students with exceptionalities will be provided through contracted services with a third-party vendor, in accordance with the requirements set out in their IEPs. The school will offer bus transportation for students within a designated service area, which will at least cover the Westbank of Jefferson Parish, for students living outside a one-mile radius from the school. Depending on the number of enrolled students, additional transportation options, such as rideshare, carpooling, and other alternative methods, may be provided. The Director of Operations will work closely with all families to ensure that transportation is not a barrier to their child's attendance at the school. All necessary licenses, insurance, and regulatory aspects of the contracted transportation vendor will be reviewed and approved by the Board.

42. STUDENT ENROLLMENT AND RECRUITMENT

For the inaugural year only, community engagement information sessions will be held from September through November to inform families of the school's official announcement on December 12 regarding enrollment for the 2025-2026 school year. The school will endeavor to achieve racial/ethnic balance through a comprehensive marketing plan. The school 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 multilingual staff. We will conduct outreach efforts in diverse communities, distributing information at community centers, faith-based organizations, and local events to ensure that all families are aware of enrollment opportunities. Following approval, we will also make an announcement in the local media, as permitted, to further spread the word.

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We will use inclusive and accessible language in all marketing materials to ensure they are understandable by all community members. The school's open enrollment application period for the inaugural year will run from January 12, 2025, to February 14, 2025. All subsequent school years, the Board will establish the open enrollment application period which shall be for at least a 30-day duration, and no more than a 90-day duration. All applications submitted during the open enrollment admission period will have an equal opportunity for admission, regardless of whether they are submitted on the first or last day. The school will continuously accept enrollment applications through an online enrollment system, accessible via the school's website on a desktop, mobile device, or tablet. For families without internet access or those needing assistance with the enrollment application, we will provide a dedicated helpline, a messaging portal that can receive text or voice messages in any language, and email support for enrollment inquiries and assistance. Dedicated enrollment staff will be available to provide the necessary help. Translation services will be offered for applications in multiple languages to accommodate families whose home language is not English. Additionally, all enrollment materials, information sessions, and support services will be available in all major languages of JPSS to support non-English-speaking families.

We will offer in-person support and workshops at the school and in designated community spaces to help families complete the application process. These will be available any day on the weekend, or other specified dates published on our school's website during the enrollment period. If a family has no internet access and cannot attend the enrollment workshops, we will facilitate transportation options, such as carpool coordination or rideshare, to the extent reasonably possible, to ensure that students facing transportation barriers can access enrollment. We will implement a specific plan to identify and support highly mobile and homeless students, ensuring they can enroll and remain enrolled regardless of their circumstances, in compliance with the McKinney-Vento Act.

Our school will be committed to enrolling a diverse student population and will abide by the provisions of La. RS 17:3991(B)3 that forbid discrimination based on race, national origin, gender, marital status, ethnicity, intelligence level as ascertained by an intelligence quotient examination, or identification as a child with an exceptionality as defined in R.S. 17:1942(B). In determining the enrollment permitted in each school year, our school shall determine the enrollment authorized in its approved charter with respect to the individual school year. If the total number of eligible applicants who applied during the enrollment period for each grade level is equal to or less than the capacity for such grade level, then all those eligible applicants will be admitted to the school.

To the extent that the total number of eligible applicants exceeds the capacity of any in particular grade level, then eligible applicants will be admitted based on an admissions lottery from among the total number of eligible applicants. Only applications received prior to the end of the open enrollment application period deadline are eligible to participate in the lottery. The school will use an admission lottery for the selection of students in order to reach its maximum capacity for that specific grade-level and to determine the order in which students will be placed on a waitlist. All applications received after the open enrollment application period will be placed at the bottom of the waiting list for that particular grade level in the order in which they are received (date, time, and preference). If an opening occurs at the school, selection from the waitlist shall begin with the first applicant on the waitlist. This list will be maintained throughout each school year. Lottery information, including when and where the lottery will be conducted, the mechanism by which the lottery will be conducted, and the results of the lottery, including any waiting list information, will be made available to all applicants. Applicants placed on a lottery enrollment waiting list will be notified of their waiting list ranking and notified of any changes to the enrollment waiting list throughout the school year. Beginning in the second school year, students previously enrolled in the school will be given preference over all other applicants and shall maintain enrollment or be automatically admitted following the school's enrollment application period. Parent/guardian(s) of students enrolled in the school must indicate

their intent to retain their seat for the following year annually and in writing. Unclaimed seats may be considered open and offered to students by lottery at that time.

Enrollment Preference will be given as follows:

1. Bulletin 126 §2713 requires that charter schools enroll a certain percentage of students who meet the definition of 'Economically Disadvantaged' and 'Students with Exceptionalities' as defined by law. First enrollment preference for Kindergarten will be given to the required percentage of students who meet the definition of Economically Disadvantaged and Students with Exceptionalities to satisfy the state required baseline.
2. Second preference will be given to siblings of enrolled students and foster children of that student's parent/guardian(s) at any grade-level.
3. Third preference will be given to the children of school staff members.
4. For grades other than Kindergarten, students who meet the definition of Economically Disadvantaged and Students with Exceptionalities.

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 which such period shall be at least seven days, starting from the date the offer was made. If an accepted applicant decides not to attend the school, the seat will be given to the first person on the waiting list. Starting from the day of the applicant's acceptance, the applicant will have a designated period which shall be at least 14 days to complete and submit several items of the required registration paperwork. If these specified registration items are not submitted within the designated window, the applicant will lose their seat.

43.   RECRUITMENT OF TARGET POPULATION

In Response No. 42, we have proposed implementing enrollment preferences to prioritize students from disadvantaged backgrounds, such as economically disadvantaged students and students with exceptionalities, as permitted by law. These preferences will be particularly emphasized in kindergarten to ensure we remain in compliance with required subgroup percentages. Additionally, we will include information on the school's special education services in the enrollment materials to ensure families are informed about available resources. We will also actively engage and collaborate with local organizations and community leaders to effectively reach these specific subgroups.

44.   FACILITY NEEDS

We have identified multiple facilities within our community that were previously used as schools, both public and private, and we confirm we have the legal right to enter into a lease agreement or usufruct for at least two of these facilities. As we progress through the authorization process, we plan to thoroughly evaluate all potential facilities. Should we receive authorization, we are confident that we will secure possession of a suitable facility no later than January 1, 2025, ensuring ample time to prepare the site for opening. Our priority during the first three years of operation is to secure a space with existing classroom infrastructure that requires minimal renovations to meet our program's needs and all legally mandated requirements for a public school. The exact locations of the private facilities we have identified are not disclosed at this time because their availability is uncertain and/or not yet public. The facilities we are considering are well-suited to meet the needs of the school, featuring between 28 and 48 classrooms, ample collaborative and office spaces, cafeterias, large gathering spaces, and all the essential amenities necessary to support our academic program. Notably, all options are move-in ready and will not require significant renovations or modifications before opening. This will allow us to focus our efforts on implementing the EL Education Model, hiring staff, and launching the school. Any lease agreements we enter will include provisions that align the lease term with the duration of the charter contract. These provisions will allow for the lease to be

terminated if the charter contract is terminated and renewed if the charter contract is extended. All items purchased with MFP or special funds, including technology and instructional materials will be distributed in accordance with state law and in consultation with the LDOE.

45. PLEASE REFER TO APPENDIX 11

46. CONTINGENCY PLANS

We recognize the importance of prudent financial planning to ensure the stability and continuity of our education programs. However, we also understand that financial forecasts are subject to variables that can lead to actual revenues falling short or expenses exceeding projections. In such cases, the school has developed a comprehensive contingency plan to address these financial challenges swiftly and effectively, ensuring minimal disruption to the school's operations and the quality of education provided to our students. The first line of defense in our contingency plan is an early warning system that involves regular monitoring of key financial indicators. The Finance and Operations Committee reviews monthly financial statements, comparing actual figures against budgeted amounts, and forecasting future results. Variances are flagged, and if significant deviations are identified—such as lower-than-expected enrollment numbers, delays in collecting certain revenue, or unexpected increases in operational costs—a financial review task force led by the Treasurer is convened to assess the situation. Our contingency plan is structured in three tiers, enabling the school to respond proportionately to the severity of any financial shortfall. To establish a robust financial system at this pre-enrollment stage and ensure we meet our Year 1 and Year 2 budgetary targets, we have made conservative assumptions and built in a 12% contingency within Tier 1. This means that if enrollment figures are within 12% of our enrollment capacity, there will be no immediate impact on the current year's budget. However, we will need to focus on implementing mitigation measures for future years and identifying solutions to adequately support our cash reserves.

Tier 1: Minor Adjustments (10-15% shortfall)
- **Secure New Sources of Revenue:** The LSBA intensifies fundraising and identifying alternative revenue sources efforts, including targeted campaigns to local community and key stakeholders and grant opportunities, to bridge the revenue gap.
- **Delayed Hiring:** Non-critical staff vacancies may be temporarily unfilled, and the hiring of new staff can be postponed until the financial situation stabilizes.
- **Cost Containment Measures:** Non-essential expenses, such as travel, purchased professional services, and discretionary spending, are immediately reduced or frozen.

Tier 2: Moderate Adjustments (15-20% shortfall)
- **Utilization of Line of Credit:** Call on the line of credit from supporting organization.
- **Budget Revisions:** The finance committee revisits the budget to reallocate funds from less critical areas to core academic programs and essential services.
- **Enrollment-Based Expenses:** Alternative enrollment outcomes will be contemplated before opening the school to safeguard against potential shortfalls, including universal adjustment in compensation.
- **School Fees Introduction:** In consultation with the Board, the school may consider introducing school short-term fees for various non-educational programing such as co-curricular, with a focus on maintaining affordability for families.

Tier 3: Significant Adjustments (20%+ shortfall)
- **Program Adjustments:** Certain non-core programs, such as extracurricular activities or enrichment instruction, may be scaled back or temporarily suspended.

- **Operational Restructuring:** The school may need to implement more substantial changes, such as reducing staff scope of work, consolidating roles, renegotiating vendor contracts, or consolidating classes to optimize resources.
- **Strategic Partnerships:** The school may explore partnerships with other educational institutions or organizations to share resources and reduce operational costs.
- **Enrollment-Based Expenses:** Alternative enrollment outcomes will be contemplated before opening the school to safeguard against potential shortfalls, including universal adjustment in compensation.

Throughout the process, maintaining open and transparent communication with all stakeholders is paramount. The LSBA will regularly update staff, families, and students on the financial status of the school and any actions being taken. Feedback from the school community will be actively sought to ensure that any decisions made are in the best interest of maintaining the school's mission. The contingency plan is not static; it is reviewed quarterly as part of the school's broader financial planning process. Adjustments are made based on lessons learned from past experiences and changes in the external environment. This proactive approach ensures that our school is always prepared to respond to financial challenges, safeguarding the school's future and the educational success of its students. We are committed to maintaining financial stability even in the face of unexpected challenges. Our well-structured contingency plan ensures that we can continue to provide high-quality education while managing financial risks effectively. By prioritizing core programs and maintaining flexibility in our response, we aim to navigate financial uncertainties with minimal disruption to our school community.

47. FINANCIAL MANAGEMENT SERVICES

We will contract with a third-party provider specializing in financial services for schools. The contracted services, detailed in Response No. 41 above, include budgeting and forecasting, accounting, preparation of the monthly and quarterly financial statements and forecasting, financial reporting to internal and external parties, audit management, and payroll. The Board's Finance and Operations Committee will provide robust oversight of the school's finances as managed by the back-office provider.

48. PLEASE REFER TO RESPONSE NO. 37 ABOVE.

49. PLEASE REFER TO APPENDIX 13
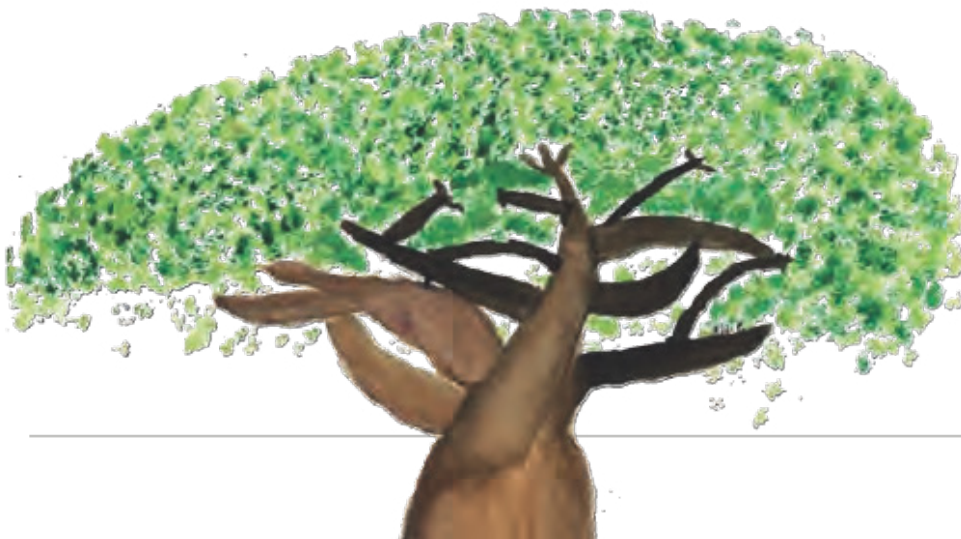
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[lxiv] Steven Glazerman, Eric Isenberg, Sarah Dolphin et al., "Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study," NCEE 2010-4027 (Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2010), xxiii–xxv, https://ies. ed.gov/ncee/pubs/20104027/

Appendix 1

Pediatric Dentistry
200 Henry Clay Ave.
New Orleans, LA 70118

O 504.896.3084
F 504.896.6645

chnola.org

Suzanne E. Fournier, DDS
Director, Dentistry
suzanne.fournier@lcmchealth.or

To: Louisiana Board of Elementary and Secondary Education:

In respect to Support for the Approval of The Ruwad School of Agricultural Science's Type 2 Charter Application

I am writing to support the mission of The Ruwad School of Agriculture Science, a prospective public charter school for K-12 students in the Westbank of Jefferson Parish.

The school's mission is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

As a pediatric dental provider who primarily takes care of patients with special healthcare needs, and a resident of Jefferson Parish, I understand our community's urgent need for high-quality educational options and the necessity to bridge the achievement gap for economically disadvantaged students. I look forward to engaging with the school's leadership team to explore and discuss potential community collaboration educational opportunities, who are committed to establishing a high-quality public-school option. I support their vision below and hope you will approve their charter application to enable them to launch the school Fall 2025.

The Ruwad School envisions a dynamic and engaging educational community where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering every child to shape a better world.

Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Suzanne Fournier, DDS
Service Line Chief, Pediatric Dentistry
Children's Hospital New Orleans
200 Henry Clay Avenue
New Orleans, LA 70118

Pediatric Clinic Westbank

A Professional Medical Corporation
151 Ochsner Blvd Ste F
Gretna, LA 70056
504-392-9298

Surbhi Dargan, M.D.   Tina Anand, M.D.
Crystal Sasso, NP-C   Chrishonda Dennis-Walker, FNP

April 19, 2024

To: Louisiana Board of Elementary and Secondary Education:

In respect to Support for the Approval of The Ruwad School of Agricultural Science's Type 2 Charter Application

I am writing to support the mission of The Ruwad School of Agriculture Science, a prospective public charter school for K-12 students in the Westbank of Jefferson Parish. The school's mission is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

As a representative of Pediatric Clinic Westbank, and a resident of Jefferson Parish, I understand our community's urgent need for high-quality educational options and the necessity to bridge the achievement gap for economically disadvantaged students. I look forward to engaging with the school's leadership team to explore and discuss potential community collaboration educational opportunities, who are committed to establishing a high-quality public-school option. I support their vision below and hope you will approve their charter application to enable them to launch the school Fall 2025.

The Ruwad School envisions a dynamic and engaging educational community where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering every child to shape a better world. Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Surbhi Dargan

Surbhi Dargan, M.D.

1101 Medical Center Boulevard
Marrero, LA 70072
(504) 347-5511

To: Louisiana Board of Elementary and Secondary Education:

In respect to Support for the Approval of The Ruwad School of Agricultural Science's Type 2 Charter Application

I am writing to support the mission of The Ruwad School of Agriculture Science, a prospective public charter school for K-12 students in the Westbank of Jefferson Parish.

The school's mission is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

As a representative of West Jefferson medical Center and a resident of Jefferson Parish, I understand our community's urgent need for high-quality educational options and the necessity to bridge the achievement gap for economically disadvantaged students. I emphasize the importance of fostering an inclusive environment that prioritizes the mental health and well-being, while creating a safe and welcoming space, for all children from different backgrounds. I am confident that Al Ruwad School has the capacity to guarantee the safety and welfare of our students. I look forward to engaging with the school's leadership team to explore and discuss potential community collaboration educational opportunities, who are committed to establishing a high-quality public-school option. I support their vision below and hope you will approve their charter application to enable them to launch the school Fall 2025.

The Ruwad School envisions a dynamic and engaging educational community where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering every child to shape a better world.

Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Ilham Saleh, MSW, LMSW

504-349-6657

To: Louisiana Board of Elementary and Secondary Education:

In respect to Support for the Approval of The Ruwad School of Agricultural Science's Type 2 Charter Application

I am writing to support the mission of The Ruwad School of Agriculture Science, a prospective public charter school for K-12 students in the Westbank of Jefferson Parish.

The school's mission is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

As a representative of Wonder Bees Academy and a resident of Jefferson Parish, I understand our community's urgent need for high-quality educational options and the necessity to bridge the achievement gap for economically disadvantaged students. I look forward to engaging with the school's leadership team to explore and discuss potential community collaboration educational opportunities, who are committed to establishing a high-quality public-school option. I support their vision below and hope you will approve their charter application to enable them to launch the school Fall 2025.

The Ruwad School envisions a dynamic and engaging educational community where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering every child to shape a better world.

Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Regina Chesterfield

Regina Chesterfield, Director

Wonder Bees Academy

O: (504)875-6161

299 Westbank Expressway Gretna, La 70053

Website: www.wonderbeesacademy.com

Email: regina@wonderbeesacademy.com

Ellen S. Rocker

Retired JP Schools ESL Teacher

To: Louisiana Board of Elementary and Secondary Education:

In respect to Support for the Approval of The Ruwad School of Agricultural Science's Type 2 Charter Application

I am writing to support the mission of The Ruwad School of Agriculture Science, a prospective public charter school for K-12 students in the Westbank of Jefferson Parish.

The school's mission is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

As a former educator at JP Schools, retired, and a resident of Jefferson Parish, I understand our community's urgent need for high-quality educational options and the necessity to bridge the achievement gap for economically disadvantaged students. I look forward to engaging with the school's leadership team to explore and discuss potential community collaboration educational opportunities, who are committed to establishing a high-quality public-school option. I support their vision below and hope you will approve their charter application to enable them to launch the school Fall 2025.

The Ruwad School envisions a dynamic and engaging educational community where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering every child to shape a better world.

Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Ellen Sandra Rock

Ellen Sandra Rock

Tiara M. Matherne

JP Schools Special Education Para-Educator

To: Louisiana Board of Elementary and Secondary Education:

In respect to Support for the Approval of The Ruwad School of Agricultural Science's Type 2 Charter Application

I am writing to support the mission of The Ruwad School of Agriculture Science, a prospective public charter school for K-12 students in the Westbank of Jefferson Parish.

The school's mission is to bring about the best of our young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them.

As a para at Estelle School, and a resident of Jefferson Parish, I understand our community's urgent need for high-quality educational options and the necessity to bridge the achievement gap for economically disadvantaged students. I look forward to engaging with the school's leadership team to explore and discuss potential community collaboration educational opportunities, who are committed to establishing a high-quality public-school option. I support their vision below and hope you will approve their charter application to enable them to launch the school Fall 2025.

The Ruwad School envisions a dynamic and engaging educational community where students and teachers grow and thrive in an environment that goes beyond traditional academics and that is challenging, adventurous, and deeply meaningful. Grounded in the belief that education is a powerful engine for fulfilling our nation's promise of equal opportunity, we are committed to fostering educational equity and empowering every child to shape a better world.

Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Tiara Maria Matherne

Tiara Maria Matherne

SILWAD UNITED COMMUNITY CENTER

Letter of Support for The Ruwad School

ADDRESS

420 Realty Drive, STE A
Gretna, LA 70056

October 2, 2023

We continue to serve the over 2,000 registered family members in our community by providing social, cultural and lifecycle events in Gretna, Louisiana for over thirty years.

DEAR RECIPIENT:

I am writing to express the unwavering support of the Silwad United Community Center for the approval of The Ruwad School of Agriculture Sciences' charter petition to open a new charter school in Jefferson Parish. The foundation of our endorsement lies in the school's robust and thoughtfully constructed curriculum, deeply rooted in EL Education model, which has been developed by Harvard University and carefully selected in response to extensive community feedback over the past year for a high-quality English literacy program to cater to the high number of English language learners in our community. What truly sets the Ruwad School apart and captivates our support is that it has ignited strong engagement in our community after extensive feedback gathered from the community over the past year during the curriculum design phase to understand the specific needs of our local underserved students who have not historically been met.

Sincerely,

Jamal Ayyad
President, Silwad United Community Center

Green Apple Academy

2701 Manhattan Blvd. Ste 16 B

Harvey, La 70058

greenaahl@gmail.com

To Whom It May Concern,

I am writing in support of The Ruwad School of Agriculture Science, a proposed charter school serving kindergarten to 12 grades for students and families in the Westbank of Jefferson Parish.

I represent Green Apple Academy, an early childhood education nursery where we have created a school community for young children in Jefferson Parish that provides the foundation for all future learning. As a lifelong resident in our community, I recognize the need for high-quality education options that will prepare our youth for the future. We also have tremendous concern with the persistent achievement gap between English Language Learners (ELLs) and the general student population in our community, and we need to address the unique needs of ELLs. I believe The Ruwad School of Agriculture of Sciences will be a beneficial member of our community to meet these needs.

The Ruwad School's mission is to bring about the best of our young learner's skills and to enable them to prosper and make a valuable contribution to the communities around them, and its curriculum will emphasize both English literacy skills and the STEM skills of the future using the EL Education model. I am excited to have a public school in our community that will focus on addressing the unique needs of an underserved student population, and strongly believe that the model creates an environment where ELLs have the courage, skills, and support to meet the same academic goals as all other students.

I also support the leadership team of the school. They have demonstrated their commitment to the long-term hard work of creating and sustaining a public-school option for students in Jefferson Parish. They have shared with me their vision for the school, and I look forward to supporting them to connect with families in our community to provide an excellent school option in Jefferson Parish.

Again, I strongly support The Ruwad School of Agriculture Sciences and hope that you will approve their application to open in the Fall 2025.

Sincerely,

Lameer Hamed

Lameer Hamed

Green Apple Academy

MASJID OMAR

Board Representative | 1528 Piatro Court, Harvey, LA 70058

October 25, 2023

To Whom It May Concern:
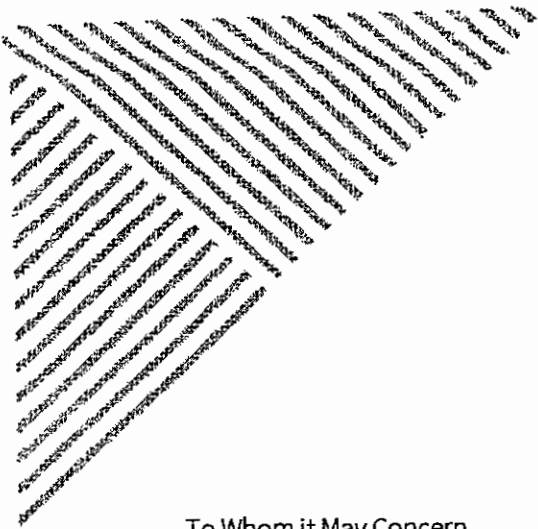
On behalf of Masjid Omar, I am writing to give support for The Ruwad School and their application to start a new public charter school in the Westbank area.

Our congregation has been a pillar of Jefferson Parish community for the last thirty years and are supportive of initiatives that will make our community better. We believe this starts with a good foundation in education. We have learned of the school model and instructional strategies that will be used by the Ruwad School, and we feel that the combination of the high-quality curricula and academic goals will help promote positive results both academically and character. The school leadership team have shared with me their vision for the school, and I look forward to supporting them to connect with families in our congregation and the community to provide an excellent school option in Jefferson Parish.

Sincerely,

Karim Taha
Board Representative

Beit Anan Association of Louisiana

2209 Lapalco Blvd
Harvey, LA 70058
October 5, 2023

To Whom it May Concern,

I am writing to express the strong support of the Beit Anan Association of Louisiana for the approval of The Ruwad School of Agriculture Sciences' charter petition to open a new charter school in Jefferson Parish. We firmly believe that this institution's mission aligns closely with the aspirations and needs of the local community, and it brings a unique and valuable approach to education that has the potential to make a significant impact on the lives of our youth.

The Ruwad School's mission to foster the development of our young learners' skills, enabling them to prosper and make valuable contributions to the surrounding communities, is highly commendable. By emphasizing agriculture, instilling positive character development, and promoting global citizenship competencies, the school seeks to provide a comprehensive and well-rounded academic curriculum. It is precisely this emphasis on global citizenship competencies that particularly resonates with our organization.

Our membership primarily consists of small business owners that largely migrated here and now have called Jefferson Parish home for over three decades. Through our collective journey, we have witnessed the immense value that a diverse and globally aware community can bring to the area. Unfortunately, we have also noted a lack of opportunities for our youth to develop these essential skills. The Ruwad School's commitment to nurturing global citizenship competencies will undoubtedly bridge this gap, preparing our students to thrive in an increasingly interconnected world.
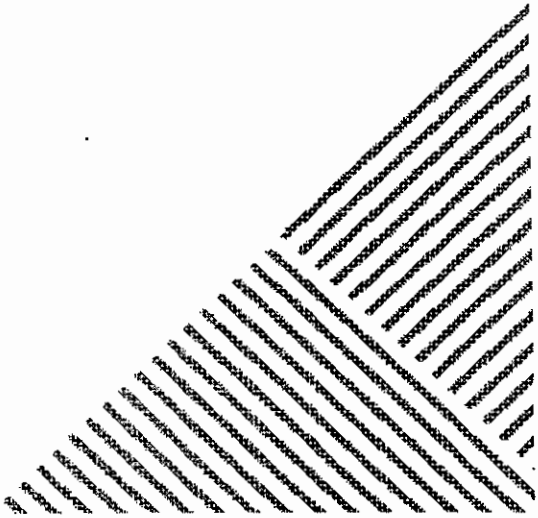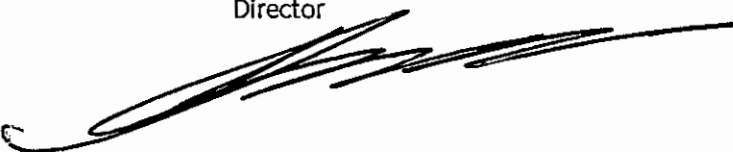
Beit Anan Association of Louisiana wholeheartedly supports The Ruwad School's mission, and we believe that this institution will be an invaluable asset to our community. We kindly request your consideration of their charter petition to establish this much-needed educational facility.

Thank you for your attention and consideration.

Sincerely,

On behalf of
Beit Anan Association of Louisiana

Imad Abudkhalil
Director

Appendix 2 to 4

Appendix 2: Student Schedule

Our daily schedule is designed to give students expanded learning time in literacy and mathematics, differentiated reading sessions, a "Whatever I Need" (**WIN**) period for acceleration and/or intervention, and Crew periods for our daily character education program at the beginning and at the end of each block to reinforce our culture and values while handling logistical needs. We believe that expanded learning time for core instruction skills, alongside planned acceleration and/or intervention during our WIN periods, is essential to facilitate our MTSS and bringing about student achievement success needed to prepare students for higher education or a career after high school.

We offer two blocks of literacy in elementary grades and an extended learning time in math because these subjects are critical to our students' future success. Given the proficiency rates of elementary schools in our community, we recognize that many of our students will enter below grade level in these areas. For example, literacy proficiency rates in our community for students beginning in grade 4 in 2023 was under 15% in, with the state average at 42%.

The LDOE outlines goals such as improving student learning and increasing opportunities, especially for economically disadvantaged students. Our mission is to ensure that every student leaves our school on track to graduate from college or enter the workforce ready to succeed. To achieve this, we must address skill gaps through acceleration, differentiated instruction, and targeted intervention.

With our projected 190-day school calendar and an average of 465 instructional minutes per full day, students will receive 80,520 minutes of instruction annually—25% more than provided by the schools in our community. Fridays will be a half day for students all enrichment periods, four hours of instruction, for a well-rounded education.

The Ruwad School of Agricultural Sciences
Master Student Block Schedule

Grade-Level: Fourth Grade
Monday -Thursday

Block Period	Start Time	End Time	Duration (in Minutes)	General Student	English Learner	Exceptional Student
Crew Period	7:45 AM	8:05 AM	20	CREW	CREW	CREW
Transition Period	8:05 AM	8:08 AM	3			
First Period	8:09 AM	9:24 AM	75	ELA - EL Education Module Lessons	ELA - EL Education Module Lessons	ELA - EL Education Module Lessons
Transition Period	9:24 AM	9:26 AM	2	ELA - EL Education Additional Language Literacy Block	ELA - EL Education Additional Language Literacy Block	ELA - EL Education Additional Language Literacy Block
Second Period	9:27 AM	10:42 AM	75			
Transition Period	10:42 AM	10:45 AM	3	Whatever I Need Block Computer Science Acceleration/ Intervention	Whatever I Need Block English language development	Whatever I Need Block Reading Specialist
Third Period	10:46 AM	11:31 AM	45			
Lunch Period	11:31 AM	11:57 AM	26	LUNCH	LUNCH	LUNCH
Transition Period	11:57 PM	11:59 AM	2			
Fourth Period	12:00 PM	12:45 PM	45	Whatever I Need Block Enrichment /Acceleration	Whatever I Need Block Enrichment / Acceleration	Whatever I Need Block Enrichment / Acceleration
Transition Period	12:45 PM	12:48 PM	3			
Fifth Period	12:49 PM	2:04 PM	75	Math Eureka Math Squared	Math Eureka Math Squared	Math Eureka Math Squared
Transition Period	2:04 PM	2:05 PM	1	Science OpenSciEd	Science OpenSciEd	Science OpenSciEd
Sixth Period	2:05 PM	2:50 PM	45			
Transition Period	2:50 PM	2:53 PM	3	Whatever I Need Block PE / Intervention	Whatever I Need Block PE / Intervention	Whatever I Need Block PE / Intervention
Seventh Period	2:53 PM	3:23 PM	30			
Snack Break	3:23 PM	3:30 PM	7	Social Studies Bayou Bridges	Social Studies Bayou Bridges	Social Studies Bayou Bridges
Eighth Period	3:30 PM	4:15 PM	45			
Dismissal	4:15 PM	4:20 PM	5			

Appendix 3: English Learner

- English Learner
- 4th grade
- Proficiency: Progressing

Every lesson in the EL Education K–8 ELA curriculum thoughtfully integrates evidence-based scaffolds instruction and added language supports that enriches content-based English language learning within a rigorous, content-based curriculum aligned to Louisiana Student Standards. Content-based English language instruction that is essential for English Learners is integrated into the main body of each lesson and is aligned to all strands of college and career-ready standards, making it supportive for all learners. The EL Education Model encourages core instruction teachers to be sensitive to their English Learners' needs and get to know each English Learners' language abilities. Our instructional leaders will be trained to encourage teachers to select supports based on need in each situation rather than perceiving English Learner ability as fixed at one level. The EL Education ELA curriculum provides a separate "Teachers Guide for English Language Learners" with complementary content-based language learning teacher notes, content-based language instruction, and differentiated student note-catchers for every lesson.

Students may receive pull-out services as needed for English language development or to receive intensive support on content standards during our WIN periods. See sample schedule below.

The Ruwad School of Agricultural Sciences
Master Student Block Schedule

Grade-Level: Fourth Grade
Monday -Thursday

Block Period	Start Time	End Time	Duration (in Minutes)	General Student	English Learner	Exceptional Student
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Third Period	10:46 AM	11:31 AM	45			
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Fourth Period	12:00 PM	12:45 PM	45	Whatever I Need Block Enrichment /Acceleration	Whatever I Need Block Enrichment / Acceleration	Whatever I Need Block Enrichment / Acceleration
Transition Period	12:45 PM	12:48 PM	3			
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Transition Period	2:04 PM	2:05 PM	1			
Sixth Period	2:05 PM	2:50 PM	45	Science OpenSciEd	Science OpenSciEd	Science OpenSciEd
Transition Period	2:50 PM	2:53 PM	3	Whatever I Need Block PE / Intervention	Whatever I Need Block PE / Intervention	Whatever I Need Block PE / Intervention
Seventh Period	2:53 PM	3:23 PM	30			
Snack Break	3:23 PM	3:30 PM	7	Social Studies Bayou Bridges	Social Studies Bayou Bridges	Social Studies Bayou Bridges
Eighth Period	3:30 PM	4:15 PM	45			
Dismissal	4:15 PM	4:20 PM	5			

Appendix 4: Exceptional Students

4th grade student with exceptionalities

Exceptionality: Specific learning disability (SLD) in reading comprehension

Assumptions: No social-emotional concerns

Weekly services:

Given (student's) learning disability in the reading areas of phonemic awareness, fluency, and comprehension, the reading specialist will provide extra reading support (45 minutes/daily) outside core instruction in reading and math. The special education teacher will serve in an indirect consultative role with (student's) core instruction teacher and reading specialist for 15 minutes/week to review progress and adjust practices, if necessary. See Schedule below.

The Ruwad School of Agricultural Sciences
Master Student Block Schedule

Grade-Level: Fourth Grade
Monday -Thursday

Block Period	Start Time	End Time	Duration (in Minutes)	General Student	English Learner	Exceptional Student
Crew Period	7:45 AM	8:05 AM	20	CREW	CREW	CREW
Transition Period	8:05 AM	8:08 AM	3			
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Seventh Period	2:53 PM	3:23 PM	30			
Snack Break	3:23 PM	3:30 PM	7	Social Studies Bayou Bridges	Social Studies Bayou Bridges	Social Studies Bayou Bridges
Eighth Period	3:30 PM	4:15 PM	45			
Dismissal	4:15 PM	4:20 PM	5			

Appendix 5

Appendix 5: Draft School Master Plan for Discipline

Positive Behavior Interventions and Supports (PBIS)

The primary purpose of our PBIS is to increase the amount of instructional time for all students, particularly those with challenging behaviors by building the capacity of our school to use a data-driven approach that is educationally oriented, emphasizes positive proactive practices, and are effective with promoting social-behavioral competence of staff and students. Our disciplinary plan is designed to set clear and high behavioral expectations to create a school climate characterized by physical and emotional safety, joy in learning, kindness, and positive leadership.

To assure classroom management using PBIS and effective disciplinary tools, Ruwad School of Agricultural Sciences (**Ruwad**) will identify data-driven academic, career and technical, discipline, behavioral performance results in the Annual Work Plan (AWP). Ruwad will establish and use a school-based leadership team, it's PBIS team, to meet at least once a week to review data and guide the PBIS process. The PBIS team shall, to the extent possible, include the Dean of Students as the PBIS coordinator and representatives of, both regular and special education teachers, parents, guidance counselors, school bus operators, and any other staff designated by the Head of School.

The Instructional Leadership Team (**ILT**) and 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 our school's PBIS system. School data collection shall include, but not be limited to, average referrals per day, per week, per month, referrals by infraction codes, problem behavior, actions taken by teachers, actions taken by school administrators, actions taken by other staff, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, cumulative behavioral referrals, primary infraction, parents engagement level and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over- crowding at certain times during the day. The implementation of PBIS will include but not be limited to:

- update and post of school-wide behavioral expectations across the school;
- provide direct instruction on school-wide and classroom behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year;
- establish or revise a consistent, clear, reasonable, and fair system of consequences (positive and negative) as a critical deterrent for our students to refrain from behaviors that hurt their own learning and that hurt our community and do not uphold our school's core values, and ensure fair, reasonable, and consistent application which support maximum time in instruction;
- establish or revise a system of merits and demerits to signal to our students their behaviors that do or do not exemplify our school's core values or habits of a scholar; and
- provide weekly progress reports by teachers that will help students and families to understand how they are tracking toward success each week, both behaviorally and academically.

Ruwad will have a minor infraction policy. The steps for addressing and managing minor infractions by students include restating the desired behavior and providing a verbal reminder. If needed, re-teaching the behavior may be followed by a student-teacher conference. A verbal warning is the next step with demerit consequences, escalating to a written warning and communication with a parent, either through a phone call or school's Rooms messaging platform. A behavioral contract may be established. If further intervention is required, a referral to the PBIS team can be made. Additional consequences might include the denial of special privileges or work assignments, the assignment of special extra duties, time out, or the completion of reasonable written or oral work.

The PBIS team will uniformly use the two BESE-approved forms, i.e., "**School Behavior Report Form**", "**School Bus Behavior Report Form**," "**Bullying Report Form**," and "**Bullying Investigation Form**," to report, investigate, and document incidents of alleged discipline violations, and resolve all reports of bullying in accordance with *LA R.S. 17:416.13.* The referral system will be utilized consistently and appropriately – and continuously improved for effectiveness, accessibility and educational equity in line with Ruwad's vision.

The PBIS team and ILT will review and recommend changes to any Zero Tolerance Policy of Ruwad, and Ruwad's Board will revise, as appropriate, such policy to ensure it is in compliance with *LA R.S.*

Appendix 5: Draft School Master Plan for Discipline

17:416.15; the policy does not violate *LA R.S. 17:416(H)* which prohibits disciplinary action against any student reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The PBIS team and ILT will review and recommend changes to policies and procedures for handling suspensions and expulsions at Ruwad, and Ruwad's Board will revise, as appropriate, to ensure that suspension and expulsion policies are consistent with *LA R.S. 17.416*; suspension and expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions and expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, stress and/or anger management. check-in/check-out, structured mentoring, structured breaks, and detention.

Ruwad recognizes that exclusion from school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student, and one that we will make every effort not to exercise. To ensure that we make this effort, no student can be suspended or expelled without prior due process which such safeguard complies with state law and designed to protect students from these disciplinary actions that would deprive them of free and appropriate education program. Due process and the process by which a student or family may appeal the school's decision to expel a student will be detailed in Ruwad's grievance policy.

Ruwad's policy will reflect, students suspended for more than ten days or expelled from school will remain under the supervision of Ruwad and referrals to BESE-approved Alternative Education Programs or Alternative Education School 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 and to provide assistance with social skills and work habits.

The PBIS team and ILT will review and recommend changes to the latest version of Code of Student Conduct of Ruwad, and Ruwad's Board will revise, as appropriate, to assure that it is in compliance with *LA R.S.17:416.12*, *LA R.S. 17:416.13* and *Section 4114 of the No Child Left Behind Act of 2001 (NCLB)*, as amended. The PBIS team and ILT will monitor, evaluate and make recommendations to modify the school master plan for discipline, and Ruwad's Board will revise, as appropriate, throughout the school year.

Ruwad adopts the following clearly defined behavioral expectations in these seven basic rules.

Ruwad's 7 Habits of a Scholar

Habit	Simple Rule	Student-friendly defined language	Connections to EL Design Principles
Compassion	I show compassion.	This means I notice when people are sad or upset and I reach out to help them	Service and Compassion Empathy and Caring
Courage	I step out of my comfort zone.	This means I accept my fears yet keep trying, I stand up for others even if it is unpopular, I take risks in order to learn.	Diversity and Inclusion Having of Wonderful Ideas
Collaborative	I collaborate.	This means I can work well with others to get something done.	Collaboration
Perseverance	I preserve.	This means I challenge myself. When something is hard, I keep trying and ask for help if I need it.	Success and Failure Self-Discovery
Respect	I show respect.	This means I treat myself, others and the environment with care.	Responsibility for Learning Solitude and Reflection
Responsibility	I take responsibility.	This means I take ownership of my work, my actions, and my space.	Collaboration and Competition Natural World
Integrity	I behave with integrity.	This means I do the right thing even when it is hard.	Primacy of Self Discovery

Appendix 5: Draft School Master Plan for Discipline

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

Each teacher at Ruwad shall develop classroom expectations to go along with school-wide expectations 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.

Ruwad shall design programs for students with exceptionalities so that the students are challenged and engaged in school curriculum and are appropriately placed so they remain in school rather than being suspended or expelled or becoming drop-outs. Ruwad is committed to protecting the rights of students with exceptionalities during disciplinary actions and proceedings. The Dean of Diverse Learners will be provided with the necessary training and resources to ensure that the school complies with all relevant laws, including IDEA, Section 504 and state law. Additionally, the Dean of Diverse Learners or external provider/counsel will provide annual training to all staff on the legal requirements for handling disciplinary situations involving students with exceptionalities. This will ensure that students receive due process, and parents will be informed of their rights under IDEA and Section 504. When determining appropriate behavior interventions or disciplinary actions, the school will consider the unique needs of each student with exceptionalities. In cases of disciplinary actions, a manifestation determination review will be conducted to assess whether the behavior in question is a result of the student's exceptionality.

In accordance with the provisions of *LA R.S. 17:252*, as amended, teachers will be provided with pre-service, ongoing, and intensive support in classroom management. The Head of School of Ruwad shall submit annual reports to the Board's Student Achievement Committee.

Safe School Planning

Ruwad will establish and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling in accordance with *LA R.S. 17:404*.

Ruwad will establish 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 *LA R.S. 17:416.12* and *LA 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

Ruwad is committed to parental involvement and family strengthening. As set forth in *LA 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. Ruwad shall seek to make connections through a variety of local and culturally sensitive methods to facilitate family access to local family strengthening programs available in the community. These include, but are not limited to, programs specifically identified, as applicable, 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. Ruwad shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, school personnel and community service providers.

Ruwad shall seek to identify the mental health needs of its students and match those needs with EDU Healthcare or other available local resources including public, nonpublic and/or volunteer organizations.

Appendix 5: Draft School Master Plan for Discipline

Pending inclusion of mental health services in Ruwad's Differentiated Service Department, the availability of mental health services will be expanded in Ruwad.

Inter-Agency Cooperation

Ruwad 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

Ruwad 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 Ruwad 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/ FINS Officer

It is the duty of all staff at Ruwad to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Ruwad 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 *LA 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 Crew leader 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 Ruwad's Board.

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

Appendix 6

School Grievance Policy

Introduction:

At The Ruwad School, we are deeply committed to fostering a workplace characterized by open communication, fairness, and the well-being of all our employees. We believe in empowering our employees by providing them with the right tools and mechanisms to address any problems or complaints. When it becomes necessary to file a grievance, employees should be able to cite specific incidents and provide a proposed solution. Our preferred approach is to resolve concerns informally, aligning with the problem-solving, creative, and restorative justice culture at our school. However, when the situation requires higher-level intervention, this grievance policy serves as a guide to navigate the formal process. It's important to note that this procedure is not intended to undermine the proper chain of command within the school.

Section 1: General Principles

In line with our commitment to open communication, the following general principles apply:

- Employees should make a sincere effort to address their concerns informally with their supervisor before initiating the formal grievance process.

- All efforts to resolve issues informally should be documented. This documentation should encompass problem identification, proposed solutions, the chosen resolution, a timeline for implementation, and follow-up. This record will be included in the employee's personnel file. Failure to follow the stipulated procedures and timelines will result in a waiver of the employee's right to grieve.

Section 2: Non-Grievable Issues

There are certain issues that are not eligible for resolution through the Employee Grievance Procedure. These include:

- Complaints of harassment, discrimination, or retaliation, which should be reported following our Harassment policy.

- Matters that have already been concluded by the Louisiana Commission on Equal Opportunity or other administrative or judicial procedures.

- Issues related to performance evaluations.

- Temporary work assignments.

- Budget and organizational structure matters, including the number of positions or assignments within any organizational unit.

- The selection of an individual to fill a position, unless there is an allegation of a policy violation.

- Actions such as termination, demotion, reassignment, furlough, or layoffs resulting from a reduction in the workforce or job abolition.

Should your grievance relate to any of these areas, it cannot be processed through the Employee Grievance Procedure. The initial step in resolving disputes or incidents should involve attempting to resolve the problem with the employee involved or reporting the matter to the direct supervisor. If the issue persists beyond this point, it can be brought to the attention of the Grievance Committee by adhering to the formal steps in the process.

Section 3: Informal Resolution Process

Resolving grievances should ideally begin with an informal approach, which includes the following steps:

- Engaging in a direct discussion with the involved employee to resolve the issue.

- Reporting the concern to the direct supervisor for resolution. If the matter remains unresolved at this point, it can be escalated to the formal grievance process.

Section 4: Formal Grievance Process

The formal grievance process comprises up to four steps:

Step 1: Grievance Statement:

- Employees must formally submit their grievance in writing via email to the Personnel Committee within seven calendar days of a failed good faith effort to resolve the dispute. The Personnel Committee comprises the Head of School, the Board President, a Human Resources representative, a faculty member selected by the school, and a faculty member selected by the faculty.

Step 2: Qualification for Hearing:

- Within fourteen calendar days of receiving the written grievance, the Personnel Committee informs the employee of the decision to schedule a formal meeting. The formal meeting is scheduled at a mutually convenient time and place for discussion of the complaint with all parties involved. The committee endeavors to schedule this meeting no later than twenty days after receiving the written grievance and notifying the employee.

Step 3: Hearing:

- The Personnel Committee conducts a hearing and renders a decision through a majority vote. Any involved party, including the Director or any member of the Personnel Committee, is precluded from hearing the grievance and participating in the decision.

- Proceedings are conducted in closed session unless otherwise requested by the employee, and neither party may have counsel present during the hearing.

- If additional information, investigation, or hearings are required following the initial hearing, the hearing may be continued, and the final decision shall be made within seven calendar days of the last committee hearing.

Step 4: Review of Hearing Decision:

- The decision made by the Personnel Committee is considered final, except when appealed by the employee to the Head of School.

- An appeal request must be submitted to the Head of School within seven calendar days of the Personnel Committee's decision.

- The Head of School may review and modify the Personnel Committee's decision if they find that the Committee did not follow the grievance process correctly.

- The appeal proceedings are conducted in closed session unless requested otherwise by the employee. The employee may not have counsel participate in any such proceedings.

- A written notice of the result of the review will be sent to the employee and the members of the Personnel Committee within seven calendar days.

[Current Date]

Appendix 7

SECTION 2 – ORGANIZATIONAL PLAN

25. ORGANIZATIONAL CHART

Provide organizational charts for the first and fifth year of operation clearly showing the reporting structures between the school leader, charter board, and all staff including instructional, operational, and financial staff.

Figure 1.01: The Ruwad School Organizational Chart, Operational Year 1 (2025-2026)

Grades K-7, 448 students, 55.0 FTE to 60.0 FTE
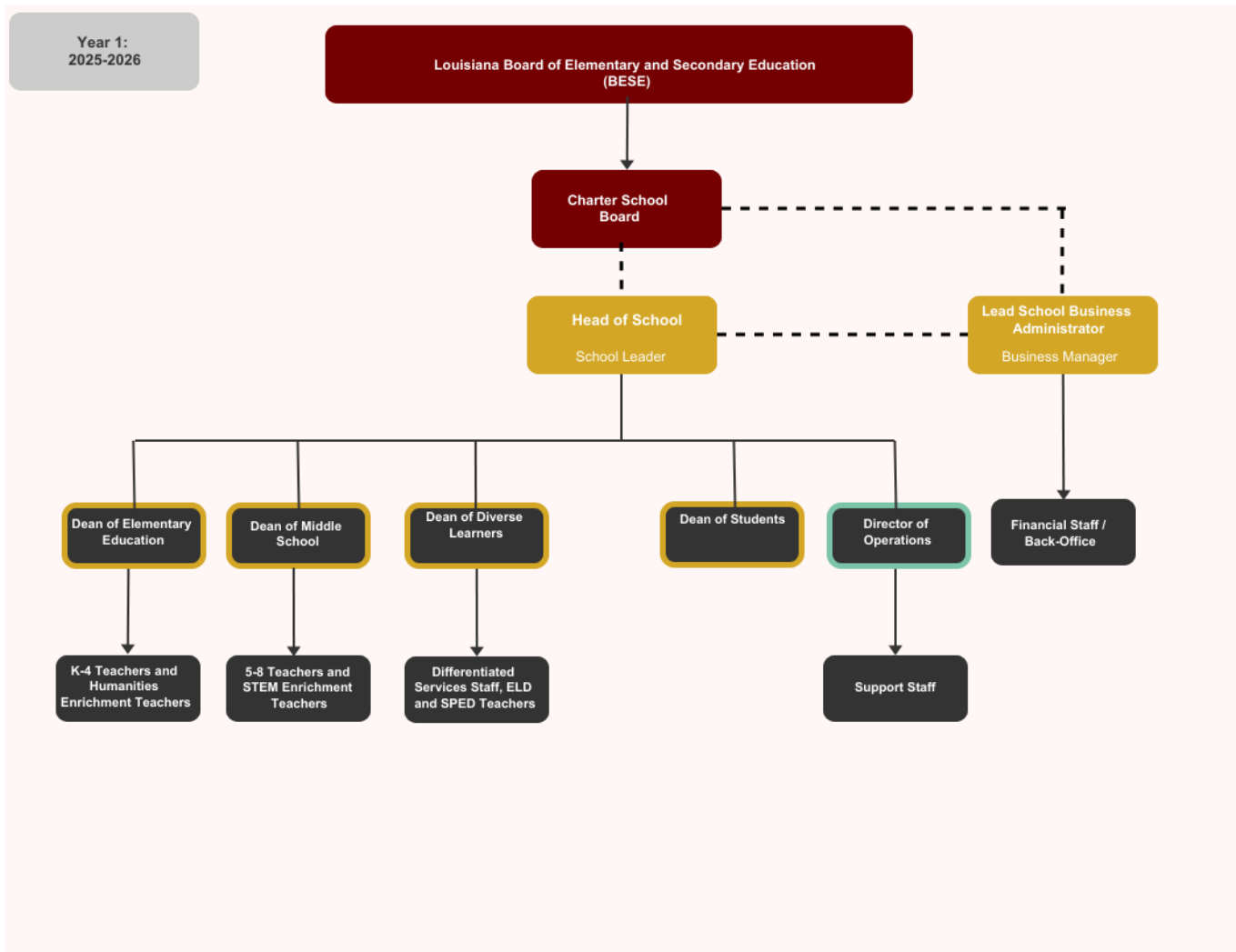
Figure 1.02: The Ruwad School Organizational Chart, Operational Year 5

(2029-2030) **Grades K-11, 684 students, 105.0 FTE**
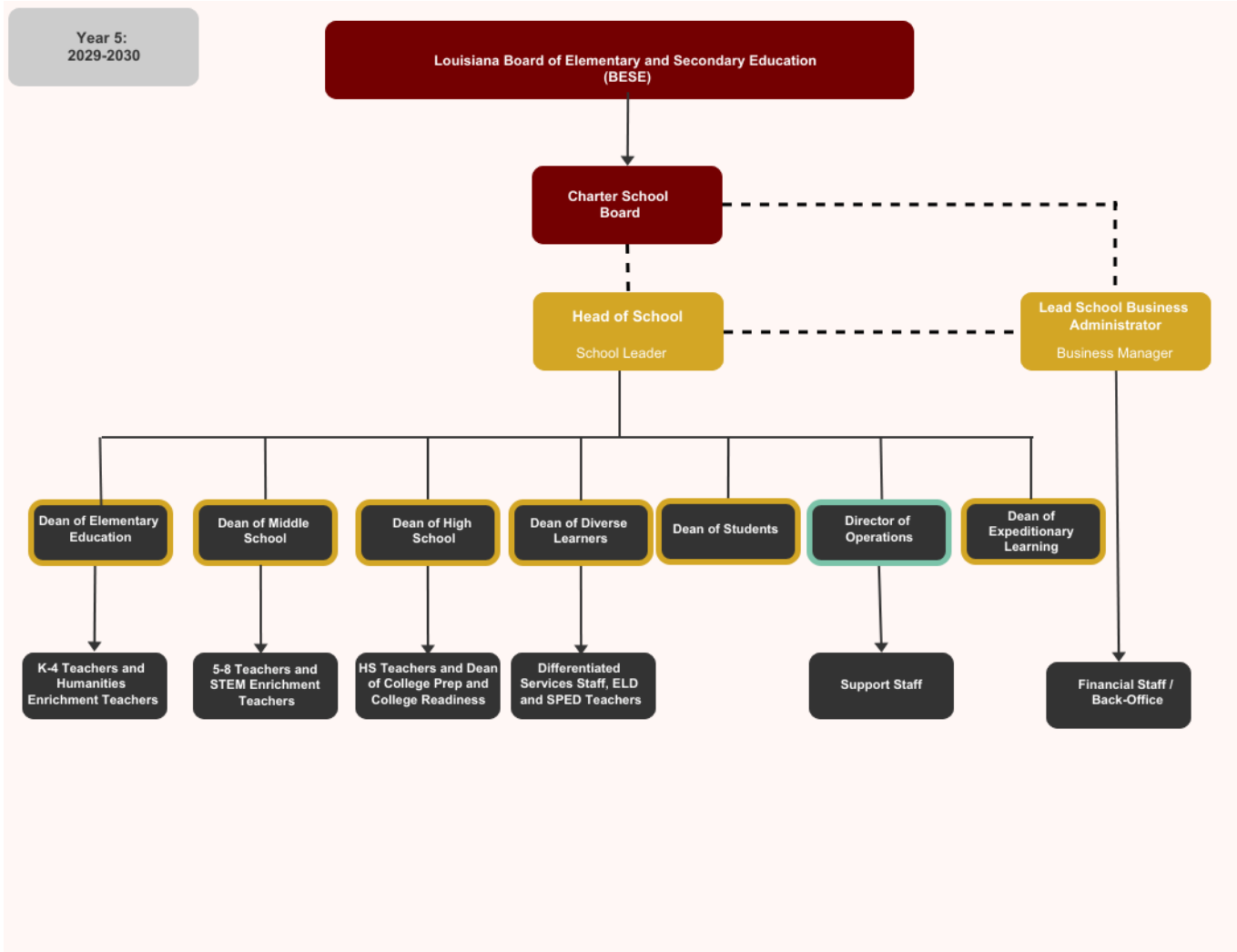
Figure 7.04: The Ruwad School Employment Summary, Operational Years 0-5		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	# of Students	0	448	504	564	624	684
School Administration Team	Head of School	1	1	1	1	1	1
	Dean of Elementary Education	.2	1	1	1	1	1
	Dean of Middle School	.2	1	1	1	1	1
	Dean of High School	0	0	0	1	1	1
	Dean of Students	.2	1	1	1	1	1
	Dean of Diverse Learners	.2	1	1	1	1	1
	Dean of Expeditionary Learning	0	0	0	0	0	1
	Dean of College Prep and College Readiness	0	0	0	1	1	1
	Director of Marketing, Insights & Communications	0	0	0	0	0	.5
	Director of Operations	.2	1	1	1	1	1
	Lead School Bus. Administrator	1	1	1	1	1	1
Instructional Staff	Grade Teachers	0	18	21	23.5	25	27.5
	Enrichment Teachers	0	6	6	8.5	9	11
	Exceptional Children Teachers	0	4	4.3	5	6	6
	ELD Instructional Coach	0	1	1	1	1	1
	ELL Teacher	0	.5	1	1	1	1
	Academic Learning Support Teachers	0	6	5	5	5	6
	Exceptional Children Paraprofessionals	0	8	8	10	12	12
	Teacher Aide	0	0	0	0	0	0
	Seasonal (Friday Enrichment) Teachers	0	2	2	2	4	4
Differentiated Services	Guidance Counselor	0	1	1	1	1	1
	Social Worker	0	1	1	1	1	1
	Speech Language Pathologist	0	1	1	1	1	1
	Occupational Therapist	0	0	0	0	0	1
	Nurse	0	1	1	1	1	1
	Other Differentiated Services Staff	0	0	0	1	1	2
Operations Support Staff	Office Clerk / Secretary	0	1	1	1.5	2	2
	Financial Manager	0	0	0	0	0	1
	Accounting Manager	0	0	.5	1	1	1
	Facility Manager	0	0	0	0	0	1
	Data Specialist / Registrar	0	1	1	1	1	1
	Human Resource Staff	0	0	0	0	1	1
	IT Staff	0	0	0	0	0	1
	School Nutrition Manager	0	1	1	1	1	1
	Foodservice Assistant	0	3	3	3	4	5
	Custodian	0	1	1	1	1	1
Total Full-Time Equivalent Employees		03.00	58.00	68.00	79.50	90.00	105

Appendix 8

CHRISTINE STOUDT

Brentwood, TN | 318-426-3931 | Christinestoudt0214@gmail.com

PROFESSIONAL EXPERIENCE

Noble Education Initiative   Nashville, TN

Director of Academics, Noble Education Initiative, State Team-TN   *October 2023-January 2024*

- Provided leadership and guidance to school principals, fostering professional development, and enhancing their skills in effective educational leadership
- Implemented mentoring programs aimed at improving leadership capabilities, resulting in increased overall school performance and satisfaction among staff
- Developed and implemented comprehensive academic strategies, aligning them with institutional goals and state standards
- Collaborated with educators to design and execute effective instructional practices, resulting in improved student outcomes and achievement
- Established protocols for identifying and supporting students in special populations, ensuring that their unique needs were addressed in the academic setting
- Collaborated with special education teams to implement inclusive practices, fostering a supportive and inclusive learning environment for all students
- Designed and implemented standardized testing protocols to assess student performance and evaluate the effectiveness of academic programs
- Analyzed assessment data to identify areas for improvement and implemented targeted interventions to address academic challenges
- Spearheaded recruitment efforts for high-need academic positions, streamlining the hiring process and ensuring the acquisition of top-tier talent
- Collaborated with human resources to create effective hiring strategies, resulting in the timely filling of critical academic positions

Founding Principal, Nashville Collegiate Prep   *January 2021-October 2023*

- Successfully built and led a high-performing team by strategically hiring and supervising staff, fostering a positive and collaborative school culture
- Provided visionary leadership in instructional practices, promoting a culture of academic excellence and innovation
- Implemented evidence-based teaching strategies, resulting in improved student achievement and engagement
- Oversaw all aspects of school operations, including budget management, facilities, and logistical coordination
- Collaborated with administrative teams to streamline processes, ensuring the efficient functioning of the school
- Created and implemented a comprehensive master schedule, optimizing resource allocation and maximizing instructional time
- Ensured a balance of core academic subjects, electives, and extracurricular activities to meet the diverse needs of students
- Spearheaded the integration of 1:1 technology initiatives, transforming the learning environment and preparing students for the digital age
- Collaborated with technology teams to ensure seamless implementation and provided ongoing support for educators and students
- Provided mentorship and guidance to other principals and leaders, contributing to their professional growth and facilitated leadership development programs to build a pipeline of effective school leaders

- Successfully led the expansion of the school by overseeing the construction of an additional middle school building and played a pivotal role in gaining approval for the establishment of a high school

Charter Schools USA   Youngsville, LA
Founding Principal, Acadiana Renaissance Charter Academy   *May 2014-May 2021*
- Provided strategic leadership in planning, directing, and overseeing all activities for a K-8 school, managing a student body of 900 and a staff of 85
- Implemented effective administrative processes, fostering a positive and collaborative school culture
- Led instructional initiatives, promoting a culture of academic excellence and innovation
- Collaborated with educators to implement evidence-based teaching strategies, resulting in improved student outcomes
- Oversaw all aspects of school operations, including budget management, facilities, and logistical coordination
- Developed and implemented policies to ensure the efficient functioning of the school
- Successfully achieved and maintained an A or B rating for the school, showcasing a commitment to academic excellence
- Received recognition as a Top Gains and Equity Honoree for outstanding contributions to student growth and equity in education
- Earned the Scholar Principal Distinction, showcasing a dedication to academic and operational excellence
- Successfully achieved full enrollment status in the first year and maintained an extensive waitlist, demonstrating strong community engagement and demand for the school
- Achieved and sustained a 98% satisfaction rate on parent and staff surveys, highlighting effective communication and satisfaction with the school's programs
- Effectively managed a multi-million-dollar school budget, optimizing resource allocation and ensuring financial sustainability
- Successfully led the expansion project, adding 450 more seats and incorporating a high school component, contributing to the school's growth and community impact

EDUCATION

Master of Science in Educational Leadership   *Las Vegas, NV*
NOVA Southeastern University

Bachelor of Arts in Education   *Lafayette, LA*
University of Southwestern Louisiana

KNOWLEDGE SKILLS & ABILITIES

Educational Leadership | Mentorship | Academic Program Development | Data Analysis and Assessment | Special Populations Support | Standardized Testing Management | Strategic Hiring for Academic Roles | Team Collaboration | Project Management | Staff Recruitment & Supervision | Instructional Leadership | School Operations Management | Technology Integration | Strategic Planning

References Available Upon Request

Resume

Michael Kader

·Legal Counsel, Project Finance

Michael is well regarded legal counsel for his deep and broad experience advising clients in the development, construction, financing and refinancing, acquisition, and operation of major infrastructure assets, including several international award-winning deals and public-private-partnership (PPP) projects worth over US$20 billion. He was the lead legal associate advising a consortium of nine banks led by Standard Chartered in the largest project financing transaction in 2022 — the US$1.3 billion Red Sea multi-utilities project. He advised a private developer in the procurement of the Wave 1 Schools Infrastructure PPP project. Wave 1 Schools is a over US$300 million public-private partnership scheme that aims to finance, design, build, and facility manage 60 public schools for a duration of 20 years and provide capacity for over 50,000 students.

Having been part of the "Energy & Infrastructure Team of the Year" at the ME Legal Awards 2020, he has worked with a market leading projects team in the evolving energy and water sectors has provided him with the opportunity to learn from experienced lawyers and clients both across key markets in New York, London, Dubai, Hong Kong and Riyadh.

In 2019, he led a legal advisory committee supporting the United Nations Development Programme in assessing discrimination against women in nationality legislation, and the protracted statelessness experienced by certain groups in Saudi Arabia. The recommendations in the assessment aimed to highlight the impact of these laws in significant violations of rights, which has included lack of access to public education, healthcare services, inability to access employment and impeded family reunification. Other development work include appointment by the World Bank to draft economic and finance legislation in the former Republic of Afghanistan to support a range of key reforms to improve business regulation, encourage private investment and safeguard fiscal sustainability.

Employment

DLA Piper LLP as a legal associate since 2018.

MJK Capital Partner as a finance associate (2011-2014).

CREDENTIALS

Education

Loyola University College of Law, Juris Doctor, Law, 2016

Southeastern Louisiana University, BS, Finance, 2011

Legal Qualification

State of New York Bar

Appendix 9

AYESHA AYYAD, MBA
Harvey, LA 70058 | Phone: (504) 333-2941 | Email: ayesha.ayyad@gmail.com

An accomplished MBA professional with a strong background in ECE/Special Needs Education, Business Operations, Project Management, Behavioral Health, and Statistical Analysis pursuing a Ph.D. in Education and Organizational Leadership.

SKILLS:

- Project Management
- Budgeting and Financial Management
- Educational Leadership
- Policy Analysis and Research
- Strategic Planning & Analysis
- Change Management

- Critical Thinking
- Ethical Decision Making
- Communication/Interpersonal Skills
- Knowledge of Social Diversity Issues
- Cultural Competence
- Community Engagement

EDUCATION:

Ph.D. in Education and
Organizational Leadership
Capella University
2023-Present

Bachelor's in Public Health
Sciences
University of the People
2020-2022

Associates in Science and
Liberal Arts
SNHU
2020-2020

Master's in Business
Administration
University of the People
2022-2023

Associates in Public Health
Sciences
University of the People
2020-2021

CERTIFICATION:

Teachstone Class Certified
2022-Present
Undergraduate in Human Biology
U.O.P. | 2021-2022

Undergraduate in Behavioral Health
U.O.P. | 2021-2022
Undergraduate in Epidemiology
U.O.P. | 2022-2022

WORK HISTORY:

B-3/CCRR Project Manager
Jefferson Early Childhood Network | March 2022 to Present

- Assist in planning, coordinating, and managing project tasks and deliverables.
- Communicate with community partner programs and manage community partner monthly requirements.
- Gather demographic data about enrolled children as required for state and federal reporting.
- Managed B-3/United Way funding compliance, ensuring attendance and funding guidelines adherence.
- Facilitate professional development by overseeing staff and teacher registration for training programs.
- Act as a liaison between ECEs and external networks, fostering effective communication and collaboration.
- Implement comprehensive family communication strategies and coordinated concern records with the Director of Networks.
- Enhance partnerships through stakeholder meetings, surveys, and feedback collection to improve program effectiveness.
- Conduct data analysis and reporting on partnership metrics, family engagement, and network activities to identify trends and areas for improvement.
- Assist in training sessions and workshops for centers to improve partnership building, family engagement, and network collaboration.

Certified Pre-K to 3rd Grade CLASS Observer

AYESHA AYYAD, MBA
Harvey, LA 70058 | Phone: (504) 333-2941 | Email: ayesha.ayyad@gmail.com

Jefferson Early Childhood Network | 2022-Present
- Advocating for better policies and programs to serve Louisiana's children throughout the legislative and regulatory processes
- Informing public discussions on children by monitoring the well-being of children at the state and parish levels through the KIDS COUNT project
- Providing valuable feedback and recommendations to educators based on CLASS assessments to enhance classroom interactions, instructional support, and emotional support for students.
- Collaborate with teachers to develop and implement strategies for improving classroom environments and interactions to positively impact students' learning experiences.
- Contribute to the professional development of educators by offering insights and guidance derived from CLASS observations to promote continuous improvement in teaching practices.
- Maintain accurate and detailed records of CLASS observations and effectively communicate findings to support ongoing professional growth and program development, per LDOE.

Special Populations Support Specialist
Jefferson Parish Schools | January 2013 to January 2022
- Collaborated with teachers and parents to review Individualized Education Plans (IEPs) to ensure that the specific needs of each student were met effectively.
- Acted as a liaison between families and schools, facilitating open communication and ensuring that the educational needs and emotional well-being of the students were supported both at home and at school.
- Implemented personalized support strategies tailored to the individual needs of each student, fostering a safe and inclusive environment for them to thrive academically and emotionally.

GROUPS:
CCR&R Steering Board
Jefferson Ready Start Network | August 2023- Present
- Engage in discussions aimed at identifying missing voices within the community to ensure diverse representation and inclusive decision-making processes.
- Facilitate knowledge exchange and collaboration with other parishes to learn from their experiences and best practices, and continuous improvement in child care services.
- Develop a clear vision for the committee's membership and roles within the CCR&R framework, establishing meeting norms, and leadership structures, and effectively brainstorming ideas to support group training, coaching, and technical assistance.

Core Leadership Committee
Jefferson Ready Start Network | May 2023- Present
- Developed a diverse network of dedicated business and community leaders.
- Play a pivotal role in shaping the landscape of early childhood education in Jefferson Parish by fostering a collaborative environment, addressing program challenges, and developing strategic plans to enhance the quality and accessibility of early childhood education programs.
- Engaging in collaborative discussions to leverage resources and to address the need for proactive communication from the state and network.
- Developing and coordinating a comprehensive enrollment plan for the upcoming academic year, with a specific focus on the requirements set forth by the LDOE

Superintendent's Special Education Council
Jefferson Parish Public Schools | November 2021- May 2022
- Discuss and provide meaningful feedback to the Superintendent regarding special education policies, procedures, and resources. Additionally, tasked with increasing the level of support and collaboration through engagement and education to the community at large as it relates to special education in Jefferson Parish Schools. Advise and advocate.

Business Management and Leadership Board
National STEM Honor Society | December 2021- July 2022

Mosab A. Hammoudeh

Mobile: 1-219-880-9523 | E-mail: mhammoud@uno.edu

[Personal Website](#) | [CSU Fullerton Website](#) | [Linkedin](#) | [Research Gate](#) | [Google Scholar](#) | [SSRN](#)

EMPLOYMENT

University of New Orleans August 2023-Present
Assistant Professor of Finance

California State University, Fullerton August 2021-July 2023
Assistant Professor of Finance

EDUCATION

The University of Iowa August 2016-May 2021
Tippie College of Business
PhD in Finance

Indiana State University August 2013-Dec. 2014
Scott College of Business
Master of Business Administration

Al-Balqa Applied University, Amman, Jordan August 2007-August 2011
Faculty of Engineering Technology
B.Sc. Degree in Mechatronics Engineering

PUBLICATIONS

- o "Competition Threats and Rival Innovation Responses: Evidence from Breakthrough Therapies." With Jon Garfinkel. ***Review of Financial Studies***. (2024)

- o "Seeking efficiency or price gouging? Evidence from pharmaceutical mergers." with Amrita Nain. ***Journal of Corporate Finance***. (2024)

- o "Academic Publishing Behavior and Pay Across Business Fields." With Jon Garfinkel and James Weston. ***Financial Management***. (2024)

- o "The role of divestitures in horizontal mergers." With Amrita Nain and Yiming Qian. ***Journal of Corporate Finance***. (2022)

- o "Why Prices Increase? State Medicaid Expansion, Executive Compensation and Corporate Governance." with Tarek Zaher & Amrita Nain. ***International Journal of Finance***. (2022)

- o "CEO Social Capital and Strategic Corporate Social Responsibility of the Firm: Bonding and Bridging Effects." With Marwan Alshammari. ***International Journal of Finance***. (2021)

- o "Governance, Trade Openness and FDI Inflows: Empirical Study." With Marwan Alshammari & Milos Pavlovic. ***International Journal of Economics and Finance*** (2015).

WORKING PAPERS *(*presented by coauthor)*

- o "Dusting Off the Old Ones: Drug Licensing to Startups, Innovation Success and Efficiency " With Josh Krieger and Jiajie Xu
    - Presented at: MFA 2024; FMA 2022; EFA 2023*; 2023 Bates White Life Sciences Symposium*; 34th Mitsui Finance Symposium*; China International Conference in Finance (CICF) 2023*; Silicon Prairie Research Seminar*

- o "Competition Shocks and Executive Compensation." With Erik Lie, Jon Garfinkel and Steve Irlbeck.
    - Presented at: MFA 2024; AFA 2024*; NBER Executive Compensation 2023*; FMA 2023* (semi-finalist best paper award); Northeast Business and Economics

Conference 2022*; California Corporate Finance Conference 2023; University of New Orleans Research Seminar

- o "Patent Challenges and Financial Performance: Evidence from PTAB" With Sepehr Roudini
    - ▪ Presented at: University of Iowa Brownbag Seminar*

RESEARCH IN PROGRESS

- o "Drug Development Shocks and Rival Bank Loans." with Jon Garfinkel, Josh Krieger, Richard Thakor and Xuelin Li

HONORS & AWARDS

- o Semi-finalist for best paper award, FMA 2023
- o CSUF Scholar Excellence Award 2023: College of Business and Economics, Cal State Fullerton
- o University of Iowa PhD Recruitment Fellow: August 2016 – May 2021.
- o University of Iowa Post Comprehensive Fellowship: Fall 2020
- o Best PhD Student Teaching Award in the College of Business 2019. Henry B. Tippie College of Business. Conferred at the College of Business Level.
- o Best PhD Paper in Finance Award 2018. Department of Finance.

TEACHING

- o Seminar in Empirical Corporate Finance (University of New Orleans): Fall 2023, Spring 2024.
- o Administrative Finance (MBA-level). (University of New Orleans): Fall 2023, Spring 2024.
- o Financial Management for MBA Students (California State University, Fullerton): Summer 2023.
- o Financial Management for Undergraduate Programs (California State University, Fullerton): Fall 2021, Spring 2022, Fall 2022, Spring 2023. Average Teaching Evaluations 4.5/5.
- o Investment Management (University of Iowa): Spring 2021. Teaching Evaluations 5.6/6.
- o Introductory Financial Management (University of Iowa): Summer 2017, Fall 2017, Spring 2018, Summer 2018, Fall 2018, Spring 2019, Fall 2019. Average Teaching Evaluations 5.3/6.
- o Principles of Risk Management & Insurance (University of Iowa): Teaching assistant for 1 semester.
- o Empirical Research Software Workshop (University of Iowa): A seminar for graduate students on software used in finance research, including Stata, SAS and Python.

REFEREE SERVICES & SCHOLARLY ACTIVITY

- o Ad hoc Reviewer: Journal of Corporate Finance, International Review of Finance, International Review of Economics and Finance
- o Discussant: FMA 2020, FMA 2022, California Corporate Finance Conference 2023

PROFESSIONAL EXPERIENCE

- o Graduate Assistant at the University of Texas at Arlington. Aug 2015- June 2016.
- o Corporate Tax Intern at Taxes Mart, Indianapolis, Indiana. Dec 2014- Aug 2015.
- o Shipping and Logistics Officer at Midgulf International LTD. Oct 2011- May 2013.

COMPUTER SKILLS

- o Proficient in Stata, SAS, and Python

PERSONAL INFORMATION

- o Legal Status: Jordanian Citizen, US Permanent Resident
- o Relationship Status: Married
- o Birth Year: 1988

Ata R. Hindi

EDUCATION

Tilburg Law School, Tilburg, The Netherlands   Est. 2023
PhD Candidate in Law

Emory University School of Law, Atlanta, GA, USA   May 2020
Juris Doctor (Accelerated Track)
- Merit scholarship. Participated in "International Human Rights Law Practicum" with United Nations Working Group on Enforced or Involuntary Disappearances member Henrikas Mickevičius. Member of/participated in: Muslim, Middle East, Black law student associations; International Arbitration, International Law societies; International Refugee Assistance Project; National Lawyers Guild.

Leiden University, The Hague & Leiden, The Netherlands   Aug. 2013
Advanced LLM in Public International Law
- Leiden University Excellence Scholarship (LExS). International Criminal Law track. Thesis: "The Right to Rebel/Law of Rebellion in International Law." Frits Kalshoven Moot Court on International Humanitarian Law (2nd place).

Rutgers University, Newark, NJ, USA   May 2008
MS in Global Affairs
- Hazel Vera Scholarship. Honors. Concentrations in human rights, international law, and political violence. Thesis: "Right to Rebel: Political Repression, International Law, Postcolonialism." Research assistance on genocide and human rights education for the Center for the Study of Genocide and Human Rights.

Rutgers University, Newark, NJ, USA   Oct. 2006
BA in Political Science
- Honors. Treasurer/Member, Rutgers Acts for Peace and Justice.

SCHOLARSHIP & RESEARCH

Edited Volumes
- EMANCIPATING INTERNATIONAL LAW: CONFRONTING THE VIOLENCE OF RACIALISED BOUNDARIES, with Mohsen al Attar, Claire Smith, and Binxin Zhang (eds.) [**forthcoming**, 2024]. The collection aims to stimulate dialogue about the relationship between international law and race, racism, and racialization. It discusses: situating international law's racism problem; the tools, techniques, and technologies of legalized racial inequality; (anti-)racism in the pluriverse; and ways forward. Includes 40 pieces, with particular emphasis on junior and racialized scholars.

Articles & Chapters
- *Membership in an Exclusive Club: International Humanitarian Law Rules as Peremptory Norms of International Law*, LOYOLA UNIV. CHICAGO INT'L L. REV. [**forthcoming**, 2023]. This paper discusses international humanitarian law rules as peremptory norms of international law. It deconstructs the elements necessary for identifying peremptory norms, compares those rules with other peremptory norms, and reconstructs those elements with international humanitarian law rules. It then analyzes legal consequences for third States.
- *Can We (or Must We) Delete that Part? The Normative Conflicts Arising from Operative Paragraph 6 of UN Security Council Resolutions 1593 and 1970*, RUTGERS J. INT'L L. HUM. RTS. [**forthcoming**; 2023]. This paper considers the conflict of laws between the UN Charter and the Rome Statute of the International Criminal Court (ICC) arising from the "blanket immunities" in operative paragraph 6 of the UN Security Council resolutions referring the situations in Darfur (Sudan) and Libya. It discusses the resolution of the conflict, clarifying the conventional and customary obligations of concerned States under both legal regimes. Ata R. Hindi - 1

- *A "Global South/Third World" Perspective on International Law Teaching, in* TEACHING INTERNATIONAL LAW (Jean-Pierre Gauci & Barrie Sander eds., 2023) [**forthcoming**, 2023]. This British Institute for International and Comparative Law (BIICL)-commissioned volume compiles diverse experiences and reflections on teaching and learning international law. Expanding upon my earlier piece in TWAILR, I discuss the place of the Global South/Third World in Global North/West classrooms, the diversity of people and ideas in the legal academy, as well as opportunities to foster creativity and critical thinking.
- *Unlawful Occupation: Assessing the Legality/Illegality of Occupations, Including for Serious Breaches of Peremptory Norms* [**completed**; **currently under review**]. This paper compares and contrasts between the rules on State responsibility and international humanitarian law during situations of occupation. In particular, it focuses on situations where the character and features of an occupation involve serious breaches of peremptory norms and the legal consequences for third States and Parties.
- *Here Comes Your Ghost Again...Functional Immunities and the Haunting of International Humanitarian Law* [**draft**]. This paper discusses the conflict of laws between the rules on functional immunities (*i.e.* derived from State immunities and granted to individuals performing certain State functions) and the rules on investigations and prosecutions of war crimes. It argues that the rules on functional immunities serve a stand-alone function that may fill a gap, but is not applicable to situations where international humanitarian law governs. Further, rules on immunities cannot contradict the obligation to investigate and prosecute as enshrined in the four Geneva Conventions.
- *Dressed in Civility? The International Military and Humanitarian Lawyers* [**draft**; presented at the 2019 & 2020 Law and Society Conferences]. This paper discusses the professional responsibility of lawyers operating in the context of international humanitarian law (and other law applicable during situations of armed conflict) and the conflicting interests between "military" vs. "humanitarian" lawyers. It argues that, contemporarily, both approaches are converging, and negatively impacting justice and accountability prospects for victims.
- *The Color of War* in EMANCIPATING INTERNATIONAL LAW: CONFRONTING THE VIOLENCE OF RACIALISED BOUNDARIES (Mohsen al Attar et. al. eds.), co-authored with Nawal Hend [**forthcoming**, 2024]. This chapter discusses several aspects of race, racism, and racialization in the formulation, application, and interpretation of international humanitarian law (IHL) and how their dynamics are overlooked, both expressly and implicitly.

Essays & Commentary

- *[The United Nations General Assembly Request to the International Court of Justice for an Advisory Opinion: (Some) Reflections](#)*, OPINIO JURIS (Blog) (Jan. 20, 2023).

- *[Everybody Knows About Racism, Goddam! Pathways in the Struggle Against the Racialised Universe of International Law](#),* OPINIO JURIS (Blog) (Apr. 5, 2022) – with Mohsen al-Attar and Claire Smith.
- *[The Disrespect Is Real Around Here: Review of Eve Massingham and Annabel McConnachie's Edited Volume, Ensuring Respect for International Humanitarian Law](#),* OPINIO JURIS (Blog) (May 31, 2021).

Other Legal Research & Writing

- Drafted sections for the report *Fair Trial Standards in Palestine,* with Prof. M Cherif Bassiouni, an EU POL COPPS project (Aug. 2014) [internal document], *see*: https://eupolcopps.eu/en/node/4658.
- Drafted language, served as Rapporteur for the "Working Group on Law of the Protection of the Atmosphere" report with United Nations International Law Commission member Shinya Murase during the 50th session of the International Law Seminar (July 2014).
- *[Siracusa Guidelines for International, Regional and National Fact-Finding Bodies](#)*, Siracusa Institute for Criminal Justice and Human Rights (M. Cherif Bassiouni and Christina Abraham eds., 2013). As *Legal Fellow*, I researched and wrote on the history and legal mandates of fact-finding/investigative bodies as established by international organizations, regional organizations, States, and others.
- *[Report of the Bahrain Independent Commission of Inquiry](#),* Bahrain Independent Commission of Inquiry (Nov. 2011). As *Legal Analyst* and *Investigator*, I contributed to the development of the overall outline of the report, drafted several sections (including those on torture and ill-treatment, killings, excessive use of force, circumstances and appropriateness of arrests), and contributed to other sections.

Contributed to several other publications (and supervised several legal expert opinions) with respective employers (see below). These and other works in progress (including papers not listed here and at varied stages) are available upon request.

TEACHING INTERESTS

- Comparative Law. International Law and various sub-areas (International Human Rights Law, International Humanitarian Law, International Criminal Law, International Organizations, International Arbitration and Dispute Resolution, and others). Ata R. Hindi -

- 1L/core courses: primary interest in Professional Responsibility; secondary interest in Criminal Law and Torts.
- Open to clinical support, moot court coaching/training, supervising directed research/studies, and conducting seminars, particularly in international law (including: advanced topics; contemporary issues; and methods, theories, and approaches).

TEACHING EXPERIENCE

MS Program in Democracy and Human Rights, Birzeit University, Birzeit   Spring 2015
Adjunct Lecturer, International Humanitarian Law
- Class of approx. 30 students of law and other disciplines. Covering various topics in international humanitarian law (conduct of hostilities, occupation, prisoners, etc.). Socratic teaching method, homework, presentations, and final paper.

Faculty of Law, Birzeit University, Birzeit   2014-2018
Lecturer; Academic Support; Other Academic Duties
- Lead or support coach/trainer for students participating in the following competitions: Philip C. Jessup International Law Moot Court Competition; Jean Pictet International Humanitarian Law Moot Competition; Oxford Price Media Law Moot Court Competition; International Criminal Court Moot Competition; others. Conducted short lectures, debates, and other activities with students.
- Advising students on research, continuing education, and career opportunities.

Through my work with various organizations, I also taught and trained international law (and sub-topics) to: undergraduate and graduate students of law and other disciplines; academics of law and other disciplines; legal professionals (lawyers, judges, etc.); diplomats; politicians; staff of national and international NGOs as well as international organizations (including the United Nations); others.

SELECTED PRESENTATIONS & OTHER EVENTS

- *Panelist,* on Teaching International Law in the Arab World: Critical Perspectives and Pedagogies. **Teaching International Law Webinar Series, British Institute for Comparative and International Law** [online] (Apr. 23, 2021).
- *Moderator,* "ASIL International Criminal Law Interest Group Business Meeting," in a panel on careers in international criminal law. **American Society of International Law Annual Meeting**, Washington, DC, USA [online].
- *Paper Presenter*, "Dressed in Civility? International Military and Humanitarian Lawyers," in a panel on Critical Perspectives on Lawyering and Justice in the Context of War and Occupation. **Law and Society Conference**, Denver, CO, USA [online] (May 29, 2020). **Law and Society Conference**, Washington, DC, USA (May 30, 2019).
- *Panelist*, The Decolonization of International Law. **Fletcher School at Tufts University**, Boston, MA, USA (Oct. 25, 2019).
- *Panelist*, Enforced Disappearances under International Law. **Emory University School of Law**, Atlanta, GA, USA (Oct. 14, 2018).
- *Panelist*, The Principle of Complementarity between the National Judicial System and International Criminal Court: Strategies to Expand the Scope of Accountability. **Institute of Law at Birzeit University**, Birzeit (May 11, 2015).
- *Panelist*, International Justice and the Arab Spring. **Asser Institute**, The Hague, The Netherlands (Oct. 10, 2012).
- *Panelist*, "NGOs, the UN, and the UN-Fact-Finding Mission on the Gaza Conflict," in a panel on Analyzing the Goldstone Report. **Brooklyn Law School**, Brooklyn, NY, USA (Nov 9, 2009).
- *Panelist*, "Preliminary Examinations and Situations at the ICC," in a panel on The ICC After the Review Conference. **Adaleh Center for Human Rights Studies**, Amman, Jordan (Sep. 29, 2010).

Events held in my capacities with respective employers are not listed, but available upon request.

SELECTED PROFESSIONAL EXPERIENCE

10+ years of academic and practical legal experience, primarily in international law, working internationally in prominent legal roles and on complex legal issues, including international disputes before foreign domestic courts and bodies, the International Criminal Court, United Nations bodies.

- *Legal Felllow,* **Arab-American Anti-Discrimination Committee,** *Washington, DC, USA (Mar. 2023-current).*
- *Attorney,* **Ghuneim Law Firm**, Pasadena, TX, USA (Jan. 2023-current).
- *Research Fellow, International Law*, **Birzeit University Institute of Law**, Birzeit, Palestine (Mar. 2015-current). Ata R. Hindi - 3

- *Legal Intern*, **Lemoine Lefebvre, LLP**, Atlanta, GA, USA (Sep. 2019-May 2020).
- *Legal Consultant*, **PLO Negotiations Support Unit**, El-Bireh, Palestine (June-Aug. 2019).
- *Legal Advisor*, **Diakonia International Humanitarian Law Resource Center**, Beit Hanina, Palestine (Mar. 2015-Aug. 2018).
- *Researcher, International Law,* **Institute of Law at Birzeit University**, Birzeit, Palestine (Sep. 2014-Mar. 2015).
- *Communications Officer & Policy Adviser,* **Human Rights and IHL Secretariat**, El-Bireh, Palestine (Sep. 2013-Aug. 2014).
- *Legal Research Assistant*, **Euro-Mediterranean Human Rights Network**, Brussels, Belgium (Apr. 2013-July 2013).
- *Outreach Liaison for the Middle East, North Africa & Europe*, **Coalition for the ICC** New York, NY, USA (Oct. 2008-Sep. 2012).
- *Research Fellow,* **Siracusa International Institute for Criminal Justice and Human Rights**, Siracusa, Italy (June 2012-July 2012).
- *Investigator & Legal Analyst*, **Bahrain Independent Commission of Inquiry**, Manama, Bahrain (July 2011-Nov. 2011).
- *Office Coordinator/Project Assistant,* **World Federalist Movement-Institute for Global Policy**, New York, NY (Jan. 2008-Oct. 2008).
- *Senior Editor,* **Roosevelt Institute**, Washington, DC, USA (July 2007-July 2008).
- *Legal Assistant*, **Graham Curtin**, Morristown, NJ, USA (Aug. 2007-Nov. 2007).
- *Paralegal*, **Patton Boggs**, Newark, NJ, USA (Jan. 2007-Mar. 2007).

SPECIALIZED INTERNATIONAL LAW COURSES & TRAINING

Hague Academy of International Law, The Hague, The Netherlands　　　　　　　　　　　　　　　　July 2017
Summer Courses, Directed Studies
- Three week program on contemporary challenges in international trade law, international investment law, international human rights law, and law of the sea, with a focus on State responsibility and reparations. Regular courses covering international treaty law, economic sanctions, international environmental law, non-State actor responsibility, and others. Full scholarship by the Lutfia Rabbani Foundation.

Erik Castren Institute, University of Helsinki, Helsinki, Finland　　　　　　　　　　　　　　　　Aug. 2016
29th Helsinki Summer Seminar on International Law
- 1-week course on "Law, War, & New Technology." Topics included the law applicable to operations in outer space and cyberspace, new weapons, and others.

United Nations International Law Commission, United Nations, Geneva, Switzerland　　　　　　　July 2014
50th Session of the International Law Seminar
- Three weeks of sessions and lectures on: Protection of the Environment in Relation to Armed Conflict; Protection of the Atmosphere; Crimes against Humanity; Protection of Persons in the Event of Disasters; Provisional Application of Treaties; Identification of Customary International Law; others. Rapporteur for Working Group on Law on the Protection of the Atmosphere with United Nations International Law Commission member Prof. Shinya Murase. Full fellowship.

Siracusa International Institute for Criminal Justice and Human Rights, Siracusa, Italy　　　　　　May 2014
14th Specialization Course in International Criminal Law
- Week and a half course titled "Assessing the Effectiveness of International Criminal Law in the Prevention and Control of Transnational and International Crimes". Rapporteur for the Working Group on Terrorism and Counterterrorism. Full scholarship.

PROFESSIONAL AFFILIATIONS

- **Bar memberships**: New Jersey; New York; Texas.
- Society of American Law Teachers; American Society of International Law [*currently* Co-Chair, International Criminal Law Interest Group]; International Penal Law Association; Law and Society Association; American Bar Association; European Society of International Law (past).

AWARDS & HONORS

Scholarships & Fellowships: Partial merit scholarship for JD with Emory Law School (2018-2020). Lutfia Rabbani Foundation Scholarship for participation in the Hague Academy of International Law Summer Courses (July 2017). United Nations International Law Seminar Fellowship (July 2014). Full scholarship for participation with Siracusa Institute Specialization Course (May 2014). Leiden University Excellence Scholarship (LExS) (2012-2013). Hazel Vera Scholarship Award (Spring 2008). Honor Societies: Phi Beta Kappa National Honor Society (May 2007). Golden Key International Honor Society (Apr. 2006). Pi Sigma Alpha National Political Honor Society (May 2006).

MISC.

- **Languages**: English (native); Arabic (fluent); Spanish (intermediate).
- **Hobbies & Interests**: Storyteller, poet, and artist (drawing).

Emad Jabbar

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in emadjabbar

about

I am a qualified, results-oriented customer service professional willing to learn new skills, take on new challenges and complete any educational or licensing examinations necessary for career growth.

education

2002 - 2006

University of New Orleans
New Orleans, LA

Bachelor of Science, Business Administration

professional organizations

HeartGift Foundation
Board Member – Louisiana Chapter January 2022 – Present New Orleans, LA

Magazine Street Merchants Association
Executive Board Member
December 2021 – Present   New Orleans, LA

Jefferson RISE Charter School
Charter School Board Member
May 2021 – Present   Harvey, LA

Alpha Phi Alpha Fraternity, Inc.
Graduate Member
October 2003 – Present   New Orleans, LA

skills

Computer Skills
- Advanced editing skills in Adobe Photoshop and Illustrator.
- Advanced user skills in all Apple Mac OS X platforms and Microsoft Windows platforms.
- Expert in utilizing social networking to broaden exposure for businesses ventures / upcoming events.

Language Skills
- Arabic — fluent in written and verbal.

professional experience

Gulf Coast Bank & Trust Co.
Branch Manager – Assistant Vice President
October 2017 – Present New Orleans, LA

- Manager on Duty certified.
- Provide additional leadership support to colleagues and clients to ensure an excellent customer experience.
- Responsible for onboarding all new client relationships while managing existing relationships to ensure financial goals are met.
- Partner with specialists to ensure our clients have access to experts who can assist in customizing a plan that met financial goals.
- Provide suitable product / service recommendations based on clients' needs and the recommendations of our specialists.

Royal Roastery NOLA
Managing Partner – Logistics & Marketing Coordinator
May 2020 – Feb 2021   New Orleans, LA

- Manage logistics for all incoming and outgoing shipments both domestically and internationally.
- Launch e-commerce website and grew to over $50K per month in online sales within 6 months.
- Manage all social media platforms and designed digital marketing campaigns to help grow business.
- Manage four employees while administering operations, logistics, hiring, payroll, and P&L tracking.

JPMorgan Chase Bank, N.A.
Private Client Banker
March 2011 – October 2017   Gretna, LA

- Manager on Duty and Small Business Specialist certified.
- Provide additional leadership support to colleagues and clients to ensure an excellent customer experience.
- Responsible for onboarding all new Private Client relationships while managing existing Private Client relationships to ensure their financial goals are met.

The Athlete's Foot
Managing Partner – Area Marketing Director
December 2006 – March 2011 Marrero, LA

- Administer operations, logistics, hiring, payroll and P&L tracking for three locations in Greater New Orleans Area.
- Train new hires in day-to-day sales and customer interactions for three locations in Greater New Orleans Area.
- Maintain all technological issues and social media correspondence for eight locations in Southeast Louisiana Market.
- Primary developer of marketing plan including event planning, advertising and in-store sales opportunities for market.

TAYSEER ALSHAIR

Certified Public Accountant
Head of Accounting Department
CPA.0025036

PROFILE

Certified Public Accountant with 20 years of experience in accounting, finance, and audit. Demonstrated expertise in financial reporting, tax preparation, budgeting, and compliance. Proven ability to manage complex financial operations, streamline processes, and lead teams to success. Strong analytical skills, attention to detail, and a commitment to accuracy and integrity. Dedicated to maintaining the highest standards of professional ethics and continuous improvement.

CONTACT

☎ 504-456-0450

Jefferson Parish Resident

✉ talsghair@gmail.com

🌐 https://tayseercpa.com/

EXPERIENCE

Tayseer Alsghair, LLC

2004-PRESENT

- Manage all aspects of financial reporting, including the preparation of balance sheets, income statements, and cash flow statements for clients.
- Oversee and ensure compliance with GAAP and other regulatory requirements.
- Lead the preparation and review of federal and state tax returns for both individuals and corporations.
- Develop and implement internal controls to safeguard assets and improve financial accuracy.
- Coordinate and conduct audits, both internal and external, to ensure financial integrity and operational efficiency.
- Mentor and supervise junior accounting staff, providing guidance on best practices and professional development.
- Collaborate with clients to develop and monitor budgets, providing financial analysis and forecasting to support decision-making.
- Successfully reduced tax liabilities for clients by implementing strategic tax planning and advice.

SKILLS

- Financial Reporting & Analysis
- Budgeting & Forecasting
- Compliance & Regulatory Reporting
- Audit Management
- Internal Controls & Risk Management
- GAAP Compliance
- Financial Process Improvement

Certified Public Accountant (CPA), Louisiana State Board of CPAs

Appendix 10

DRAFT

A Louisiana Nonprofit Corporation

Bylaws of Ruwad Agricultural Sciences Foundation Inc.

Board Policy Number: [2001]
Adopted on [Date] 2024

1   Authority and Purposes

1.1   **General.** Ruwad Agricultural Sciences Foundation Inc. (the "**Corporation**") is incorporated and existing as a nonprofit corporation pursuant to the Nonprofit Corporation Law of the State of Louisiana, La. R.S. 12:201 *el seq.* intended to be exempt from income taxation under and in accordance with the provision of Section 501(c)(3) of the Internal Revenue Code of 1985 (the "**Code**") and other than a private foundation under Sections 509(a)(1) and 170(b)(1)(A)(iii) of the Code.

1.2   **Purpose.** The purpose of the Corporation shall be set out in the Articles.

1.3   **Authority.** The Corporation is a non-profit corporation and shall have all of the powers, duties, authorizations and responsibilities as provided in the Louisiana Non-Profit Corporation Law and any other applicable law; except that the Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate its status as a corporation that is exempt from federal income taxation as an organization described in Section 501(c)(3) of the Code, or as a corporation contributions to which are deductible under Section 170(a)(1) of the Code, by virtue of being charitable contributions as defined in Section 170(c)(2) of the Code.

1.4   **Conduct of Corporate Affairs.**

   (a)   The affairs of the Corporation shall at all times be conducted in a manner consistent with the requirements of the Code, as such affect tax-exempt organizations.

   (b)   The Corporation shall not carry on, other than as an insubstantial part of its activities, activities that are not in furtherance of its purposes.

1.5   **External Auditor.** The Corporation shall employ a certified public accounting firm to provide a financial review of the Corporation, on an annual basis. All costs and expenses of such review shall be fully paid for by the Corporation. The Corporation shall consult with such accounting firm in order to design and implement bookkeeping methods and practices that will facilitate such review. The report of such accountants shall be distributed to each member of the Board of Directors of the Corporation (the "**Board**"). The Board shall have the authority to require a full financial audit of the Corporation.

2   Membership

2.1   **Members of the Corporation.** The Corporation has no members or shareholders. The rights which would otherwise vest in the members of the Corporation vest in the persons for the time being constituting a director of the Board (the "**Directors**"). The Directors shall, for all intents and purposes, be taken to be the members of the Corporation, and shall exercise all of the rights and powers of the members of the Corporation. The Corporation is organized on a non-stock basis.

3   Board of Directors

3.1   **General Powers.** The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may exercise all powers granted to the Corporation and do all lawful acts required by the business and affairs of the Corporation subject to the Applicable Laws, and in accordance with the purposes and limitations prescribed in these Bylaws and the Charter. The Board may delegate the management of the activities of the Corporation to any person or persons, task force or committee however composed, provided that the activities and affairs of the Corporation shall be managed, and all corporate powers shall be exercised under the ultimate direction of the Board.

3.2 **Additional Powers.** Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

(a) To select and remove all of the officers, agents and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Articles or these Bylaws; to fix their compensation; and to require security from them for faithful service.

(b) To conduct, manage and control the affairs and activities of the Corporation and to make such rules and regulations therefor which are not inconsistent with law, the Articles or these Bylaws;

(c) To borrow money and incur indebtedness for the purposes of the Corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefor; and

(d) To carry out such other duties as are described in the Charter and the Charter School Law.

3.3 **Number of Directors.** The Board shall have the authorized number of Directors, not less than seven or more than eleven, as designated by resolution of the Board from time to time or as provided by Section 4.7. In the event the Board has fewer than seven Directors due to any vacancy of one or more Directors, the Board shall have 90 calendar days after such loss to appoint one or more replacements in accordance with Section 4.12.

3.4 **Qualifications of Directors.** Each Director must be natural persons at least 18 years of age, and no Director shall be an employee of the Corporation. The Board shall not consist of more than one person from the same Immediate Family. At least 60 percent of the Directors must reside in Jefferson Parish or a neighbouring parish. The Board shall use reasonable efforts to ensure that directors will be sought who bring the skills, expertise, perspective, practical work experience and qualifications, as established by the Board and delineated in an annual board recruitment plan.

3.5 **Election of Directors.** Potential candidates to serve as Director shall be nominated in accordance with the stated Board-approved nominating policy. Directors shall be elected by the Board at any meeting of the Board by a majority of the Directors currently in office.

3.6 **Term.** Subject to Section 4.7, each Directors shall serve until the next annual meeting of the Board after the date of their appointment, and thereafter until their successors shall have been qualified and elected (unless the Board has determined to reduce the number of authorized Directors pursuant to Section 4.3) or until a vacancy exists.

3.7 **First Board.** The First Board shall serve staggered terms and have [seven/nine] Directors. The First Board shall consist of [four] Directors who will serve until [March 1, 2026], and at least [three] Directors who will serve until [March 1, 2027]. Any Director serving on the First Board may be elected and qualified to serve a subsequent term under Section 4.6.

3.8 **Resignation.** Subject to Section 4.9, any Director may resign by giving written notice to the President, the Secretary, or the Board. The resignation shall be effective when the notice is delivered unless the notice specifies a later time for the resignation to become effective. A Director who misses three consecutive meetings of the Board, unless a majority of the Directors has excused such Director from attendance, shall be deemed to have resigned.

3.9 **No Resignation.** No Director may resign if the Corporation would then be left without a duly elected Director or Directors in charge of its affairs.

3.10 **Removal.** Any Director may be removed, with or without cause, by an affirmative vote of the majority of all Directors then in office, at any meeting of the Board.

3.11 **No Removal.** No reduction of the authorized number of Directors shall have the effect of removing any Director before that Director's term of office expires unless the reduction also provides for the removal of that specified Director in accordance with these Bylaws.

3.12 **Event of Vacancy.** A vacancy or vacancies on the Board shall be deemed to exist in the event of:

(a)   the death of any Director;

(b)   the resignation or removal of any Director pursuant to these Bylaws;

(c)   the increase of the authorized number of Directors to the extent not more than the maximum number of Directors permitted to serve the Board under Section 4.3; or

(d)   the failure of the Board, at any meeting at which any Director or Directors are to be elected, to elect the full authorized number of Directors.

3.13 **Vacancies.** Notwithstanding Section 4.5, in accordance with the stated Board-approved nominating policy, any vacancies of the Board, arising at any time and from any cause, may be filled at any meeting of the Board in which a quorum is present. However, if the number of Directors, then in office is less than a quorum, the vacancies shall be filled by the affirmative vote of:

(a)   a majority of the Directors then in office or

(b)   a sole remaining Director.

3.14 **Director Restrictions.** Directors shall:

(a)   not receive compensation (anything of economic value) for services to the Corporation other than reimbursement of actual expenses allowed under these Bylaws;

(b)   not solicit or accept personal gifts from any person or entity doing business, or seeking to do business, with the Corporation;

(c)   be prohibited from being employed by the Corporation for two years following termination or vacancy from the Board;

(d)   be prohibited from employing any immediate family members by the Corporation except as permitted law; and

(e)   be bound by the Code of Ethics, the Conflict of Interest, Nepotism, Code of Conduct and Confidentiality policy statements.

4   Board Meetings

4.1 **Annual Meeting.** The annual meeting of the Board shall occur in the last quarter of the fiscal year at such date, time, and place as shall be determined by the Board, for the purposes of election of Directors, appointment of officers, review and approval of the corporate budget and transaction of other business.

4.2 **Regular Meetings.** In addition to the annual meeting, there shall be a least 10 monthly regular meetings of the Board held each fiscal year at such dates, times, and places as shall be determined by the Board.

4.3 **Special Meetings.** Special meetings of the Board may be called by or at the written request of the President or any two Directors and stating the agenda, date, and time for such a meeting. The person or persons authorized to call special meetings of the Board may fix any place within the State of Louisiana as the place for holding any special meetings of the Board called by them.

4.4 **Notice of Meetings.**

(a) Notice to Directors of any special meeting of the Board shall be delivered at least two Business Days prior to the meeting by written notice delivered by email to each Director at their designated email as shown by the records of the Corporation. Notice to the general public shall be delivered by providing notice via the internet on the website of the Corporation for no less than 24 hours, exclusive of Saturdays, Sundays, and legal holidays, immediately prior to the meeting.

(b) Meetings of the Board, annual, regular, special, emergency or executive session, or meetings of any Committee shall be held in accordance with La. R.S. 42:1, *et. seq*.

4.5 **Quorum.** A majority of the total number of Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board.

4.6 **Actions by the Board.** Except as otherwise provided by law or these Bylaws, at any meeting of the Board at which a quorum is present, the affirmative vote of a majority of the Directors present at the time of the vote shall be the act of the Board.

4.7 **Greater Voting Threshold.** The following actions shall require an affirmative vote of the majority of all Directors then in office in order to be effective:

(a) Creation of, and appointment to, Committees as described in Section 6.1;

(b) Removal of a Director or Officer without cause as described in Sections 4.10 and 8.5; and

(c) Indemnification of Directors as described in Section 10.

4.8 **Adjournment.** Subject to Section 5.8, a majority of the Directors present at a meeting, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than 24 hours, in which case personal notice or email notice of the time and place shall be given before the time of the adjourned meeting to the Directors who were not present at the time of the adjournment.

4.9 **Adjournment Limitation.** Any meeting at which Directors are to be elected shall be adjourned only from day to day until such directors have been elected.

4.10 **Conduct of Meetings.** Meetings of the Board shall be presided over by the President as chair, or, if there is no President or the President is absent, the Vice President or, if the President and Vice President are both absent, by a chair of the meeting, chosen by a majority of the Directors present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, if the Secretary is absent, the presiding officer shall appoint another person to act as secretary of the meeting. Meetings shall be governed by rules of procedure as may be determined by the Board from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles, or with any provisions of law applicable to the Corporation.

4.11 **Advisory Council.** The Board, from time to time and in its discretion, may invite or appoint interested persons to a volunteer advisory council of the Board. Volunteer members of the advisory council will serve at the pleasure of the Board and shall not vote, or have a vote, on

any Board action. Advisory council members will be chosen or invited based on their interest in the Corporation's purposes and their expertise or ability to advise the Board on matters related to the Corporation's purpose.

5 Committees and Task Forces

5.1 **Establishment of Standing Committee.** The Board may, by resolution adopted by affirmative vote of the majority of all Directors then in office, create one or more standing committees, which committees, to the extent provided in said resolution and allowed by law, shall have and exercise the authority of the Board in the management of the Corporation and to serve at the discretion of the Board. Each such standing committee shall consist of two or more persons, all of whom are Directors. The designation of such standing committee and delegation thereto of authority shall not operate to relieve the Board, or any individual Director, of any responsibility imposed on it, or a Director by law.

5.2 **Membership Standing Committee.**

5.3 **Establishment of Task Force.** Ad hoc committees and task forces not having and exercising the authority, responsibility, or duties of the Board in management of the Corporation may be designated by a resolution adopted by the Board from time to time to serve at the discretion of the Board. Except as otherwise provided in such resolution, members of each such ad hoc committee or task force need not be Directors. Unlike a standing committee, an ad hoc committee or task force shall have a specific task to accomplish and shall be disbanded upon accomplishment of that task. All actions and recommendations of a task force shall require ratification by the Board before being given effect. The President shall appoint the members of any ad hoc committee and task force. Any member of an ad hoc committee or task force may be removed by the President, with or without cause, whenever in the President's judgment the best interest of the Corporation shall be served by such removal.

5.4 **Membership Task Force.**

5.5 **Term of Committee Members.** Each member of a Committee shall continue as such until the next annual meeting of the Board and until their successor is appointed, unless the Committee is sooner terminated, or unless such member is removed from such Committee or unless such member shall cease to qualify as member thereof.

5.6 **Committee Chair.** The chair of each Committee shall be a Director and appointed by the Board in the resolution that established such Committee.

5.7 **Vacancies.** Vacancies in the membership of any Committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

5.8 **Quorum.** Unless otherwise provided in the resolution of the Board designating a Committee, a majority of the whole Committee shall constitute a quorum, and the act of the majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

5.9 **Rules.** Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board.

6 Officers of the Corporation

6.1 **Officers.** The officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer. The Board shall have the power to designate additional officers who need not be Directors, with such duties, powers, titles and privileges as the Board may establish, including such officers as may be appointed in accordance with Section 8.7. Any number of offices may be held by the same person, except that the Secretary and Treasurer shall not serve

concurrently as President. Each Officer shall fulfil the responsibilities and duties outlined in the Board-approved officer job description.

6.2 **Election of Officers.** The Officers, except those appointed in accordance with Section 8.7, shall be nominated in accordance with the stated Board-approved nominating policy. Officers shall be elected by the Board at the annual meeting of the Board, except that Officers appointed to fill vacancies shall be elected as vacancies occur at any regular or special meeting. Election of an officer shall not of itself create any contract rights in such officer unless otherwise provided in the Articles or these Bylaws.

6.3 **Term of Officers.** The Officers shall serve until the next annual meeting of the Board, and each shall serve at the discretion of the Board until their successor shall be elected, or their earlier resignation or removal. Officers shall not be elected for four consecutive terms for the same office.

6.4 **Resignation of Officers.** Any Officer may resign by delivering written notice to the President, the Secretary, or the Board. The resignation shall be effective when the notice is delivered unless the notice specifies a later time for the resignation to become effective.

6.5 **Removal of Officers.** Any Officer may be removed, with or without cause, by an affirmative vote of the majority of all Directors then in office, at any meeting of the Board.

6.6 **Vacancies of Officers.** The Board shall fill a vacancy in any office due to death, resignation, removal or otherwise in accordance with Section 8.2.

6.7 **Additional Officers.** The Board may empower the President to appoint or remove such other Officers as the business of the Corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board from time to time may determine.

7 Agents and Representative

7.1 The Board may appoint such agents, representatives and managers of the Corporation to perform such acts or duties on behalf of the Corporation, and give to such agents, representatives and managers such powers, as the Board may see fit, so far as may be consistent with the Articles and these Bylaws and to the extent authorized or permitted by law.

8 Miscellaneous Provisions

9 Amendments

9.1 These Bylaws may be amended, repealed, or added to, or new Bylaws may be adopted, by three-fourths vote of the Board.

Appendix 11

Friends of The Ruwad School Foundation Inc.

Louisiana Department of Education   **Letter of Contribution**
1201 N 3rd St
Baton Rouge, LA 70802

September 4, 2024

Dear Louisiana Department of Education,

We are pleased to inform you that the Friends of The Ruwad School Foundation will make available $400,000 of start-up funds to The Ruwad School of Agricultural Sciences for the start-up year (fiscal year 2024-2025) upon charter authorization.

These funds will be characterized as a $400,000 grant.

The grant is given in support of the start-up needs of the Ruwad School of Agricultural Sciences and will be contingent upon authorization by the Louisiana School Board of Elementary and Secondary Education.

Sincerely,

On behalf of
Friends of The Ruwad School Foundation Inc

. . . .
Signature of Authorized Representative

Appendix 12

John Roberts Jr., CPA

(225) 603-0985 · john@attracctsolutions.com

WORK EXPERIENCE

Founder/Principal, Attracct Accounting Advisors LLC   (January 2022 – Present)

An accounting consulting firm specializing in fractional CFO and tax planning/strategy, serving clients with average annual revenues of $10 million, ranging from $1 million - $20 million; a client base of 60+ businesses and hundreds of individuals; manage a team of 12 finance and accounting professionals; manage entire bookkeeping, accounting, and financial performance and analysis function for scaling small/medium size businesses, private-equity backed companies, nonprofit organizations, and governmental entities; considerable experience in formulating and reporting against annual budgets in private/governmental/nonprofit organizations; managing external audits and reviews for clients partnered with Attracct; manage financial accounting function and project controls for large capital expenditure projects (approx. $10 million); designing and implementing appropriate internal controls within the accounting function, especially those in accordance with the requirements of the *Governmental Auditing Standards Board (GASB)*

Accounting Manager/Asst. Controller, Epic Piping   (August 2018 – Dec 2021)

Managed the accounting staff of seven team members and the financial close; administered monthly closing calls with Operations; performed budget-to-actual variance analysis relating to all revenues, expenses, capex, and cash flows; assisted in annual budgeting and quarterly forecast processes for both domestic and international operations; and served as project manager for multiple debt facility refinances (both international and domestic) for which annual revenues average $200+ million

Financial Audit – Staff and Supervising Senior, Postlethwaite & Netterville, APAC   (June 2014 – August 2018)

Organize and conduct financial statement audits for clients spanning a wide range of industries across the southeast U.S., including blue-chip clients ranging from nonprofits, industrial construction/services, retail, banks/credit unions, and healthcare

RELEVANT CIVIC EXPERIENCE

Board Member and Finance Committee Member, Alzheimer's Services of the Capital Area   (January 2024 – Present)
Nominated and elected to the board of a nonprofit amassing approx. $2 million in annual revenue, with net assets approximating $3.7 million; serve on the Board's Finance Committee which secures an independent CPA to prepare the annual audit; prepares a report for the Executive Committee and the Board of Directors; and prepares a projected budget for each fiscal year to be presented to Board of Directors for approval

Start-up Advisor and Financial Consultant, Rain Will Bring Flowers Foundation   (August 2023 – Present)
Founding Foundation member for nonprofit whose mission is prevent student-athlete suicide through awareness, education and support via various events and partnership with the American Foundation for Suicide Prevention (AFSP) as well as Louisiana State University Athletics, Our Lady of the Lake, and the Joe Burrow Foundation

ACTIVITIES and AWARDS

Captain & Division I Football Student-Athlete – SLU (2013 Conference Champions)	2009 – 2013
National NCAA Southland Conference Representative – Student-Athlete Advisory Committee	2012 – 2013
Mentor – Big Buddy Program in Baton Rouge, LA	2019 – 2021
Chair – LCPA Emerging CPAs Committee, Baton Rouge Chapter	2017 – 2019
Al Copeland Foundation – Volunteer	2016 – Present
Empower 225 – Volunteer; an initiative supporting underprivileged youth in North Baton Rouge	2022 – Present
Two-time Josten's™ Southland Conference Student-Athlete of the Week	2011 – 2012
Budget Oversight Committee – SLU Student Government Association	2010 – 2011
Co-Host – Red Stick Real Estate Investors Networking Group	2020 - Present

EDUCATION

Southeastern Louisiana University, College of Business
Bachelor of Science, Accounting | GPA: 3.76/4.00

Certified Public Accountant, Louisiana License # 28012

Appendix 13

Insurance Coverage

1. **Worker's Compensation Insurance:**
   Covers obligations imposed by federal and state statutes having jurisdiction over the Charter School's employees, and employers' liability insurance with a minimum limit of $100,000.

2. **Comprehensive General Liability Insurance:**
   Minimum combined single limit of $2,000,000 each occurrence.

3. **Property Insurance:**
   Coverage sufficient to cover all property and contents purchased by the Charter School with state or federal funds.

   The property insurance obtained by the Charter School shall provide BESE or the State of Louisiana with the ability to file a claim for any loss of property purchased with state or federal funds.

4. **Errors and Omissions Liability Insurance:**
   This insurance shall cover the Charter School for those sources of liability arising out of the rendering or failure to render professional services in the performance of this agreement, including all provisions regarding financial management and indemnification.

   The insurance shall be subject to a maximum deductible not to exceed $25,000 per claim.

   The minimum limits to be maintained by the Charter School shall be no less than $1,000,000 per claim/annual aggregate.

5. **Employee Dishonesty Insurance:**
   Minimum limit of $250,000 per claim/annual aggregate.

6. **Employment Practices Liability Insurance:**
   Minimum limit of $500,000 per claim/annual aggregate.

ATTACHMENT A:
RESEACH STUDIES

ATTACHMENT B:
DETAILS OF KEY DESIGN ELEMENTS

We hire high-capacity educators who share our belief in maintaining high expectations for all students, regardless of their background or past performance. We equip these educators with high-quality instructional materials, a framework for engaging students in deeper learning through learning expeditions, and a sustained professional learning program. Additionally, we provide dedicated structures that support the social and emotional wellness of our educators. We also train them explicitly and intentionally to use data and proven instructional strategies to implement our school's robust systems and the EL Education Model with fidelity.

Through this approach, our educators strive daily to bring out the best in our students' talents and character by engaging them in meaningful, challenging, and productive experiences that develop their knowledge, skills, and habits. We empower students within the framework of clear behavior expectations and high standards, offering differentiated support based on individual needs to ensure they are prepared to succeed and thrive in college, career, and life.

SELECTIVE RECRUITMENT OF PROSPECTIVE TEACHERS BASED ON QUALITIES NECESSARY FOR EQUITABLY TEACHING DIVERSE STUDENTS.

Access to an effective teacher in every class represents our greatest financial investment and aligns with our vision of creating a dynamic and engaging educational community. Research shows that teachers with a belief in every student's potential and a growth mindset significantly improve student achievement.[i] Effective communication skills and strong verbal abilities are also crucial, particularly for economically disadvantaged students. [ii] Leading to dramatically more effective teaching supported by research.[iii]

In subjects like math and foundational reading, teachers with strong academic credentials and content mastery have been shown to boost student performance.[iv] However, students most in need of high-quality instruction often have teachers who lack proper certification and content knowledge in subject they are teaching. Some research suggests that teachers' ACT scores are correlated with higher student achievement. [v] Additionally, minority teachers often better understand the experiences of minority students, leading to significant gains in student achievement when teachers and students share similar backgrounds or lived experiences.[vi] Also, research shows these teachers can significantly increase the math and reading achievement of those students.[vii] *For more details about selective recruitment of prospective teachers, please refer to Response No. 27 below.*

HIGH-QUALITY CURRICULUM AND ALIGNED ASSESSMENTS THAT ARE EVIDENCE-BASED, PRACTICAL, AND COVERS CONTENT REQUIRED FOR STUDENTS TO MEET HIGH STANDARDS.

High-quality teaching requires that all core instruction is on grade level, always rigorous, and utilizes high-quality curriculum and materials.[viii] To achieve our school's vision, we have adopted Tier 1 curriculum rated by the LDOE across all core subjects and grade levels.

Best practices emphasize the importance of regular progress monitoring through curriculum-embedded assessments to guide instruction.[ix] Our teachers use tools such as weekly quizzes, learning targets, end-of-unit assessments, and student-engaged assessments for ongoing progress monitoring. Student-engaged assessment, a hallmark of the EL Education Model, is inspired by the work of Rick Stiggins at the Assessment Training Institute, pioneers in the field of assessment.[x] As students learn to understand and assess their own strengths and challenges, they gain the ability to take ownership of their learning.[xi] In practical terms, students become

leaders of their own learning—understanding learning targets, tracking progress, using feedback to revise work, and presenting their learning publicly—while partnering with their teachers.[xii]

These assessments provide valuable feedback for both students and teachers, helping track progress and identify areas where adjustments are needed to meet diverse learning needs. Additionally, teachers will use other methods to assess and document student progress in both character and the quality of their work. We are committed to using this assessment data not only to inform the professional development of our educators but also to continuously refine our curriculum and instructional practices. *For more details about our school's high quality instructional materials and system of assessments, please refer to Response No. 10 and 13.*

DEEPER INSTRUCTIONAL PRACTICES TEACHERS USE TO ENGAGE, CHALLENGE, AND EMPOWER ALL STUDENTS FOR DEEPER LEARNING.

Professor Mehta of Harvard's Graduate School of Education defined deeper learning as '*the understanding of not just the surface features of a subject or discipline, but the underlying structures or ideas'.*[xiii] A recurring theme in various definitions of deep learning is the students capacity to tackle complex, multilayered problems, much like what high performing professionals need to do in the real-world.[xiv] A student who possesses deeper learning has a thorough and well-rounded grasp of a subject. They understand the individual components of the subject and how these components interrelate. Moreover, they can perceive the broader perspective, recognizing how the pieces fit together to form a cohesive whole. This deeper understanding enables the student to apply their knowledge across diverse contexts, articulate their insights clearly, and engage in critical thinking about the subject.[xv]

We were initially drawn toward deeper learning to bring more powerful learning experiences in the classroom to improve students' engagement and readiness for college, careers, and lifelong learning for jobs that don't yet exist and global problems that haven't yet been defined. To this end, EL Education Model provides Deeper Instruction Framework that will help our teachers engage students in deeper learning experiences that require collaboration, effective communication, and self-directed learning, enabling students to "learn how to learn" and develop academic mindsets that increase growth mindset and positive learning behaviors. Deeper instruction also honors the multidimensional nature of student achievement that aligns with our school's philosophy and helps students achieve lives of prosperity, joy in learning, and service.

Deeper learning is not just a theoretical concept. Research shows that schools focused on deeper learning demonstrate stronger student achievement, with gains in outcomes especially pronounced for economically disadvantaged students, English Learners, and students of color.**[xvi]** But in our stakeholder engagement, it appeared that students learned in classrooms where that was not their daily experience. We will change that.

Deeper instruction in EL Education is formed under a three-pronged framework to help teachers plan and deliver instruction, these are:

1 **Deeper Instruction *Challenges* Students:** Challenge is at the heart of deeper instruction. Grappling with new ideas and problems will productively challenge students when they have enough background knowledge to feel anchored, enough scaffolding to feel supported, and enough time and intellectual freedom to wrestle with complex ideas that stimulate their thinking. A productive challenge stretches students to go beyond what they may think is possible. This stretch leads to new learning. Our approach to challenge is threefold: (i)

teachers explicitly and implicitly communicate a growth mindset to students and integrate it into our language to ensure students feel empowered to learn from mistakes and feedback; (ii) teachers plan learning targets as part of lessons to help students work at tasks and towards targets that are clearly aligned with Louisiana Student Standards and, when possible, go beyond standards; and (iii) teachers must challenge students with cognitively rigorous and sophisticated material that enhances their critical thinking and problem-solving abilities to help students gain a deep conceptual understanding and the ability to apply and transfer this knowledge to new situations, including higher-order reading, writing, thinking, and discussion.

2 **Deeper Instruction *Engages* Students:** Engagement is driven by curiosity and connection. When students see the relevance of their learning to the real world, they become more engaged, deepening their connection to the academic content. Teachers vary their lesson formats to maintain engagement, drawing from Core Practices that include workshop 1.0 lessons, workshop 2.0 lessons, protocol-based lessons, and discovery-based lessons. These formats encourage students to read, think, talk, write, and investigate. Teachers make strategic decisions about which format to use based on the learning targets and students' needs. Regardless of the lesson format, essential components include: an opening that captures students' interest, time for grappling with concepts, frequent checks for understanding, and a debrief or synthesis.

3 **Deeper Instruction *Empowers* Students:** Deeper instruction is centered on developing self-directed learners with strong habits of scholarship. Purposeful lesson design and delivery are critical to empowering students with the tools to lead their own learning. By creating time and structures for students to understand their learning targets, track their progress, and debrief their experiences, we help them connect their learning to standards and reflect on their processes as learners. This reflection fosters responsibility and independence, as students learn to articulate the significance of their learning and transfer knowledge and skills to novel, meaningful tasks and situations, thereby cultivating empowered and self-directed learners.

Effective, standards-based deeper instruction will incorporate a diverse range of research-backed and evidence-based instructional strategies. These strategies are designed to cultivate both deep learning and content knowledge, while also ensuring that the instruction aligns with the intended depth and rigor of the standards. For more details about the EL Education Model strategies used to deliver effective instruction.

In the EL Education model, educators work collaboratively to ensure that curriculum maps aligned with Louisiana Student Standards serve as the foundation for all planning, instruction, and assessment across the school. These curriculum maps outline a vertical sequence of learning and character targets to be addressed at each grade level and within each core subject. Lessons are the building blocks of all instructional structures in the EL Education model. Planning begins with crafting clear, standards-based learning targets that align with assessments and fit within the broader curriculum framework. Our school plans to implement PowerSchool (or a similar online platform) as a digital tool for curriculum mapping and lesson planning. This platform will support teachers by enhancing instructional alignment and providing comprehensive analytics to improve student outcomes.

When planning a lesson, it's crucial to consider the overall curriculum for the unit, semester, or year, as well as the knowledge, skills, and concepts required by the grade-level standards. This involves strategically nesting each lesson within the larger content and sequencing them in a way that makes the material engaging, challenging, and authentic.

To support this process, design guides will help teachers create EL Education's instructional structures—such as Learning Expeditions, Projects and Products, Fieldwork, and Case Studies—ensuring they align with specific Louisiana Student Standards.

EXPEDITIONARY LEARNING, PROJECT-BASED INSTRUCTION, FIELDWORK AND SERVICE LEARNING: THE SECRET SAUCE TO ENGAGING STUDENTS IN CHALLENGING CORE CONTENT TO EMPOWER THEM.

To actualize the Deeper Instruction Framework in practice, teachers at our school will integrate core instruction, in particular STEAM-focused disciplines, and other subjects through the teaching structures featured in the EL Education Model. All teaching structures including Learning Expeditions explicitly focus on building literacy skills, particularly in reading and writing nonfiction text and writing from evidence and as a means for engaging deeply with content. These key structures of the EL Education Model are further described in the EL Education Design Guide, an excerpt of those descriptions is provided below.

Learning Expedition is the signature EL Education Model structure that will make core instruction material and our school's mission statement come alive for students. Evidence shows that expeditionary learning may have a significant and substantively important positive literacy achievement.[xvii] Learning Expeditions are a central vehicle for teachers to use deeper instruction to empower students to reach beyond what they think they are capable of in order to make the world a better place. Students become leaders of their own learning and collaborate on up to two semester-long, in-depth Learning Expeditions that seek to find solutions to real world problems locally and globally which inspire students toward new levels of academic rigor. Each Learning Expedition has specific and well-defined academic goals developed from Louisiana Student Standards. Learning Expeditions typically will culminate with exhibitions or final products that must meet high standards. These products allow for students to synthesize what they have learned and to demonstrate how they can use it. However, they can take multiple, powerfully engaging forms of other teaching experiences and can be joined together with other features of EL Education Model, such as: a kick-off experience, guiding questions, case studies, projects and products, fieldwork, experts, service learning, and a culminating event that features high-quality student work. All of these structures can also be used independently in the EL Education Model, outside of a full Learning Expedition.

Case Studies are focused, often localized, explorations of specific subtopics within a discipline. They are employed to bring major concepts of a subject or broad topic to life for students. A Case Study might involve investigating a distinctive person, place, institution, or event. For example, in a U.S. history course studying the Civil Rights movement, students might explore the story of a local civil rights hero. Alternatively, a Case Study can focus on a more specific subtopic, enabling students to concentrate their research on a particular aspect that illuminates and clarifies the larger topic. For instance, during a study of the Civil War, students might engage in a Case Study examining the roles of women during the conflict. Learning Expeditions often incorporate one or more case studies, ideally linking students to their local natural or the community they reside in, providing a lens to understand broader national or global concepts.

Project-Based Instruction serves as a central framework for in-school learning, offering a way to teach core skills and content through a combination of classroom lessons, discussions, labs, work sessions, and student-led research and fieldwork. These projects are designed to develop literacy, math skills, critical thinking, collaboration, and problem-solving abilities. The culmination of these projects results in products that are modeled on real-world documents and artifacts, with

professional examples guiding student work. Ideally, these products are reviewed by professionals in the local community and contribute to an authentic, real-world audience. For example, a class might conduct a scientific study of water transmitted from local desalination water plant, resulting in a water quality report presented to Jefferson Parish Water Department.

Fieldwork, expert involvement, and service learning are integral components throughout a Learning Expedition. Fieldwork immerses students in the natural and social environments of their communities, transforming these settings into purposeful learning sites. Unlike traditional field trips, where students often take on a passive role, fieldwork involves active investigation, utilizing research tools, inquiry techniques, and presentation standards employed by professionals in the field. Additionally, teachers bring in experts and community members with firsthand knowledge of relevant topics into the classroom. These professionals collaborate with students on projects, imparting specialized skills and providing feedback based on industry standards, thereby enhancing the accuracy, integrity, and quality of the students' work. Service learning in these schools goes beyond simple charitable acts like cleaning up a park; it involves more complex academic tasks that provide meaningful service to the community, such as conducting energy audits of city buildings to help save money and reduce the carbon footprint. Older students may also engage in internships and apprenticeships, further connecting their learning to real-world applications.

REQUIRED PARTICIPATION IN PROFESSIONAL DEVELOPMENT THAT IS EVIDENCE-BASED AND CONNECTED TO THE EL EDUCATION MODEL AND ELA CURRICULUM.

There is no doubt that there is an art to delivering effective lessons in the EL Education Model, but this art can be learned. It is not something bestowed on highly effective teachers from birth. It is something that comes from practice, willingness to learn from others, and a belief that continuous improvement is within our control. Research shows that teacher instructional capacity grows when paired with aligned professional development supports, leading to higher student achievement.[xviii] This evidence further supports gold standard research studies that shows the EL Education aligned professional development program significantly improves teaching practices and growth in student achievement.[xix] Because EL Education is so focused on changing how teachers teach, rather than simply the material that they cover, it requires a high-intensity and comprehensive induction plan with ample time and resources for professional development. That's why our school has partnered with EL Education to implement their proven professional development program.[xx] This program will be led by a dedicated on-site EL Education coach during summer prior to opening the school and continuing throughout the entirety of the initial charter term to boost teacher effectiveness and student achievement.

EL Education school designer will support the EL Education coach and our team during the start-up phase to design a summer professional development program, drawing on successful programs implemented at EL schools with similar student population to ours. The goal of the summer launch professional development is for educators to internalize our vision for student success, practice the systems of the EL Education Model with fidelity, practice effective instructional practices with multiple rounds of feedback, and collaborate at an in-person experience that introduces classroom management routines and ELA curriculum while grounding them in theory of the EL Education Model. This will empower educators to take ownership of these instructional strategies ensuring they are prepared to implement them effectively in the classroom from the first day. For our students to graduate with a college and/or career credential and be ready for life after high school, they need high-quality teaching, and high-quality teaching comes from school's strong commitment to supporting teachers' adoption and understanding the EL

Education Model and in making continuous instructional improvements, guided by data, the latest research, and proven teaching strategies.

PROMOTE RELEVANT APPLICATIONS OF TECHNOLOGY AND GENERATIVE ARTIFICIAL INTELLIGENCE TOOLS IN THE CLASSROOM.

Our review of the evidence indicates that technology and generative artificial intelligence tools can boost student learning by providing access to high-quality content, enabling personalized instruction (particularly in math), increase practice opportunities, or enhancing student engagement.[xxi] We aim to advance educational equity by ensuring economically disadvantaged students do not fall behind in technology skills due to lack of access, adoption, or affordability. We are dedicated to allocating funding to train our educators to effectively use artificial intelligence in the classroom, based on the latest evidence and research, to prepare students for the future AI-driven economy and workplace. When integrated into a comprehensive teaching plan, the strategic use of classroom technology for individualized learning positively impacts student achievement, and generative AI promotes educational equity.

Technology allows for greater differentiation to meet individual needs. We train and coach teachers to use various platforms and AI tools strategically for assessment, reteaching, and review. Teachers will use online engagement tools, such as surveys, quizzes, word clouds, and live polling, to provide immediate data on mastery. They will use video discussion platforms, like FlipGrid, to offer students content that can be watched multiple times and completed at their own pace. Teachers can create virtual interactive experiences that enable students to engage in field-based activities, connecting classroom learning to their communities and the world around them. Students develop and practice new vocabulary and skills on self-paced learning platforms. When aligned with student learning goals, these technologies and AI tools effectively support students in reaching their maximum academic potential and promote curiosity.

DESIGN ELEMENT 2: EFFECTIVE LITERACY INSTRUCTION

There is recognition in education that the achievement gap in Louisiana and the United States is a literacy gap.[xxii] This gap can also be characterized as an educational equity gap because literacy is the gateway to all other learning, and without a firm grasp of reading, students encounter challenges across many subjects and life. Research shows that early literacy experiences significantly impact students' future learning across all subjects, not just reading. For example, two-thirds of children beginning the fifth grade who cannot already read proficiently will wind up on welfare or going to jail.[xxiii] Children who do not read on grade-level by fourth grade have a 78 percent chance of not catching up and is one of the strongest indicators of the impact to future learning across all subjects and future prosperity.[xxiv] It's noteworthy that three-quarters of students struggling with reading when they enter the fourth grade continue to face challenges in high school and are about four times more likely to drop out.[xxv] This also has potential enduring effects with an estimated 43 percent of adults at *Level 1* literacy skills live in poverty compared to only four percent of those at *Level 5*.[xxvi] It is estimated that about 85 percent of children will learn to read well if provided with evidence-based classroom reading instruction from a highly knowledgeable teacher.[xxvii] Concepts learned in elementary school form the foundation for later education, and without this foundation, students may struggle in middle and high school. [xxviii] Therefore, we understand the importance of early literacy learning, especially early reading development, cannot be overstated.

In 2023, only about 14 percent of third graders in the Westbank community scored proficient, which is more than two-thirds below the statewide average. The proficiency rate was even lower

among economically disadvantaged students, ethnic minority groups, and English learners. We firmly are committed to supporting students to overcome this gap, and we believe that foundational literacy skills unlock lifelong learning and the agency to shape one's life and world. From the board, school leader, and instructional leadership team, we will be dedicated to establishing and maintaining evidence-based literacy practices and systems across all grades, while cultivating a schoolwide culture of high expectations.

Informed by our research [xxix], our comprehensive framework prioritizes scientifically based, evidence-based practices in reading instruction, intervention, and assessment implemented within a coordinated schoolwide muti-tiered system of supports. The framework will include the following elements:

- **Literacy Goals and Accountability[xxx]:** Establish clear expectations for literacy school-wide and at specific grade levels by setting literacy SMART goals, and tailor assessment activities and regular progress monitoring to support those expectations, and hold educators accountable for results, creating a culture of shared responsibility for student achievement.

- **Comprehensive Literacy Plan[xxxi]:** Protecting time for monthly instructional leadership team and grade-level literacy planning and implementation meetings. Our instructional leadership team will create and implement a literacy plan based on the results of a diagnostic needs assessment process. This process includes analyzing student literacy assessment data, reviewing current literacy goals and benchmarks, examining assessments and instructional materials, creating literacy SMART goals, and establishing a timeline of clearly specified activities.

- **High Quality ELA Curriculum:** The adoption of EL Education's LDOE tier 1 rated K-8 ELA curriculum that is based on the science of readings and that has successfully closed the literacy gap with similar student populations.[xxxii] A rigorous study of EL Education's K-2 curriculum finds that the combination of EL Education's comprehensive curriculum with coaching results in significant reading progress in student achievement in the first academic year of implementation. [xxxiii] The impacts are relatively large, especially for students of color and economically disadvantaged students in kindergarten and first grade.[xxxiv]

- **Dedicated Block for Reading Foundations[xxxv]:** Substantial research on evidence-based practices in early literacy instruction has identified five essential components of reading: comprehension, vocabulary, fluency, phonemic awareness, and phonics. [xxxvi] Additional components include language development and understanding concepts of print.[xxxvii] Using the EL Education model and curriculum, students in grades K-2 will have a dedicated 75-minute reading foundations skills block each school day (independent of their content-based literacy instruction). This reading foundations skills block uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students can make as they learn to read and write. As such, the reading skills block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the reading foundations skills and letter formation to navigate grade-level text independently. The lessons and assessments explicitly address the essential components of foundational reading skills.

- **Use Data and High-Quality Assessments[xxxviii]:** Implement an effective, scientifically based, evidence-based literacy assessment system for universal screening and progress

monitoring students to (a) inform core classroom instructional priorities; (b) to gauge student learning and identify students requiring intervention; (c) monitor student response to intervention over time; and (d) target resources and support. Incorporate both high-quality formative and summative assessment practices that inform daily instruction as well as capture the extent of growth and performance on the grade-level standards. Also, we will link assessment results, combined with other sources of student-specific data, with student learning goals and instruction to support student learning.

- **Prioritize Literacy Professional Learning[xxxix]:** Support our educators and literacy plan by hiring a Dean of Elementary Education, who will be a certified literacy coach for core instruction teachers. This individual will provide on-site daily training in evidence-based reading instruction, demonstrate lessons, conduct observations, and provide feedback to improve instruction. They will also use the literacy coaching model to build capacity, offering high-quality professional development in effective literacy practices and the foundations of reading.[xl] Additionally, all our educators and instructional leadership team will participate in early literacy training annually and complete at least 100 hours of EL Education's professional development within two years of being hired.

- **Implementation Fidelity[xli]:** The EL Education designer and instructional coach provide specific strategies and structures for ensuring that the implementation of the EL Education model and Core Practices are supported and implemented at our school and for their placement at the school to support professional development on EL Education's instructional strategies during the initial charter term. These strategies include differentiated learning, regular data collection for accurate assessments, and the preparation of effective lesson plans with well-defined goals, benchmarks, and implementation strategies.

- **Content Strong Teachers[xlii]:** As part of our recruitment plan, we have prioritized hiring highly capacity K-4 teachers and any ELA subject-specific teacher who can deliver instruction using EL Education's strategies. All candidates for K-4 teacher roles must have passed a rigorous test in scientifically researched, evidence-based reading instruction and intervention.

- **Teacher of Reading[xliii]:** We have budgeted as a priority to hire up to two specialized reading teachers for the first year of operation to join the Academic Learning Support Team.

- **Teaching Reading across the Disciplines:** All teachers in all subjects and grade levels teach reading so that students build knowledge of the world and make sense of content by reading, thinking, talking, and writing about compelling topics, while also promoting the use of both domain-specific and academic vocabulary.

- **School Culture[xliv]:** Adopting cultural elements from other successful EL Education schools, we will track the number of books students read and use a schoolwide reading competition to recognize our students for the volume of books read and the growth of their reading level.

- **High Dosage of Tutoring:** Following successful charter school practices, each Teacher of Reading will manage up to 40 students in small groups with no more than five students for up to an additional 130 hours a year of high dosage of tutoring in the school day as part of our school's multi-tiered system of supports.[xlv]

- **Expanded Learning Time for Literacy:** Modeled on successful programs, we offer extended literacy instruction to our students in grades K-8 with at least 50 more hours of literacy education per school year than any other local school.[xlvi]

- **Individual Reading Plan[xlvii]:** Students will create individual reading plans to measure their reading growth and track progress on personal goals throughout the year. For students in grades K-3 who are reading below grade level, these plans will be developed with parental involvement and monitored weekly. Also, we will create structures for our students to read during the school day.

- **Family Engagement:** We prioritized two full-time positions in our budget to engage families in their children's education, especially to support the family's role in early literacy development and connect them to scientifically based, evidence-based literacy approaches. The school will notify parents when a student is identified with a reading difficulty and will provide weekly progress reports and special events focused on early literacy skills.

DESIGN ELEMENT 5: INTENTIONALLY STRUCTURED SCHOOL ENVIRONMENT

The EL Education Model fosters and celebrates students' academic growth and character development as inseparable. Members of the school community live up to the spirit of EL Education's Design Principles on a daily basis and create a school climate characterized by physical and emotional safety, joy in learning, kindness, and positive leadership. All adults in the school communicate clear expectations for students based on the school's Habits of Character model those values in their own practice and interactions. Policies and practices respect student differences and encourage students to become effective learners and ethical people who contribute to a better world. To support these goals, our school and learning environment culture will be guided by the EL Education Design Principles and beliefs of Kurt Hahn, founder of Outward Bound. All students will be held to high behavioral standards, adopting practices and systems from top performing EL schools across the country. Students will learn expected behaviors and the reasons behind them, including how to listen to classmates, move calmly in the classroom without causing disruptions, manage their materials, and keep their supplies and laptops organized. A disciplined and intentionally structured environment is crucial for learning and student achievement at our school. We expect positive participation in class and respect among classmates, and for our educators to be modeling these expectations and holding students accountable.

We've listened to parents' experiences with disciplinary practices and considered their views in evaluating different positive behavior intervention systems. Research shows that a positive school climate is directly linked to improved attendance, test scores, promotion, and graduation rates. [xlviii] We will create a supportive community and culture by implementing a house system, along with best practices from high performing EL schools like Amana Academy in Georgia, where students and staff feel safe to take risks, celebrate successes, and learn from failures together. The house system, a traditional feature originating in England and used in the United States as a school-wide PBIS system, will divide our school into smaller communities that foster learning and loyalty. [xlix] This approach addresses issues like poor attendance, high disciplinary rates, low teacher morale, and low student achievement. [l] The house system will be the overarching program that ties our culture and character program together (crew and counseling), requiring active participation from parents, students, educators and staff.

Additionally, we will use a research-backed merit and demerit system to signal to students when they meet or exceed expectations, utilizing positive behavior intervention supports to reduce

disciplinary issues. [li] Students earn merits for positive behaviors and upholding Habits of Character, while demerits are given for negative behaviors or actions that harm the school community. This data-driven system helps schools and communities achieve meaningful behavior change. Students who accumulate many merits receive special recognition, while those with five or more demerits in a day are notified, along with their families. The Dean of Students meets with students who earn over five detentions a month to develop individualized behavior plans. Positive choices for themselves and their community are always recognized.

DESIGN ELEMENT 6: REDEFINING THE MEANING OF STUDENT SUCCESS

The focus on student success on standardized tests, which has dominated educational policy for decades, has led to an unintended consequence of many taking a reductionist view of what student success means. While assessments are important, they are only part of the picture at our school. Equally important is the quality of the work students produce and the positive values and skills they develop to become capable and honorable scholars, citizens, and human beings. When students enter adult life, they will be celebrated not for their performance on test scores and basic skills tests, but rather for the quality of their work and their character. EL Education Model brings to life our school's three dimensional vision of student achievement where students master **Knowledge and Skills**, develop **Character**, and create **High Quality Work**. Our school assesses students beyond academics to honor their full humanity. This approach is supported by decades of research showing that social, emotional, and academic development are inseparable and mutually reinforcing. [lii] When students excel in all three dimensions, they are empowered to shape their futures and make a positive impact on the world.

- **Mastery of knowledge and skills** is demonstrated through students' deep understanding of concepts and content aligned with the Louisiana Student Standards. This includes their ability to analyze, evaluate, and synthesize content knowledge and apply it to various classroom tasks for deeper learning. We recognize that our school must prepare students for global citizenship in an increasingly complicated and interconnected world and, we must encourage them to consider multiple perspectives in order to better build their knowledge and understanding of the world and to present their thinking in diverse ways, including formal and informal writing, discussions, and presentations. Students must develop strategies to solve tangible problems across various fields. Generative artificial intelligence is transforming the world and in the coming years it's expected to change the global economy and workforce deeply embedded in our daily lives. Gartner, a leader in global strategic corporate decision making, says by 2027, more than 50% of the AI models that businesses use will be specific to either an industry or business function, increasing the demand for AI-fluent workforce. We introduce students to computer science and AI education and tools early, giving them an understanding of the problems computers and AI can solve, creating personalized learning experiences to provide real-time feedback and tailor instruction to specific student needs, and bring awareness to privacy and ethical concerns. In the coming decade, a significant trend will be the emergence of systems fostering collaboration between humans and AI – and our students will need be ready to use these systems to enhance and complement human skills, leading to heightened efficiency and productivity. Currently, jobs in computer science and computer systems analysts are rated by Louisiana Workforce Commission as the occupational outlook and high entry level wage in the Greater New Orleans Area. These jobs are expected to grow. For students pursuing STEM fields in college, computer science and AI are foundational skills that ensure they are on equal footing with affluent peers. We provide computer science and AI education instruction as an enrichment class for all students starting in grade 4 believing it will contribute to their problem-solving success and open doors to STEM pathways in college and beyond.

- **Character development** is central to the EL Education Model. We aim to nurture students who are ethical, effective learners and who aspire to be change agents making the world a better place. The model's Habits of Character emphasize respect, responsibility, initiative, perseverance, collaboration, compassion, global citizenship, and integrity, while the Design Principles guide students' growth and development. Through rigorous academics, authentic experiences, and reflection time, students cultivate the skills necessary to become successful communicators, collaborators, and active listeners later in life. Students in EL Education Model come together every day in **Crews** for relationship building, academic progress monitoring, and character development for between 2 and 2.5 hours per week. Crew allows students to build positive connections with their peers and with their crew leader to *become* Crew, not passengers. The school community exemplifies educator Kurt Hahn's vision that we are all "*crew, not passengers,*" working together as a team for the common good. This philosophy is the culture of Crew. Crew leaders are school staff who strategically plan crew to address and assess these multiple goals. Multi-year relationships are also forged into two structures, multi-age classrooms and looping, to ensure that students' needs are met, and individual strengths are discovered. Crew isn't confined to a 30-minute block. Rather, it embodies the spirit of camaraderie, teamwork, and authenticity that needs to underlie all the interactions in the school building every day.

- **High-quality student work** is the third dimension of student achievement, and it is the result of developing students' character in conjunction with their mastery of knowledge and skills. High-quality student work demonstrates complexity, craftsmanship, and authenticity. Complex work is rigorous and aligned with grade-level Louisiana Student Standards. It includes higher-order thinking skills, connects to big concepts, requires consideration of multiple perspectives, and it allows students to transfer their understanding of concepts/skills to new contexts. Craftsmanship is a key ingredient in high-quality student work. Students produce work that is beautiful in both conception and execution. So not only does the work look beautiful, but the thought process in creating that work is equally essential – as we mentioned earlier in this application: the journey is as important as the destination. Work that reflects craftsmanship typically requires multiple drafts and/or critiques from others, and a growth mindset. Further, high-quality work is authentic work. It demonstrates the original, creative thinking of students, connects Louisiana Student Standards to real world issues, and ideally matters to students and the broader community. Teachers plan deeply to support students in creating products that demonstrate these qualities. They support students to create products for audiences beyond teachers and parents (e.g., a whole class scientific study of a local pond, resulting in a water-quality report for the city board of health). Creating real work for real audiences motivates students to meet standards and engage in revision. In the process, they develop perseverance and realize that they can do more than they thought possible. To create a culture of excellence, teachers have high expectations for all students and support all students with the scaffolding and equitable opportunities they need to achieve excellence. Students analyze models of excellence— student work and professional work—and use those models to build criteria for excellence in that genre of work. They receive targeted feedback from teachers, experts, and peers based on established criteria and revise their work through multiple drafts. Teachers and school leaders analyze student work samples, task descriptors, and rubrics in professional learning to develop a common understanding of how to build complex, engaging tasks and how to support students to achieve high-quality work and meet Louisiana Student Standards.

ATTACHMENT C: ASSESSMENT PLAN

Assessment	Purpose	Design and Format	Rational
Diagnostic Assessments			
Kindergarten Entry Assessment (KEA) DRDP-K	Evaluates the developmental levels of every child entering kindergarten for the first time by gathering information concerning their social-emotional, language and literacy, math, cognitive, and physical development.	Teachers observe students as they participate in routine classroom activities and complete the DRDP-K for each child within the first 30 days of the academic year.	One of the state mandated Kindergarten entry assessments. Results are reported to LDOE and shared with families. The results of this Tier 1 rated assessment is used for measuring student readiness for kindergarten and to support kindergarten teachers with planning instruction based on students' strengths and needs. DRDP-K was selected over Gold because, data can enable teachers to avoid reteaching content that students already know and to differentiate instruction for English Learners has been consistently validated. [1]
K-3 DIBELS Literacy Assessment (8th Edition)	DIBELS 8 is a normed assessment that is used to determine literacy risk and evaluates a child's performance on important reading skills.	Computer-based Reading assessment administered to all students in grades K through 3 within the first 30 days of the academic year, in December and in April by core instructional teachers.	A state mandated screener. Used to identify students at risk of reading difficulties, allowing teachers to provide timely and effective support. The literacy screener also helps identify students for further evaluation for specific programs, including those who may be dyslexic or gifted.
K-2 EL Benchmark Assessment-Skills Diagnostic	To gather data on students' early reading skills (including phonemic awareness skills, letter name and sound, decoding, spelling, and fluency) to plan for core instruction,	Teachers observe students as they participate in these assessments as part of the EL Education instructional material and administered to students in grades K	In each grade-level path, there are benchmark "priority assessments" identified as part of the EL Education literacy curriculum that are key sources of evidence. These are assessments that are required because the results

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[1] The DRDP-K has been the subject of numerous validation studies suggesting that DRDP-K scores are consistent between teachers and demonstrate minimal bias against English Learners.

	reteaching, and tiered interventions. This helps teachers follow student progress through the phases so that teachers can continue to provide the most targeted and differentiated instruction.	through 2 the first 30 days of the academic year, in December and in May by classroom teachers.	most clearly align with cycle assessments also part of the EL Education literacy curriculum.
K-8 i-Ready Assessment Suite Math and ELA	Evaluation prepares and equips teachers by delivering actionable data that addresses the first part of the learning process—knowing exactly where each student is. i-Ready provides teachers with a complete picture of student performance relating to their grade level and Louisiana Student Standards. It also includes Lexile and Quantile information for insights into reading and mathematics performance.	Computer-based ELA and Math diagnostic assessment administered to students in grades K through 8 the first 30 days of the academic year, in December and in April by classroom teachers.	Selected based in part on its high levels of reliability and validity as rated by the National Center on Intensive Intervention. i-Ready showed the greatest consistency in convincing evidence for both reliability and validity compared to all other reviewed assessment tools (including Dibbles Literacy Assessment). Also, i-Ready classifies student performance on grade level.
4-5 DIBELS Oral Reading Fluency & Maze on MClass Platform	Measures advanced phonics and word attack skills, accurate and fluent reading of connected text, and reading comprehension	Computer-based Reading assessment administered to all students in grades 4-5 within the first 30 days of the academic year, in December and in April by core instructional teachers.	There is a concern that students who read but not comprehend what they read will not be identified without a evidence-based assessment. This assessment provides an indication that the student is reading for meaning.
9-12 Star Assessments	The computer-adaptive Star Reading and Star Math assessments serve multiple purposes including	Computer-based ELA and Math diagnostic assessment administered to students in grades 9 through 12 the first 30	These highly reliable, valid, and efficient standards-based measures of student performance in reading and math provide valuable

	screening, progress monitoring, instructional planning, forecasting proficiency, standards mastery, and

measuring growth. | days of the academic year, in December and in April by classroom teachers. | information regarding the acquisition of skills along a

continuum of learning expectations. Based on research study (Direct link [Here]), Star scores have a strong relationship with end-of-year LEAP 2025 scores. |
| **3-10 LEAP 360 Diagnostic Assessment**

ELA, Math and Writing | Evaluate patterns in individual and class performance. Determine student readiness for new course work and assist with teachers in setting meaningful and ambitious goals. | Paper and Computer-based diagnostic for grades 3 through 10 are administered through the DRC INSIGHT testing platform either at the beginning of the year or start of a course. | Free high-quality assessment system that provides educators with a complete picture of student learning at the beginning. May be used to help provide a sense of a student's preparation for grade-level content in determining the

support needed to access grade-level content. LEAP 360 delivers streamlined assessments in a comprehensive system for teachers. |
Formative Assessments			
EL Education Daily Exit Tickets or Snapshot Assessments	Assess mastery of daily lesson target	Short (<5m) assessment of daily classroom learning aligned to lesson target and standards.	Teachers score exit tickets daily to determine if students mastered learning target; results drive whole class reteaching of common misunderstandings or small group and individual remediation.
EL Education Cycle Assessments	Assess mastery and retention of knowledge and skills taught throughout the cycle/week and assess multiple skills.	Short (<10m) assessment of week's learning.	Cycle assessments are directly tied to what has been taught up to a given point in a module. These materials can also be differentiated based on student need. Teachers score cycle assessments and identify mastery and needs for acceleration learning or small group extension.

Writing Routines	Students write a character reaction paragraph using evidence they have captured while taking notes.	Repeated multiple times in a unit, often coinciding with chapters of an anchor text.	Routines like this appear frequently in Grades 3–5 because of the lengthy chapter books students read.
Tracking Progress Form (Student Self-Assessment)	Students learn to reflect deeply and concretely on their own performance data, assess their own learning, use feedback from peers and teachers, and set goals for achievement. Teachers articulate how assessments are a source of information that helps students grow. Incremental successes motivate students to step up to increasing levels of challenge.	Teachers guide students to assess and improve the quality of their work through the use of models, critique, rubrics, and, sometimes, work with experts.	Student-engaged assessment is a hallmark of the EL Education model. When assessment is done with students instead of to them, students take responsibility for and lead their own learning. They see themselves as the key actors in their own success. This creates a culture of engagement and achievement in which all students and adults believe that effort and reflection lead to academic growth and high-quality work.
Performance Tasks	Technically, the performance tasks at the end of every K–5 module are neither formative nor summative assessments. They are not formative since they come at the end of the module, concluding students' learning about the module topic and the literacy skills they have built over eight or nine weeks. However, they are also not summative because they are heavily scaffolded to help students create high-quality work, and so are not a strong measure of	Each ELA module concludes with a performance task at the end of the unit to synthesize students' understanding of what they accomplished through supported, standards-based task.	Performance tasks can give a teacher amazingly rich insight into what students are capable of with support and scaffolding.

	what students can do independently.		
Character Assessment	We separate academic skill and content targets from character targets. This provides clarity for students and families about what is going well and what may require attention.	Embedded assessment in lesson to evaluate character habits.	Our schools assess student growth in both character and academic content and skills. For example, in a traditional grading model, a "C" in Algebra could reflect either a student who invests effort and care in classwork and homework but doesn't understand the math well, or conversely, a student who has weak study habits, homework completion and class behavior, but understands the math. Our model distinguishes this definitively so that no student can "get by" if either understanding or work habits are not robust, and every student works to succeed in both.
Accelerated Reader	Assesses degree to which students understood a text; holds students accountable to independent reading.	Assessment of Reading comprehension of leveled texts, taken by students in online testing platform when they finish an independent reading text.	We track number of words students read independently throughout the year, with goal of one million words for all students which high performing EL schools have adopted; students track their own progress toward this goal and must master these assessments on each completed book to count words read toward their goal.
LEAP 360 Interim Assessment	Assess mastery of standards taught throughout year and assess how students will demonstrate mastery on the LEAP.	Designed to align to state standards and to help teachers and school monitor student learning and progress by allowing teachers to target and adjust instruction	Assessments to help educators identify student misconceptions and learning patterns to verify what students have learned and target support. Teachers use interim assessment data on Data Days to analyze how student performance currently predicts success on LEAP and

		support throughout the year.	to modify curriculum and instruction for following month. In addition, LEAP 360 offers our school the opportunity to streamline testing and maximize instructional time.
Summative Assessments			
End of Unit Assessment	Assess mastery of key skills and knowledge for entire unit (2-4 weeks)	Assessment of all key learning targets in a unit; mix of multiple choice and free response questions in all subjects.	Teachers score unit exams to identify which target goals have been mastered and where students still have skill gaps; this informs acceleration or extension content in future units, homogeneous grouping for small group instruction, and individuals in need of intervention; students track results and eventually build skill to monitor their own progress using trackers.
End of Module Assessment	Assess mastery of key skills and knowledge for all units within a Module (mid-terms and end of semester).	Assessment of all key learning targets in a module; mix of multiple choice and free response questions in all subjects.	Teachers score mid-terms and end of semester exams to identify which target goals have been mastered and where students still have skill gaps; this informs acceleration or extension content in future units, homogeneous grouping for small group instruction, and individuals in need of intervention.
3-12 LEAP 2025	Measures proficiency in core content subjects as defined by Louisiana Student Standards.	Comprehensive state assessment, administered by school staff trained in mandated proctoring protocol.	LEAP data underscores the effectiveness of our instructional program, which is aligned with Louisiana Student Standards. We utilize this data to benchmark our school's performance against other schools in our target area on the Westbank, throughout Jefferson Parish, and across Louisiana. The data informs our decisions on curriculum choices,

			instructional strategies, and teacher effectiveness, enabling us to enhance our academic program each year. Additionally, we analyze the data to track the long-term progress of our students during their tenure at our school.
11 ACT	The purpose of the ACT test is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants.	It is a multiple-choice, either computer or pencil-and-paper test administered by ACT and is about three hours long (plus 40 minutes if taking with writing).	The ACT is an entrance exam used by most colleges and universities to make admissions decisions. Also, provides opportunity to earn TOPS scholarship for Disadvantaged Students planning to attend university within the State of Louisiana.
10 Pre-ACT	To determine proficiency levels of Reading, Math, and Science to guide in college/career planning.	Computerized test. For students in grade 10 taken in October.	To use data to support ACT prep planning in order to improve performance for the ACT.
Grade 11 WorkKeys (optional)	Measure foundational skills that can affect job performance and are required for success in the workplace. These assessments measure the ability to apply knowledge to solve problems encountered in the workplace.	WorkKeys assessments are a set of tests that measure skills needed in the workplace.	Students with higher WorkKeys scores have been shown to earn higher wages and have better postsecondary education outcomes (e.g., GPA; completion).
9-12 CLEP (optional)	Our students have the opportunity to earn high school and college credit concurrently.	Integrate Modern States courses to existing high school courses taught by our high school teachers, and to the extent no course is available at our school, students have the opportunity to self-study.	Modern States will make CLEP accessible to our students at no cost. This is important for our students who we believe have the capacity for college success, but most of whom are Disadvantaged Students, which restricts their access to these types of opportunities.

9-12 AP Exam (optional)	Our students have the opportunity to earn high school and college credit concurrently. Each AP course is modeled on a comparable introductory college course in the subject.	AP Exams are standardized exams designed to measure how well you've mastered the content and skills of a specific AP course. Most AP courses have an end-of-year exam, but a few courses have different ways to assess what you've learned—for example, AP Art and Design students submit a portfolio of work for scoring. Most exams are two to three hours long.	AP enables willing and academically prepared students to pursue college level studies while still in high school.
10-12 Armed Services Vocational Aptitude Battery (optional)	For those who wish to serve our nation.	A paper-based version of the ASVAB will be offered for grades 10 and above in the fall and on an as needed basis.	Fulfills MSIP-VI requirement for assessment of Success Ready.
National Assessments			
NAEP	Provides important information about student academic achievement and learning experiences in various subjects.	Mathematics, reading, and science subjects are assessed and reported for grades 4 and 8. Consists of print and digital assessments in various subject areas.	NAEP is a congressionally mandated program that is overseen and administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences.
4,8 and 12 NAEP Civics Assessment	Civic assessment to measure the civics knowledge and skills that are critical to the responsibilities of citizenship in the constitutional	Computer-based civic assessment for grades 4, 8 and 12 at the end of the year.	Academic achievement in civics is presented in two ways on The Nation's Report Card: scale scores and NAEP achievement levels. This will enable us to evaluate our Civic Education program and set

	democracy of the United States.		goals of having all students performing at advanced level.
ELPT and **ELPT-Connect**	Measures proficiency in listening, speaking, reading, and writing. The ELPT Connect measures the same four domains but is designed for use with students identified with significant cognitive disabilities.	Computer-based assessment features interactive questions that reflect both classroom and real-world scenarios across all four language domains. Teachers do not score any session; instead, the online platform collects and sends all responses, including spoken ones, for off-site scoring.	All students identified as English Learners are required to take the ELPT.
3-8, 11 LEAP Connect ELA and Math	The LEAP Connect format allows students to participate in academic assessments that are sensitive to measuring progress in their learning.	The assessments include items with multiple levels of complexity and varying degrees of scaffolds and supports to provide opportunities for students to show what they know and can do.	Federal law requires states to administer annual assessments to all students, including students with significant cognitive disabilities, to measure progress towards challenging academic content standards. The LEAP Connect assessments measure student proficiency in the content and skills detailed by the Louisiana Connectors for Students with Significant Cognitive Disabilities.
4,8, 11 LEAP Connect Science	The LEAP Connect format allows students to participate in academic assessments that are sensitive to measuring progress in their learning.	The assessments include items with multiple levels of complexity and varying degrees of scaffolds and supports to provide opportunities for students to show	Federal law requires states to administer annual assessments to all students, including students with significant cognitive disabilities, to measure progress towards challenging academic content standards. The LEAP Connect assessments measure

		what they know and can do.	student proficiency in the content and skills detailed by the Louisiana Connectors for Students with Significant Cognitive Disabilities.
K-12 English Language Proficiency Screener (ELPS)	ELPS provides us with the first measure of students' language ability in listening, speaking, reading, and writing.	Multiple stopping points so that students only take the entire screener if there is a possibility of being proficient.	Under Every Student Succeeds Act, states are required to have standardized. entrance and exit criteria for English Learners. In Louisiana, ELPS offers a system for us to identify which students are English Learners and what language supports they need to be successful in their content classroom.
5 and 9 State Placement Test	The state placement test is a state-administered assessment for students transferring into Louisiana public schools and enrolling in grades 5 and 9.	The state placement test is a computer-based test will be scored by DRC, Louisiana's testing vendor, and will provide results based on the same five achievement levels reported for LEAP assessments.	Pursuant to Bulletin 1566, Chapter 5: §503, students seeking to transfer to our school in grades 5 or 9 from any in-state private school, approved home study program, or out-of-state school shall be required to take the ELA and math portions of the state placement test to inform placement decision and design acceleration plan for students who may need support for the next level of study.

ATTACHMENT D:
EL EDUCATION DESIGN PRINCIPLES

EL Education

Design Principles

EL Education is built on ten design principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning, and the culture of schools.

1. The Primacy of Self-Discovery
Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In EL Education schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self- discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

2. The Having of Wonderful Ideas
Teaching in EL Education schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. The Responsibility for Learning
Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an EL Education school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. Empathy and Caring
Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in EL Education schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. Success and Failure
All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. Collaboration and Competition
Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

7. Diversity and Inclusion
Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In EL Education schools, students investigate and value their

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different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. The Natural World

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. Solitude and Reflection

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

10. Service and Compassion

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL Education school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

ATTACHMENT E:
DISCIPLINARY, BEHAVIROAL
INTERVENTION AND CLASSROOM
MANAGEMENT

We are committed to creating a positive, respectful, and safe learning environment for all students. When students demonstrate a missing skill, engage in repeated mild-to-moderate misbehavior, or are removed from class multiple occasions during a semester, they will be identified as at-promise students who need additional support. This identification will be based on a school screening process and decision rules. Such behaviors often show up in data trends, including referrals, detentions, truancy records, and staff requests for assistance, which will be regularly collected. Given the diverse needs and skill deficits underlying student behavior, our Tier 2 targeted intervention employs a range of research-based positive behavior strategies. We prioritize restorative practices and PBIS-based interventions over out-of-school disciplinary actions to minimize the loss of instructional time. Targeted intervention may include strategies such as focused social skills groups during WIN block, using *Caring School Communities* to teach new skills as replacements for problem behaviors, environmental adjustments to prevent disruptive behaviors and encourage desirable ones, a Check In/Check Out system, structured mentoring, structured breaks, and meaningful work.

If restorative practices as part of Tier 2 interventions do not sufficiently address the behavior, the PBIS team will reevaluate the strategies used, consult with qualified professionals and the family, and consider adopting different evidence-based Tier 2 interventions or move to Tier 3 intensive interventions. Students who lack social, emotional, or behavioral skills, or who exhibit chronic severe misbehavior or withdrawal, will be identified through a screening process and decision rules for Tier 3 intensive intervention. These behaviors often manifest in frequent referrals, detentions, suspensions, attendance issues, and staff requests for assistance. A functional behavioral assessment will inform the creation and implementation of an individualized behavior intervention plan. This plan includes expert opinions on the factors causing the behavior, preventive and proactive strategies, wrap-around services, family engagement, SMART goals, a safety plan, and an action plan.

To evaluate the effectiveness of our PBIS, we concentrate on two key areas. First, we assess the overall implementation using the SWPBIS Tiered Fidelity Inventory (**TFI**) model, an evidence-based tool that helps us determine whether each tier of PBIS is effectively supporting student success. We conduct this assessment at least three times a year as part of our strategic planning cycles, enabling us to make appropriate adjustments to meet the needs of educators, parents, and students. This process also uses intentional review to help mitigate against the disproportionate suspension or expulsion of students from historically marginalized groups, with corrective actions implemented as necessary (refer to corrective actions in Response No. 17 above). Second, we evaluate the fidelity of each behavior intervention strategy by directly observing practices and analyzing outcome data, separate from individual student data. These evaluations are incorporated into our school's annual work plan, which is essential for addressing individual student needs and ensuring the overall success of our PBIS systems. This approach allows us to maintain a clear focus on both the effectiveness of the PBIS framework and the specific interventions we use, ensuring educational equity and fostering a positive learning environment for all students.

Approach to Student Discipline

We believe if behavioral expectations for students that we establish and define are clear, they will meet those expectations most of the time. We also believe that our students must know the consequences of violating those expectations and that we must apply consequences fairly, reasonably, and consistently. For all students to meet high expectations that we will set for them, they must be in a school environment characterized by physical and emotional safety, joy in

learning, kindness, and positive leadership that encourage students to become effective learners and ethical people who contribute to a better world.

Our disciplinary approach is designed to clear lines for student behavior and outline corresponding consequences for infractions. This will involve restorative justice that allow to address social and emotional needs of students, helping them remain valued members of our community as they grow and learn from their mistakes, while also holding individuals accountable for their actions. On an annual basis, during the summer professional development before the school year, all staff receive training on the disciplinary approach and practice their roles within it. Consistency in employing these systems is essential in helping students understand where their behaviors align with our school's values and, more importantly, how they can improve.

Expectations and consequences will be clearly communicated to students and families through multiple channels. These include our annually updated Student Code of Conduct, which is distributed electronically via the Family and Student Handbook to all families and presented during student orientation before the school year begins. Interpreters will be available as needed. The handbook will also be accessible online and, as much as possible, translated into the primary languages spoken in students' homes. At the start of the school year, dedicated time is set aside to introduce students to these expectations and disciplinary policies. The school organizes station rotations, where students participate in various scenarios that demonstrate positive behaviors aligned with the expectations. These expectations are then reinforced throughout the year. Our school strictly prohibits bullying, and all disciplinary actions will comply with Louisiana law. In addition, we will comply with state law in case of severe misconduct, and if warranted recommend disciplinary action in accordance with Louisiana Revised Statute 17:416.

We recognize that exclusion from our school, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student, and one that we will make every effort not to exercise. To guarantee that we make this effort, no student can be suspended or expelled without prior due process in compliance with state law and designed to protect our students from these disciplinary actions that would deprive them of our nation's promise. Due process and the process by which a student or family may appeal the school's decision to expel a student will be detailed in our school's Grievance Policy in Appendix 6.

Further, as our school's policy will reflect, students suspended for more than ten days or expulsion from school will remain under the supervision of our school using a BESE-approved alternative education program or alternative education school structured to continue the educational process in an alternative educational setting. The alternative education program will be planned to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in the traditional setting or who are disruptive in the traditional school environment remain in school and earn course credits when possible, and accommodations, and to provide assistance with social skills and work habits.

Disciplinary Actions Involving Students with Exceptionalities

Our school is dedicated to meeting the needs of every student and providing an education that prepares them for a prosperous life beyond high school. We believe that students with exceptionalities deserve the same high expectations as all other students, and we are committed to providing the necessary behavioral supports and modifications to help students with IEPs succeed. To this end, we will comply with all federal and state laws governing the discipline of students with exceptionalities, including IDEA, as amended.

The Dean of Diverse Learners is responsible for managing the implementation of any individual behavior intervention plans associated with a student's IEP. In collaboration with the PBIS coordinator, they will make necessary adjustments to our disciplinary systems in accordance with the individual behavior intervention plan and IEP. These adjustments may include: (i) implementing additional incentive systems for positive behavior, (ii) providing structured breaks, (iii) adjusting seating arrangements or other in-class structures, (iv) modifying the number of in-class redirections and warnings that lead to a referral, or (v) altering the number of referrals required to trigger specific consequences. The Dean of Diverse Learners will communicate these modifications to the student's teachers through scheduled IEP meetings or during professional development sessions. A registered record of such a meeting should be made. Additionally, the Dean of Diverse Learners will receive the necessary training and resources to ensure the school's compliance with all relevant laws, including IDEA and state law. Annual training will also be provided to all staff on the legal requirements and school policy for handling disciplinary situations involving students with exceptionalities, either by the Dean or a qualified external provider.

We are committed to protecting the rights of students with exceptionalities during disciplinary actions and proceedings. This commitment ensures that students receive due process, and that parents are informed of their rights under IDEA. When determining appropriate behavior interventions or disciplinary actions, the school will consider the unique needs of each student with exceptionalities. In cases of disciplinary actions, a manifestation determination review will be conducted to assess whether the behavior in question is related to the student's exceptionality and whether the student was receiving the appropriate supports outlined in their IEP and behavior intervention plan at the time of the misconduct.

If a student with an exceptionality is removed from their current educational placement for 10 school days within a school year, whether consecutively or cumulatively, our school will ensure that starting on the eleventh day, the student continues to receive educational services. These services will enable the student to participate in the educational program, progress toward meeting the goals set out in the IEP and receive behavioral intervention services and modifications designed to address the behavior violations and prevent their recurrence. Our school is committed to providing all special education services in a manner that fully implements each student's IEP.

ATTACHMENT F:
FAMILY AND COMMUNITY ENGAGEMENT

Parent Involvement in Schooling

- **Community Partnerships Team:** The team works with a diverse portfolio of internal and external stakeholders to identify and align resources, meeting the diverse needs of families and school communities. The team creates and grows relationships with government agencies, corporations, non-profit and community-based organizations, cultural institutions, advocates, agricultural associations and bureaus, early childhood education centers and BESE-approved alternative educational programs.

- **Advisory Councils:** Advisory councils offer the school leadership the opportunity to tap into the community at a grassroots level. Through the various councils, our school will disseminate vital information to be shared throughout the community, provide a space for firsthand information sharing, and serve as critical advisors on key school initiatives, policies, and programs. These relationships will provide the school leadership with a valuable perspective into family and community experience and serve as champions of the school within the community. This may include Family Advisory Council, Community Collaboration Council, Special Education Advisory Council, English Learner Advisory Council, Migrant Education Parent Advisory Council which the Board will recruit, assess, and appoint annually.

- **Parent Teacher Association:** A formal structure comprising families, teachers and staff that is intended to facilitate the family's participation in our school.

- **Volunteering:** Ensure that families are welcome in the school and seek their support and assistance in a variety of ways.

- **Bill of Rights:** We are committed to transparency and the understanding that parents have a right to know what their children learn in school. We will put in place systems that will excel the school's partnership with families as well as structures to field complaints including bullying in accordance with Louisiana law.

Collect Data

- **Family Report Card:** A tool for school leadership to report progress – or lack of progress – toward a family goal aimed at monitoring and continuously improving family engagement.

- **Community Report Card:** A tool for school leadership to report progress – or lack of progress – toward a community goal aimed at monitoring and continuously improving community environment.

- **Family Engagement Survey:** We will conduct each semester a family survey to identify strengths and improvement areas by subgroup, leadership and school. Also, to assess family needs to identify what families see as priority issues to address and where the school can partner with local organizations to serve these priority needs.

- **Leadership Evaluation Survey:** Families are invited annually to provide feedback on school leadership.

- **Listening Sessions:** We will conduct listening sessions at least annually to offer families from diverse backgrounds a chance to express their views to the school board about key issues of concern to them and what can be done about these issues.

- **Photovoice:** Process in which families–usually those that are historically underserved subgroups due to homelessness, economic disadvantage, language barriers, race, class, ethnicity, gender, culture, or other circumstances–use video and/or photo images to capture aspects of their environment and experiences and share them with school leaders to understand the lived experiences of underserved families and give access to share their voice.

- **Focus Groups:** plan, prepare, conduct, and use focus group results to receive qualitative data for deeper understanding of significant policy decisions and educational programing.

Communication

- **Communicating and Engaging Others in the Vision:** School leaders continuously promote the vision to all stakeholders by communicating the characteristics of a Ruwad graduate and why they are important. This includes the following actions: (i) articulating the vision to stakeholders in the course of formal and informal interactions; (ii) promoting the vision through family handbooks, faculty handbooks, the school website, social media, regular communications to staff and families, annual reports, and other communications for a variety of audiences; and (iii) ensuring that the physical design of the school environment, including banners and informational displays in the school building and grounds, promotes the vision.

- **Open House:** An event at the school each spring and fall where doors are open to the families of newly enrolled or prospective students, providing an opportunity to engage with school leadership, staff, and current students', explore the campus, and learn more about the school.

- **Summer Orientation:** An event at the school held before the start of the new school year where enrolled students and their families can familiarize themselves with their new teacher and learning environment. During the event, they will learn about the educational program, including learning targets, behavior expectations, and learning expeditions.

- **Cross-Cultural Communication Investment:** Create a cross-cultural communication plan tailored to families' needs. School leadership and teachers actively seek to learn about the cultures, backgrounds, and values of their students' families. They understand that families from historically underserved groups may have had negative experiences with schooling—their own or their children's. School leadership and teachers work to earn the trust of all families. This can include strategies like assessing all family engagement initiatives through an equity lens and holding special back-to-school events or picnics for ELL families in which they have time to meet school leaders and their student's teachers or connecting new families with a contact person who speaks their language as soon as they enroll in the school for guidance.

- **Intentionally Building Relationships with Families:** We will train and support our educators to work with families of all backgrounds and create a positive and welcoming experience. Context matters and engagement initiatives need to be designed to work for

our families. Family engagement is part of the teacher evaluation rubric. Effective family engagement will never be weaponized.

- **Town Hall:** Public meeting for the school leadership to speak about school policies or other important matters and answers questions from members of the public and families.

- **Online Social Communities:** Build online social communities or networks for families and community members to interact and learn about school events.

- **Messaging Platform:** Invest in a unified communication and messaging tool integrated directly with our school portal, like Edu Rooms. Families will never have to wonder when their children's homework is due, and students can ask their teacher school-related questions in a monitored, safe place.

- **Parent-Teacher Meeting Block:** Two dedicated blocks each week for parents to schedule time to discuss with teacher their child's achievement and classroom related matters.

- **Weekly Progress Report:** Provide weekly progress reports by teachers that will help students and families to understand how they are tracking toward success each week, both behaviorally and academically, and provide any document sharing.

- **Publication Plan:** School leadership develops a publication plan that includes a range of publications and formats (e.g., handbooks, newsletters, annual report, website, e-blast, online grade book) to ensure that all families have access to and understand the school's policies, curriculum, approaches to instruction, and assessment system. They examine and revise the plan to ensure that every family has access, including families whose home language, levels of education, or technological means may present barriers to access.

- **Grievance Policy:** Ensure families are aware of their rights as prescribed by applicable law and our school's grievance policy.

Support Services

- **Interpreter:** Provide an interpreter if there are specific language needs in the community.

- **Grow Family Networks and Leadership:** Train existing and new family leaders to assume leadership roles. Grow networks and relationships among families through community organizing and other established networks (e.g., parent-teacher associations, etc.).

- **Family Support:** Collaborate with local organizations to promote high levels of love and support in students' family life.

- **Program-Based Mentorship:** identify and collaborate to ensure students receive positive support more than one nonparent adults in diverse settings and implemented in many formats to support students with diverse needs, including those who are members of military families, immigrants, at promise, or economically disadvantaged.

- **Empower Families with High-Impact Home Strategies:** Train community partners and family leaders to empower families with high-impact home strategies in all grades (e.g.,

reading and language development, communication on grades and coursework, and linking schoolwork with student interests and career exploration). Create online resources to teach these strategies, and organize to reach all families, especially those who cannot come to school for workshops and other activities. At schools, connect families in greater need to more intensive supports offered by community partners.

- **Caregiver Education Nights:** Host an educational seminar series that connects experts with caregivers and families designed to bring helpful information to encourage families to understand latest research in teaching and learning that impacts their child and empower them to take a meaningful active role in their child's education.

- **Creative Activities:** Identify and collaborate with local organizations to support offering our students at least three hours per week in lessons or practice in music and theater.

ATTACHMENT G:
BOARD MEMBER ROSTER

The initial Board of Directors for The Ruwad School of Agricultural Sciences was intentionally selected to bring together a diverse range of experiences and perspectives, with the knowledge and skills necessary to support the school's opening and oversee its academic, financial, and organizational operations. Under the guidance of our applicant team and modeled after the practices of established and successful charter schools worked diligently to assemble a prospective board list. This list included individuals with expertise in academics, finances, legal issues, management and operations, and community relations, as well as those with personal connections to the Westbank community.

The applicant team reached out to over eighty individuals in the community area, utilizing both cold outreach and professional and personal networks to connect with former colleagues and acquaintances. This outreach also led to introductions to other potential board candidates. After more than one hundred twenty conversations regarding the school's mission, vision, and the role of the board of directors, the inaugural board was carefully screened and selected. This group possesses the collective skills and experience necessary to hold the charter and govern the school's academic program, fiscal health, and legal compliance.

Board of Director Roster				
No.	Director Name	Position	Committee Membership	Expertise	Parish Residency
1.	Mujahed Ahmad	Chair	Governance	Legal	Orleans
2.	Emad Jabbar	Vice Chair	Governance	Legal/Operations	Orleans
3.	Tayseer Alsghair	Treasurer	Finance	Finance	Jefferson
4.	Ayesha Ayyad	Secretary	AES	Academics	Jefferson
5.	Ali Abdel	Director	Development	Operations	Jefferson
6.					Jefferson
7.					St. Bernard Parish
8.		-	-	-	-
9.		-	-	-	-

Further board members will be identified by early September 2024

ATTACHMENT H:
FINANCIAL AND ORGANIZATIONAL GOALS

Financial Performance and Compliance

Indicator	Calculation / Analysis Description	Low Risk Determination
External Audit Findings	• Did the external audit include any unqualified / unmodified opinion? • Is the external audit free of questioned costs, instances of noncompliance under GAAP, findings of significant deficiency or material weakness? • Are there any repeat audit findings in financial statements, A133 or AUPs? • New auditing firm and selection process?	Unqualified audit with no repeat findings. No material weakness.
Use of Federal and State Funds	The school adheres to all expectations and requirements, including restrictions on the use of funds, set forth in any federal or state-regulated grant.	The school has received no Notices of Concern or Noncompliance Notices related to adhering to any and all federal or state-regulated grant expectations.
Timely Reporting	Have all quarterly reports, AFR, and audit been submitted timely?	All reporting submitted timely (including approved extensions).
Fund Balance Ratio	Unrestricted Net Assets divided by Total Expenses.	Year 1: 5 percent or greater Year 2: 7.5 percent or greater Year 3: 7.5 percent or greater Year 4: 10 percent or greater Year 5: 12 percent or greater
Liabilities-to-Assets	Total Liabilities divided by Total Assets.	Total Liabilities are equal to or less than 0.9 of total assets.
Current Ratio	Current Assets divided by Current Liabilities.	Current Assets are equal to or greater than 1.5 of Current Liabilities.
Unrestricted Days Cash on Hand	(Cash and cash equivalent) divided by (Total Expenses – Depreciation) divided by 365.	Years 1 to 4: Greater than or equal to 60 days. Year 5: Greater than or equal to 90 days.
Percent Change Net Assets	Change in Net Assets divided by Total Revenue (excluding philanthropy).	Change is positive.

Negative MFP Audit Adjustments	School will review annual MFP adjustments for multi-year pattern.	School does not have any negative MFP audit adjustments.
Enrollment to Budgets	School will review school's enrollment trends and submitted year budget; may initiate Dialogue.	There are no risk criteria associated with this indicator, indicator would not be included in an annual report.

Organizational Performance

Enrollment	Indicator	Measurement	Organizational Goal
Our school enrolls and serves all students through prioritizing equity in our enrollment and discipline policies and procedures.	Disadvantaged Students	Based on enrollment of Disadvantaged Students percentage of total population	More than or equal to 80 Percent of the student population are Disadvantaged Students
	Exceptional Children	Based on enrollment of Exceptional Children percentage of total population	More than or equal to 17 Percent of student population are Exceptional Children
	Re-enrollment of students	Enrollment is based on students with no exit date and no graduation flag, excluding students in the terminal grade at the site (February 1 count to October 1 count of the following year)	More than or equal to 90 Percent of students return
	Suspensions	K-4 students with zero out-of-school suspensions	More than or equal to 98 Percent of students
		5-12 students with zero out-of-school suspensions	More than or equal to 95 Percent of students

Organizational Compliance

Organizational Effectiveness Expectations	
Guiding Question	Expectation Categories
Is the school governed and managed in a responsible way?	***Student Enrollment and Discipline Practices***: Our school values equity in our enrollment and discipline practices and adheres to required enrollment and discipline procedures.
	Differentiated Services: The school provides all Exceptional Children, English Learns and students eligible for 504 services with services and supports in a manner that ensures academic success and maintains compliance with applicable law and policy.
	School Governance: The school is governed and managed in a manner that is responsible and compliant with law and policy.
	Administrative Expectations: The school executes operational and reporting responsibilities in a way that complies with law and policy.
	Family Communication: The school maintains regular and transparent communication with families regarding school policies, school expectations, and family complaints.

Organizational Compliance: Student Enrollment and Discipline Practices	
	"In Good Standing" Criteria
The school complies with stated and approved non-discriminatory admission practices.	The school has received no Notices of Concern or Noncompliance Notices related to student admission practices.
The school administers discipline – suspensions and expulsions – in an equitable and fair manner, by adhering to BESE Model Master Discipline Plan and non-discriminatory practices.	The school has received no Notices of Concern or Noncompliance Notices related to the administration of student discipline.
The school follows attendance laws, truancy policy, and timely transfer of records requirements.	The school has received no Notices of Concern or Noncompliance Notices related to attendance, truancy and timely transfer of records compliance.
The school has a system whereby parents and/or guardians are provided both verbal notification and written notification of truancy and attendance.	The school has received no Notices of Concern or Noncompliance Notices related to truancy and attendance reporting requirements.

The school submits accurate student data and all other relevant information to all federal, state, and local entities.[2]	The school has received no Notices of Concern or Noncompliance Notices related to adhering to any and all federal or state regulated grant expectations.
The school admissions process is non-discriminatory and compliant with laws and policies related to Exceptional Children.	The school has received no Notices of Concern or Noncompliance Notices related to Exceptional Children admission practices.

Organizational Compliance: Differentiated Services

	"In Good Standing" Criteria
The school adheres to all identification and evaluation practices for Exceptional Children in accordance with federal, state, local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to identification and evaluation practices for Exceptional Children.
The school ensures that Exceptional Children are receiving all services required to achieve academic success, in accordance with federal, state, and local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to delivery services to Exceptional Children.
The school ensures that Exceptional Children are afforded all procedural safeguards during disciplinary incidents in accordance with federal, state, and local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to disciplinary incidents for Exceptional Children.
The school adheres to all identification and evaluation practices for students eligible for 504 services in accordance with federal, state, local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to identification and evaluation practices for students eligible for 504 services.
The school ensures that students identified as eligible for 504 services receive all services required to achieve academic success, in accordance with federal, state, and local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to delivery services to students identified as eligible for 504 services.
The school ensures that students identified as eligible for 504 services are afforded all procedural safeguards during disciplinary incidents in accordance with federal, state, and local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to disciplinary incidents for students identified as eligible for 504 services.

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[2] Data that may be reviewed through ongoing oversight includes enrollment data, attendance data, suspension data (inclusive of information to support expulsions), student information submitted regarding Exceptional Children, English Learners, and staff profiles (i.e. certification status).

The school adheres to all identification and evaluation practices for English Learners in accordance with federal, state, local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to identification and evaluation practices for English Learners.
The school adheres to all requirements to instructional preparation and support services for English Learners in accordance with federal, state, local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to instructional requirements for English Learners.

Organizational Compliance: School Governance and Administrative Expectations	
	"In Good Standing" Criteria
The school is governed by a board of directors that adheres to all school governance laws and policies.[3]	The school has received no Notices of Concern or Noncompliance Notices related to school board governance law and policies.
Annually, each board member will complete 100 percent of board training in each of the following topics: open meetings laws, public records act, public bid laws, fire and safety laws, health laws, board structure requirements and ethics.	The school has received no Notices of Concern or Noncompliance Notices related to school board training requirements.
The board structure meets Bulletin 126 requirements.	The school has received no Notices of Concern or Noncompliance Notices related to school board structure.
The school and board have no evidence of violations of Louisiana ethics laws.	The school has received no Notices of Concern or Noncompliance Notices related to adhering to Louisiana Code of Ethics, as determined by LDOE.
The school and board have no evidence of violations of legal and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to compliance with legal and contractual obligations.[4]
The school administers stat tests in accordance with policy and abide by testing procedures in Louisiana State Bulletin 118 – *Statewide Assessment Standards and Practices*	The school has received no Notices of Concern or Noncompliance Notices related to administration of state testing.

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[3] Applicable laws and policies include items such as Louisiana's: open meetings laws, public records act, public notice law, public bid laws, fire and safety laws, health and safety laws, Ethics training annually, code of ethics, annual tier 3 financial disclosures, and board membership requirements.
[4] Applicable legal and contractual obligations include items such as background checks, transfer of records, student safety, Act 837, Act 677, all privacy laws, insurance requirements and student transportation.

The school submits complete documents in accordance with timelines set in the BESE-Authorized Charter Schools timeline requirements.	The school has received no Notices of Concern or Noncompliance Notices related to submission requirements and deadlines.
The school is in compliance with local, state, and federal law as it relates to building maintenance and school is compliant with local and state fire life safety codes, public health sanitary codes, and code compliance or Department of Health and Hospitals.	The school has received no Notices of Concern or Noncompliance Notices related to facilities maintenance and safety expectations.
The school submits a compliant Emergency Operations Plan annually.	The school has received no Notices of Concern or Noncompliance Notices related to submission of annual Emergency Operation Plan.
The school adheres to ADA requirements.	The school has received no Notices of Concern or Noncompliance Notices related to ADA requirements.

Organizational Compliance: Family Communication

	"In Good Standing" Criteria
The school ensures that any parent/student handbook content related to the issue of enrollment, expulsion, economic hardship waivers, reporting and investigating incidences of bullying, and transportation accurately represents state policies and/or individual contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to parent/student handbook.
The school ensures its website provides families with information required by federal, state, and local laws, policies, and contractual obligations.	The school has received no Notices of Concern or Noncompliance Notices related to website posting requirements.
The school maintains and consistently adheres to stated procedures for addressing parent/guardian concerns.	The school has received no Notices of Concern or Noncompliance Notices related to school's adhering to parent complaint procedures.

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High School Addendum

1. Alignment with School Model and Mission

The offerings of the specified elective courses noted in responses below in connection with the TOPS University Pathway and Jump Start 2.0 Pathway at Ruwad align seamlessly with the proposed school model and mission. The mission of the school is centered on bringing forth the best in young learners, enabling them to prosper, and encouraging valuable contributions to their communities. The comprehensive academic curriculum, with a specific emphasis on agriculture, positive character development, and the cultivation of global citizenship competencies, is reflected in the design and goals of both diploma pathways.

1. **Alignment with Agricultural Emphasis:** The Jump Start 2.0 Pathway, will include programs such as Agriculture, directly aligns with Ruwad's mission to emphasize agriculture. This pathway aims to provide students with practical skills and experiences in agribusiness, creating a direct connection to the school's mission of fostering agricultural knowledge and sustainable practices.

2. **Character Development through Career Pathways:** Both pathways will contribute to positive character development by allowing students to explore and develop skills in areas aligned with their interests and talents. The hands-on experiences and industry-recognized credentials earned through the Jump Start 2.0 Pathway contribute to the holistic development of students' character and work ethic.

3. **Global Citizenship Competencies:** The world language program that will be offered in high school and focus on college and career preparation in both pathways contribute to instilling global citizenship competencies.

4. **Meeting Diverse Career Aspirations:** The diverse range of Career and Technical Education courses, including those related to education, cybersecurity, engineering, and agrotech, caters to a wide array of student interests and future career paths. This aligns with Ruwad's mission to enable students to prosper by providing them with varied and meaningful educational opportunities that match their unique ambitions.

By way of the forgoing, the TOPS University Pathway and Jump Start 2.0 Pathway offerings at Ruwad are not only intended to be aligned with the school's mission but also strategically designed to benefit the intended student population by providing a comprehensive, individualized, and globally relevant education that fosters character development, agricultural knowledge, and career readiness.

2. Diploma Pathways

Ruwad students have the opportunity to select from two distinct high school diploma pathways: the Taylor Opportunity for Students University diploma pathway (TOPS University Pathway) and the Jump Start TOPS Tech Career diploma pathway (Jump Start 2.0 Pathway). To support each student's successful completion of their chosen diploma pathway and ensure timely graduation, a college and career counselor is assigned to work with them individually, starting in the eighth grade.

The counselor assists students in developing their individual graduation plans by the end of the eighth grade, explores educational and career opportunities, aids in making appropriate secondary and postsecondary decisions as part of a comprehensive career plan, outlines a course of study aligned with the student's talents and interests, and considers graduation requirements related to the chosen area of concentration and postsecondary prerequisites.

By the end of the 10th grade, students decide whether to pursue the TOPS University Pathway or the Jump Start 2.0 Pathway. The TOPS University Pathway prepares students for admission to a four-year Louisiana state university or a career, potentially making them eligible for a TOPS scholarship based on additional requirements. Students on this pathway continue to pursue core academic credits aligned with the TOPS core curriculum. They have the option to graduate early, pursue Advanced Placement (AP) or dual

enrollment credits, and may choose to complete Jump Start courses as electives to earn industry credentials.

The Jump Start 2.0 Pathway will aim to prepare students for community colleges, technical schools, the military, or careers by requiring them to earn industry-recognized credentials to graduate. This pathway, tailored to building careers, offers valuable workplace experiences. Students may be eligible for a TOPS Tech scholarship based on additional requirements. Ruwad will promote four Jump Start 2.0 Pathway programs: Agriculture, Pre-Educator, Cybersecurity, and Pre-Engineering.

To offer students diverse avenues for exploring their desired diploma pathways, Ruwad employs career and college success skills self-assessments, career awareness courses, career presentations, career fairs, college representatives' presentations, school posters, and other college awareness initiatives.

Ruwad is committed to developing a teacher professional development module program that emphasizes the Jump Start 2.0 Pathway and specific high-demand job sectors such as aggrotech, education, cybersecurity, and engineering. The school will seek to recruit "near-peer" mentors—recent graduates gainfully employed in targeted industries—and organize industry mentoring events, enabling students to connect with industry partners for valuable informal mentoring.

To ensure equitable access and options for students' unique ambitions, Ruwad seeks to partner with an approved Louisiana Supplemental Course Academy provider, offering high-quality supplemental courses taught by Louisiana-certified teachers.

3. Course Offering by Diploma

Subjects	TOPS University Pathway		Jump Start 2.0 Pathway	
	#Units	Courses	#Units	Courses
English	1	English I	1	English I
	1	English II	1	English II
	1	English III or AP English Language and Composition	2	Two of the following: Technical Writing, Business English, English III or comparable Louisiana technical college courses offered by Jump Start regional teams as approved by BESE
	1	English IV or AP English Language and Composition		
Math	1	Algebra I	1	Algebra I or Applied Algebra I
	1	Geometry	1	Geometry
	1	Algebra II	2	Two of the following: Algebra III, Advanced Math — Calculus or AP Calculus, Financial Literacy or Business Math
	1	Advanced Math— Calculus or AP Calculus		
Science	1	Biology I	1	Biology I
	1	Chemistry I	1	Chemistry I, Agriscience, or Principles of Engineering
	2	Earth Science, together with one of the following: Chemistry II, AP Chemistry, Physics, Agriscience, or Principles of Engineering	-	-
Social Studies	1	US History or US History AP	1	US History or US History AP
	1	Civics	1	Civics
	2	World Geography and World History or World History AP	-	-
	.5	Health Education	.5	Health Education

Health and Physical Education	1.5	Physical Education I and II or Extracurricular Sports	1.5	Physical Education I and II or Extracurricular Sports, or Adapted PE for eligible students
World Language	2	Arabic I and Arabic II	-	-
Art	1	Art, Media Arts or Digital Design	-	-
Electives / Jump Starts	3	Electives one of which is Mastery Prep	9	Jump Start course sequence, workplace experiences, and approved credentials (a minimum of one industry-based credential is required for graduation) in the following areas: Agriculture, Pre-Educator, Cybersecurity, and Pre-Engineering.
Total Units	24		23	

4. Early College Credit, ACT Prep and Career-Focused Skill Development

We aim to provide a wide array of educational opportunities for our high school students at Ruwad. This encompasses the potential inclusion of Advanced Placement (AP) courses in Biology, History, and Calculus, in addition to a selection of dual enrollment courses such as English, College Algebra, and College Chemistry. These offerings afford students a valuable opportunity to engage in college-level coursework, thereby enhancing their preparedness for the challenges of higher education. Exceptional performance in both AP exams and college courses can grant students the advantage of earning college credit, leading to significant time and financial savings during their college journey. AP courses, known for their rigorous curriculum, inspire students to excel academically and foster critical thinking skills. Through the dual enrollment model, students can simultaneously enroll in high school and college, streamlining their educational transition. Successful completion of these courses not only promotes academic growth but also strengthens a student's competitive edge in college admissions and scholarship applications.

Moreover, Ruwad will offer the highly effective MasteryPrep ACT Prep course to every high school student, building upon our track record of successful results with the majority of participants. Our Career and Technical Education courses are diverse, catering to a wide array of interests and future career paths. These include Horticulture, Agribusiness, Agriscience, Computer Science, Construction Management, Civil Engineering, Foundations of Education, Multicultural Learning Communities, Psychology, Digital Storytelling, Coding for the Web, and Programming for Digital Media. We are actively working to offer many of these courses through the dual enrollment model. By providing these diverse programs and curricula, the high school aims to offer students a comprehensive education that includes advanced academic challenges, opportunities to earn college credit, effective ACT preparation, and career-focused skill development. This holistic approach is designed to prepare them for a successful transition to both college and the workforce.

5. Course Offering by Grade-Level

Please refer to item 3 above in respect to AP Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses Ruwad will offer to students.

6. and 7. Industry-Based Certificate Assessments

Please refer to item 2 and 3 above.

8. Mitigation Measures for At-Risk Dropouts

To address the needs of students at risk of dropping out, Ruwad will implement a comprehensive support system and structures aimed at fostering academic success, social-emotional well-being, and overall engagement. The following strategies will be employed:

1. **Early Identification and Monitoring:**

   - Implement a robust system for early identification of students who may be at risk of dropping out.

   - Regularly monitor student attendance, academic performance, and behavioral indicators to identify signs of disengagement.

2. **Individualized Support Plans:**

   - Develop individualized support plans for students identified as at risk, considering their unique strengths, challenges, and learning styles.

   - Collaborate with teachers, counselors, and parents to tailor interventions that address specific academic and social-emotional needs.

3. **Mentoring and Counseling Programs:**

   - Establish mentoring programs, connecting at-risk students with caring and supportive mentors or near-peer mentors who can provide guidance, encouragement, and a positive role model.

   - Provide access to counseling services to address emotional and psychological challenges, offering a safe space for students to discuss concerns and develop coping strategies.

4. **Alternative Learning Paths:**

   - Offer alternative learning paths, such as flexible scheduling, credit recovery programs, or personalized learning options, to accommodate the diverse needs of at-risk students.

   - Explore vocational and technical education pathways within the curriculum to provide students with practical skills and engage their interests.

5. **Community Partnerships:**

   - Forge partnerships with community organizations, local businesses, and support agencies to provide additional resources, mentorship opportunities, and potential internships or work-study programs for at-risk students.

   - Collaborate with mental health professionals and social services to address external factors affecting students' well-being.

6. **Parental Involvement and Communication:**

   - Foster strong communication channels with parents or guardians, keeping them informed about their child's progress, areas of concern, and available support services.

   - Encourage parental involvement through regular meetings, workshops, and educational resources to empower parents in supporting their child's education.

7. **Positive School Culture and Climate:**

- Cultivate a positive and inclusive school culture that values diversity, respects individual differences, and promotes a sense of belonging for all students.

- Implement restorative justice practices to address conflicts and behavioral issues, emphasizing rehabilitation and personal growth over punitive measures.

8. **Continuous Professional Development:**

- Provide ongoing professional development for teachers and staff on recognizing and addressing the needs of at-risk students.

- Equip educators with effective teaching strategies, classroom management techniques, and trauma-informed practices to create a supportive learning environment.

9. **Regular Progress Monitoring:**

- Establish a system for regular progress monitoring to track the effectiveness of interventions and adjust strategies as needed.

- Utilize data-driven approaches to identify patterns and trends related to dropout risk factors, informing continuous improvement efforts.

Appendix 14				
2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
	Algebra I	English I	English I	English I
		Algebra I	English II	English II
		Geometry	Algebra I	English III
		Biology I	Geometry	AP English Language and Compoisition
		Civics	Algebra II	Algebra I
		Health Edu	Biology I	Geometry
		Physical Education I	Earth Science	Algebra II
		Mastery Prep	Civics	Calculus
		Media Art	World History	AP Calculus
		Agriscience I	Health Edu	Biology I
			Physical Education I	Earth Science
			Physical Education II	Chemistry I
			Mastery Prep	AP Chemistry
			Agriscience I	World History
			Agriscience II	US History
			Agriscience-Leadership Development	US History AP
			PLTW Computer Science Essentials	Health Edu
				Agriscience I
				Agriscience II
				Agribusiness
				Advanced Nutrition and Food
				African American History
				Agriscience-Leadership Development
				Agriscience-Construction
				Psychology
				Child Development
				PLTW Computer Science Essentials
				Advanced Javascript, Programing, and Web Development
				Mastery Prep

Appendix 15				
2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
		Mastery Prep	Mastery Prep	AP English Language and Compoisition
		Agriscience I	Agriscience I	AP Calculus
			Agriscience II	AP Chemistry
			Agriscience-Leadership Development	US History AP
			PLTW Computer Science Essentials	Agriscience I
				Agriscience II
				Agribusiness
				Advanced Nutrition and Food
				Agriscience-Leadership Development
				Agriscience-Construction
				Psychology
				Child Development
				PLTW Computer Science Essentials
				Advanced Javascript, Programing, and Web Development
				Mastery Prep

Appendix 16

- Louisiana Agritechnology Specialist
- Agricultural Mechanics
- Louisiana Pre-Education Credential – Basic
- Louisiana Pre-Education Credential – Advanced
- Fundamentals of JavaScript, Functional Programming and Web Development Level 1

2024 Louisiana Department of Education Charter Application Review
New Operator Executive Summary

Name of Applicant: Ruwad Agricultural Sciences Foundation, Inc

Final Recommendation

Non-Profit Information			
Non-Profit	Ruwad Agricultural Sciences Foundation, Inc.	**Education Service Provider (ESP)**	N/A
		# of schools operated by ESP	N/A
School Information			
School	The Ruwad School of Agricultural Sciences	**Parish**	Jefferson
Type	2	**Parishes Served**	Statewide
Operator Track	New	**Year Opening**	2025–2026
Grade Configuration at Start	K–7	**Grade Configuration at Scale**	K–12
Enrollment at Start	448	**Enrollment at Scale**	840

Proposal Summary for Final Recommendation
• **Academic Model:** • **Organizational Model:** • **Financial Model:**

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	
Total Number of Standards Met	
Total Number of Standards Unmet	

Application Sections and Subsections	# Possible	# Met
Executive Summary		
Educational Program and Capacity		
School Establishment		
Academic Plan		

Application Sections and Subsections	# Possible	# Met
Assessments		
School Calendar and Student Schedule		
Diverse Learners and Student Supports		
Behavior Management		
Parent and Community Engagement		
Academic Goals		
Organizational Plan and Capacity		
Staffing		
School Leadership Team Capacity		
Professional Development		
Charter Board Governance		
Financial Plan and Capacity		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Facility Needs		
Financial Plan		
High School Addendum (If Applicable)		
Corporate Partnerships Addendum (If Applicable)		
Educational Services Provider (ESP) Addendum (If Applicable)		
Virtual Operator Addendum (If Applicable)		

Holistic Standards	
Definition	**Applicant Summary**
Comprehensiveness: No requested information or essential pieces of the school's plan are left out of the proposal.	The applicant group provides compelling evidence for most aspects of the school model; however, not all essential pieces are provided. For example, while the applicant provides an overview of and rationale for the EL Education model and four of the seven key design elements, the applicant points to Attachments A and B for information on the other key design elements. These attachments are not explicitly requested in the application and, therefore, were not reviewed. Similarly, the applicant points to Attachment C for a comprehensive table of assessments and details on the selected assessments, including their purpose, design, format, and rationale; however, this attachment was not explicitly requested in the application and, therefore, was not reviewed. The applicant does not provide a total number of hours for students in all grade levels to outline the amount of time spent in core

Holistic Standards	
Definition	**Applicant Summary**
	courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student's week. In addition, proposed board member resumes lack detail to determine if no fewer than 60 percent of its members reside in the community in which the charter school is located.
Support: All claims are backed up with data, citations, or expert testimony.	Most claims in the proposal are supported with data or citations. For example, the applicant provides school letter grades to demonstrate a need for high quality schools in the Jefferson Parish Public School System (JPPSS) but does not provide a full set of JPPSS demographic data to demonstrate the proposed population is representative of the location. Further, while the applicant states Ruwad has entered into a formal contract with EL Education for services and, upon authorization, will establish a new multi-year partnership, that will continue through the end of the initial charter term, the application includes no evidence of the partnership. Further, in Appendix 11, the applicant group provides a letter of commitment showing that it received a start-up grant of $400K from the Friends of Ruwad School Foundation, Inc.; however, the letter is unsigned. Additionally, the startup conversion statement includes a $100K line of credit from LDOE; however, the LDOE only provides $10K in start-up funding.
Mission Alignment: All pieces of the plan are working towards the same purpose.	Most pieces of the plan are working toward the same purpose. The mission (to bring about the best of young learners' talents and character to enable them to become leaders of their own learning, prosper and make a valuable contribution to the communities around them) is clearly integrated into the program. However, while the applicant states that any additional services beyond what the school can provide will be arranged from EDU Healthcare or other local provider, the applicant does not explain how the partnership will result in the delivery of related services. Similarly, the applicant states Ruwad will aim to provide a wide array of educational opportunities for high school students, including Advanced Placement (AP) courses in biology, history, and calculus, in addition to a selection of dual enrollment courses such as English, college algebra, and college chemistry. However, the plan to offer AP courses and a dual language provider have not been described. Finally, while the applicant states Ruwad students, beginning in grade 8, will work with a college and career counselor and will employ career and college success skills self-assessments, career awareness courses, career presentations, career fairs, college representatives' presentations, school posters, and other college awareness initiatives to offer students avenues for supporting selection of their desired pathways, the staffing plan shows one guidance counselor in Years 1-5 (and one Dean of College Prep and College Readiness) with 292 7th-11th grade students.
Cohesion: All pieces of the plan are integrated.	The application provides a mostly integrated design and approach. For example, according to the executive summary, the applicant group plans to be located in a diverse community where residents and are

Holistic Standards	
Definition	**Applicant Summary**
	advocating for a high-quality school option that improves student academics. The applicant group describes how Ruwad plans to more effectively serve the community than the existing options. For example, the applicant states Ruwad will offer Westbank students a second language, arts, STEM, a smaller class setting, algebra I for eighth graders, and the first EL program in Louisiana. However, the application, aside from a table listing academic goals for the five-year charter term, does not include a description of the goals, a plan for establishing baseline data or a plan to establish performance goals for all student achievement data considered in calculating schools' performance score. In addition, the applicant does not provide organizational or financial goals in the application narrative. Finally, in the operating statement of activities, the proposed budget includes $40K for materials and supplies, well below what would be necessary to ensure adequate classroom supplies, software, and other materials needed to serve the student population.

Executive Summary			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
ES.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 provide 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).	☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group indicates that the proposed school's mission is to bring about the best of young learners' talents and character to enable them to become leaders of their own learning, to prosper and to make a valuable contribution to the communities around them.	ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).
		☒ Meets ☐ Does Not Meet • In the executive summary, the applicant group explains the proposed school's vision is to be a beacon of educational excellence where the academic program leads to student self-discovery and the emergence of empowered, compassionate, and forward-thinking leaders ready to create positive change in the local community and the world.	ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.
ES.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.	☒ Meets ☐ Does Not Meet • According to the executive summary, the applicant group plans for the school to be located in a diverse community where residents continue to grapple with persistently underperforming schools and are advocating for a high-quality school option that improves student academics and provides educational equity. The applicant group projects serving a student population in Jefferson Parish, specifically Westbank, where students, particularly economically disadvantaged	ES.2.1 The applicant group describes the anticipated student population the school seeks to serve (e.g., demographics, educational needs).

Executive Summary			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		students, do not have the same expanded and enriched learning opportunities as their affluent peers, nor do they have the resources and systems required to thrive and allow them to affect positive change in society.	
		☐ Meets ☒ Does Not Meet • In the executive summary, the applicant states the proposed school anticipates serving a student population in which at least 80% of students qualify as economically disadvantaged, 17% are students with exceptionalities, 79% are people of color, and 40% are English learners, demographics the applicant states are representative of the target community. In the application, the applicant states that Jefferson Parish Public School System (JPPSS) serves a predominantly (77.6%) economically disadvantaged population, 21% of the students body are identified as ELs; however, no other JPPSS demographic data is provided to demonstrate the proposed population is representative of the location.	ES.2.2 The applicant group demonstrates the proposed population is representative of the demographics of the location.
ES.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.	☒ Meets ☐ Does Not Meet • The executive summary states the proposed school will partner with EL Education as part of a multi-year partnership. The applicant states Ruwad's commitment to educational equity will be evident in the school's approach to instruction and appropriate	ES.3.1 The applicant group provides a concise overview of the educational program.

Executive Summary			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		assessment, which is designed to challenge, engage, and empower diverse learners through access to standards-based, high-quality, and culturally affirming curriculum as well as a school culture of high expectations that fosters positive character, belonging, agency, and purpose. The school embraces the responsibility to cultivate global citizenship competencies to nurture students with a positive self-image, motivation for lifelong learning, and a profound respect for others so students are aware and empathetic while actively engaging in addressing global changes.	
		☒ Meets ☐ Does Not Meet • In the executive summary, the applicant explains a hallmark of EL Education is its use of expeditionary learning, which offers a hands-on learning-by-doing approach that motivates students to achieve higher levels of academic performance. The applicant lists seven key design elements that will be implemented with fidelity, including high-quality teaching, effective literacy instruction, an intentionally structured school environment, quality of a student's work and character, expanded and enriched learning opportunities, integration of agricultural sciences, and family and community partnerships.	ES.3.2 The applicant group highlights the key aspects of the program that will lead to greater student success than the current educational option(s).

Executive Summary				
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**	
		☒ Meets ☐ Does Not Meet In the executive summary, the applicant provides rationale for seeking to serve all students, particularly economically disadvantaged students and diverse learners who are not meeting grade-level proficiency standards, given the need for educational equity and equitable access to the resources and systems required to thrive and for students to affect positive change in society.	ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	
ES.4	**Impact.** Explain how the proposed program will positively impact student outcomes.	☒ Meets ☐ Does Not Meet In the executive summary, the applicant states the school will strive to be a beacon of educational excellence where the academic program rapidly improves student achievement academically and competitively and provides educational equity in an atmosphere where every student, including economically disadvantaged students, feels valued and empowered to achieve multiple dimensions of success.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, 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. Additionally, describe any changes to board leadership or school leadership since the most recent application.	☐ Meets ☐ Does Not Meet Not Applicable	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in prior application(s) and explaining how they were improved upon.	
		☐ Meets ☐ Does Not Meet Not Applicable	ES.5.2 A summary of revisions from previous submissions is provided.	

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.6	Provide a narrative analysis of the community you seek to serve in the proposed school including: a. A description of the community from which the proposed school intends to draw students, including 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?	☒ Meets ☐ Does Not Meet • In the application, the applicant provides a comprehensive analysis of the proposed community, the Westbank neighborhood of Jefferson Parish, to demonstrate persistent underachievement of economically disadvantaged students compared to peers across the state and in the Eastbank neighborhood of JPPSS. The applicant provides data, including 2023 LEAP ELA assessment results and school grades, to demonstrate the proposed area lacks a high-quality school for all students. The application also states that of the 10,885 students attending a failing school in JPPSS, 75% are from the Westbank.	EPC.6.1 The applicant group provides a comprehensive analysis that demonstrates a strong understanding of the community in which the proposed school seeks to be located.
		☒ Meets ☐ Does Not Meet • In the application, the applicant explains the JPPSS has consistently scored below the statewide performance score (SPS) since 2017–18 and is currently 7.4% below the state average. The applicant states JPPSS has multiple schools that have been designated as having Academically Unacceptable Status (AUS) for three or more consecutive years (AUS 3+); of the 16 failing schools on the Westbank, 12 are identified as Comprehensive Instruction Required schools. Ruwad seeks to address the persistent underachievement	EPC.6.2 The applicant group provides a clear rationale for selecting the community based on community demographics and educational need.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		of economically disadvantaged students.	
		☒ Meets ☐ Does Not Meet • In the application, the applicant group describes how Ruwad plans to more effectively serve the community than the existing options. For example, the applicant states Ruwad will provide between 150 to 350 hours of additional literacy instruction than current school options and more than 10 hours of teacher collaboration per week, exceeding the existing 45–55 minutes per week in local schools. Ruwad will also offer Westbank students classes for a second language, arts, and STEM; a smaller class setting; algebra I for eighth graders; and the first EL program in Louisiana.	EPC.6.3 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.
		☒ Meets ☐ Does Not Meet • The applicant uses evidence to articulate the challenges to student success in the proposed community, including enrollment numbers to demonstrate overcrowding, dropout rates, third-grade proficiency rates, longitudinal school grades, accountability ratings, college/career readiness rates, and disaggregated proficiency rates of English learners.	EPC.6.4 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.
		☐ Meets ☒ Does Not Meet • According to the application, Ruwad is partnering and will continue to partner	EPC.6.5 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.

Educational Program and Capacity: School Establishment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		with EL Education for services during the charter authorization process and through the initial charter term with the goal of becoming an EL Education credentialed school that is recognized for effectively integrating the EL Education model across teaching, leadership, and learning — making the school an engine of excellence and equity in all three dimensions of student achievement. However, while the applicant states Ruwad has entered into a formal contract for services and, upon authorization, will establish a new multi-year partnership that will continue through the end of the initial charter term, the application includes no evidence of the partnership.	
		☒ Meets ☐ Does Not Meet • The applicant group describes many ways the school will address each of the identified challenges to student success. These ways include a small school setting, parent engagement opportunities, a curriculum that is relevant to the global workforce of the future, course offerings (e.g., algebra in grade 8, world language programming, arts and STEM), time for teacher collaboration, and extended time for literacy instruction.	EPC.6.6 The applicant group provides at least one way the school will address each of the identified challenges to student success.
EPC.7	Provide an overview of the student population you anticipate serving in the proposed school, which includes: a. Racial and socioeconomic demographics; b. Percentage of special education students;	☒ Meets ☐ Does Not Meet • The application includes a table with data of the proposed student population with columns listing anticipated percentages	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
	c. Percentage of English Learners; and d. Percentage of homeless students.	of racial demographics (people of color, Latino, Asian, native Hawaiian, native American, white, multiracial), free and reduced lunch, EL, students with exceptionalities, and students facing homelessness. Rates shown remain mostly consistent over the five-year term, with the EL rate decreasing over time.	students, percentage of English Learners, and percentage of homeless students.
EPC.8	Provide a narrative description of how 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.	☒ Meets ☐ Does Not Meet • According to the application, the applicant's engagement process involved diverse stakeholders, including families, local educators, community leaders, students, education advocates and representatives from nonprofit organizations across Jefferson Parish.	EPC.8.1 The applicant group provides evidence that a range of stakeholders were engaged in the charter application development process.
		☒ Meets ☐ Does Not Meet • In the application, the applicant group states a variety of services were employed using the Community Tool Box (CTB) Model developed by the Center of Community Health and Development at the University of Kansas, including community dialogues (e.g., town hall meetings at various locations), listening sessions, targeted focus groups, online surveys, one-on-one interviews with local education advocates, community leaders, and partnerships with local organizations.	EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.

Educational Program and Capacity: School Establishment			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		☒ Meets ☐ Does Not Meet • In the application, the applicant describes feedback received from community stakeholders, such as feedback regarding concerns about the lack of high-quality educational options, the need for curriculum that addresses both academic and social-emotional learning, the desire for well-rounded education and robust enrichment activities (e.g., literacy, arts, STEM, and agricultural sciences), the need for positive intervention and support, concerns about culturally responsive education, and the importance of meaningful partnerships with families. The applicant states the proposed school's design reflects the input received from the Westbank community.	EPC.8.3 The applicant group specifically describes the nature of feedback received and the extent to which this feedback resulted in changes, updates, or enhancements to the charter application by citing specific examples, as applicable.

Educational Program and Capacity: Academic Plan

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.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; and b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success.	☐ Meets ☒ Does Not Meet • The application narrative explains that the Expeditionary Learning (EL Education) model will be the cornerstone of Ruwad's evidence-based, student-centered academic plan, where the journey is as important as the destination. The applicant provides an overview of the EL Education model and four of the seven key design elements that the applicant states have been selected to create the opportunities and teaching environment to prepare students for life after high school, when they will be equipped with knowledge, skills, positive values, social competencies, and self-esteem to contribute meaningfully to the surrounding world. While the applicant points to Attachments A and B for research and evidence for the other key design elements, these attachments are not explicitly requested in the application and, therefore, were not reviewed.	EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school's mission and vision.

		☐ Meets
		☒ Does Not Meet
		
		• Rationale for the EL Education Model and the first four (of seven) key design elements are described in the academic plan section is based on evidence-based justification to demonstrate that the model is likely to be successful. However, while the applicant points to
			EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either:
			
			    A track record of success with similar student populations (proven models)
			
			OR
			
			    Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).

Educational Program and Capacity: Academic Plan

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		Attachments A and B for research and evidence for the additional three key design elements, these attachments are not explicitly requested in the application and, therefore, were not reviewed.	
EPC.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 selections 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.	☒ Meets ☐ Does Not Meet • According to the application, the applicant group has selected Tier 1–rated instructional materials across all core instruction areas for all grade levels, including EL Education for ELA in grades K–8, myPerspectives and LDOE Guidebooks for grades 9–12, Eureka Math Squared (K–8), Illustrative Math (9–12), OpenSciEd (K–12), Bayou Bridges (K–8) and the Open Educational Resources (OER) Project (9–12).	EPC.10.1 The applicant group describes how the selected curricula align with state standards.
		☒ Meets ☐ Does Not Meet • The applicant states each of the instructional material selected for each core subject area have earned a Tier 1 rating from LDOE, signifying each curriculum's effectiveness and alignment with Louisiana's standards for content, pedagogy, and assessment.	EPC.10.2 The applicant groups provide evidence of the selected curricula effectiveness in serving the targeted student population.
EPC.11	Describe any co-curricular or extracurricular programs and how they will be funded and delivered.	☒ Meets ☐ Does Not Meet • In the application, the applicant explains the weekly (Friday) STEM and Arts Expedition block will be a co-curricular program during Ruwad's half day schedule for at least two hours during which students will participate in a variety	EPC.11.1 The applicant group provides a thorough description of all co-curricula or extracurricular programs the proposed school intends to offer and how it will be delivered.

Educational Program and Capacity: Academic Plan

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		of activities (hands-on learning expeditions, coding challenges, engineering design projects). Each Friday, students will work in houses and crew teams to prepare long-term projects, professionals will be invited to speak about their careers and the applications of skills in the real world, and field trips will be organized. Further, the program will be delivered by a team of enrichment teachers and seasonal educators with a background in the fields, supported by parent volunteers and community partners in close alignment with school goals to reinforce and expand in-class learning.	
		☒ Meets ☐ Does Not Meet • The applicant states a portion of the school's budget will fund enrichment supplies, materials, and programming while grants, sponsorship, fundraising and partnerships will add financial support, including resources, mentorship, and access to facilities.	EPC.11.2 The applicant group describes how the co-curricula or extracurricular programs will be funded.
EPC.12	Describe the basic learning environment, including class size and structure.	☒ Meets ☐ Does Not Meet • The application includes a description of the learning environment that, driven by the school's mission to bring out the best in every student, will play a crucial role in learning with a student-centered classroom to enhance engagement. Features will include 1:1 technology; class sizes capped at 19 (grades K–2) and 28 (3–12); classrooms featuring a	EPC.12.1 The learning environment as described by the applicant group, is aligned with the academic plan and suitable to the instructional model of the proposed school.

Educational Program and Capacity: Academic Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		combination of small-group learning, collaborative problem solving, flexible furniture that encourages hands-on activities and group work; and a dedicated teacher demonstration classroom and collaboration space that fosters ongoing collaboration.	

Educational Program and Capacity: Assessments			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
EPC.13	Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should: a. Describe each assessment's purpose, design, format, and rationale for its selection; b. Describe how the assessments align with state standards and curricula; c. Describe the alignment to LEAP 2025 and ACT (for high school applicants); d. Describe how the school will collect and analyze assessment results; e. Describe the alignment to special education assessments; f. 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 g. Explain how the school will communicate with parents/guardians and students about academic achievement and progress.	☐ Meets ☒ Does Not Meet • According to the application, Ruwad will assess and monitor students' progress and the effectiveness of instructional practices by utilizing multiple sources of assessment data to provide a comprehensive picture, including the Louisiana Educational Assessment Program (LEAP), normed- and criterion-referenced assessments, formative and summative assessments (assessments of learning), progress monitoring assessments and reading inventories, and end-of-course assessments. Results will be used to inform the academic program, ensuring that instruction is aligned with student needs and promotes growth; to inform the development of scope and sequence; to guide the design of unit assessments; to coordinate remedial or differentiated support; to plan lessons; and to gauge student mastery. Assessments identified include the Desired Results Developmental Profile, DIBELS, ELPT, LAA1, and LEAP Connect. However, the application narrative does not provide a description, purpose, design, and format of each assessment. While the applicant points to Attachment C for a comprehensive table of assessments and details on the selected assessments, including their purpose, design, format, and rationale, this attachment was not	EPC.13.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.

Educational Program and Capacity: Assessments			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		explicitly requested in the application and, therefore, was not reviewed.	
		☐ Meets ☒ Does Not Meet • While, in the application, the applicant group indicates assessment data will be used to ensure all students meet or exceed standards, the application does not describe how the selected assessments align with state standards and curricula. As noted above, while the applicant points to Attachment C, the attachment was not explicitly requested in the application and, therefore, was not reviewed.	EPC.13.2 The applicant group describes how the selected assessments align with state standards and curricula.
		☐ Meets ☒ Does Not Meet • In the application, the applicant states Ruwad will utilize multiple sources of assessment data, including participation in LEAP, to provide a comprehensive picture of students and school progress; and the applicant states that Ruwad will use questions from the ACT to craft end-of-course assessments. However, the application does not include the rationale for the selection of each assessment. As noted above, the applicant points to Attachment C for a comprehensive table of assessments and details on the selected assessments, including rationale; however, this attachment was not explicitly requested in the application and, therefore, was not reviewed.	EPC.13.3 The applicant group provides a clear rationale for the selection of each assessment and demonstrates that the assessments selected are aligned to Louisiana State Standards, LEAP 2025, and the ACT*. *ACT alignment = High School Applicants Only.

Educational Program and Capacity: Assessments			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		☒ Meets ☐ Does Not Meet • According to the application, Ruwad will utilize multiple sources of assessment data, administer interim assessments twice a semester, and administer end-of-course assessments at the end of the school year. Data Inquiry Teams (DITs) will use and analyze data in a collaborative, trusting professional culture; will generate and implement concrete action plans to enhance teaching and learning; will rely on an array of high-quality data sources to analyze student achievement during annual and weekly professional development; will be inclusive, cyclical and structured, taking place in grade-level or subject-area teams; and will ensure data is organized and displayed to support effective analysis.	EPC.13.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.
		☒ Meets ☐ Does Not Meet • In the application, the applicant describes the use of six annual Data Days, explaining these are integral to ongoing professional learning, providing the instructional leadership team and educators time to reflect on their curriculum, instructional planning, and practices based on student mastery of core content. On Data Days, the leadership team leads teacher collaboration to identify successes, achievement gaps, and inequities; the leadership team continuously analyzes	EPC.13.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.

Educational Program and Capacity: Assessments			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		data to inform decisions on improving school structures, adjusting instructional planning, enhancing curriculum strengthening teaching practices, allocating resources, and ensuring all student subgroups benefit from Ruwad teachers participation in differentiated ongoing professional learning and resources.	
		☒ Meets ☐ Does Not Meet • In the application, the applicant states parents will receive weekly written updates on their child's academic and behavioral progress, which they must acknowledge, sign, and return. Additionally, as part of the EL Education model, students will comprehensively review progress data on a weekly basis with teachers' guidance to reflect on performance in learning targets and quizzes, identifying areas for further study or acceleration.	EPC.13.6 The applicant group provides a clear plan that outlines the methods and frequency by which student progress and achievement will be communicated to students and parents/guardians.

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
EPC.14	**Appendix 2:** Provide a sample student schedule for a typical week.	☐ Meets ☒ Does Not Meet • The narrative in Appendix 2 states the schedule is designed to give students expanded learning time in literacy and mathematics, differentiated reading sessions, a "Whatever I Need" (WIN) period for acceleration and/or intervention, and crew periods for daily character programming at the beginning and end of each block. In the elementary grades, the Monday–Thursday schedule includes two blocks of literacy and extended learning time in math. The sample grade 4 schedule shows school opens at 7:45 with a 20-minute crew period, two 75-minute ELA periods, two 45-minute WIN periods with a 26-minute lunch period separating the two, one 75-minute math period, one 45-minute science period, a 30-minute WIN period or PE, and a 45-minute social studies period before dismissal begins at 4:15. Each Friday, there will be a half day with four hours of instruction during enrichment periods. However, while Appendix 2 states Ruwad averages 465 instructional minutes per full day, the applicant does not provide a total number of hours for students in all grade levels to outline the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical	EPC.14.1 The applicant group provides a detailed student schedule for a student of the proposed school that reflects the proposed academic program and clearly outlines the amount of time spent in core courses, non-core courses, student support structures (remediation, enrichment, intervention, etc.) and additional essential aspects of a typical student's week at the proposed school. Meals, passing periods, extended day programming, and any additional non-academic portions of the student day must be included with time stamps.

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		student's week.	
		☐ Meets ☒ Does Not Meet • According to the narrative in Appendices 3 and 7, in Year 1 the school will employ 18 grade level teachers; the number will increase by around 3 each year with 27.5 in Year 5. Two Friday enrichment teachers will be employed in Years 1–3, and four in Years 4–5. Ruwad's dean of diverse learners will oversee the differentiated services staff, including ELD and special education teachers with one ELD Instructional Coach in Year 1, 0.5 ELD teacher, four exceptional children teachers, eight exceptional children paraprofessionals, six enrichment teachers with the number of ELL teachers increasing to one in Year 2, paraprofessionals to 10 in Year 3, and 12 in Year 4. However, it is unclear why the overview shows a steady decline in the rate of LEPS over the charter term and why the dean of EL begins in Year 5 when the rate of EL students has dropped from 45% to 30%.	EPC.14.2 The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses).
		☒ Meets ☐ Does Not Meet • The schedule and supporting narrative in Appendix 2 shows students will receive 80,520 minutes of instruction annually.	EPC.14.3 The applicant group provides evidence that the proposed student schedule allows for the given student to meet the total number of required instructional minutes as required by Louisiana law and policy.

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
EPC.15	**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.	☒ Meets ☐ Does Not Meet • The grade 4 English Learner's schedule and supporting narrative in Appendix 3 states every lesson in the EL Education K–8 ELA curriculum integrates evidence-based scaffolded instruction and added language supports that enrich content-based English language learning; Ruwad instructional leaders will be trained to encourage teachers to select supports based on need in each situation rather than perceiving EL ability as fixed; and the EL Education ELA curriculum provides a separate teachers guide for ELs. Further, according to Appendix 3, students may receive pull-out services for ELD or receive intensive support on content standards during WIN periods. The sample schedule differs from the general ed student's schedule, with ELD during the first 45-minute WIN block.	EPC.15.1 The sample student schedule clearly delineates the times, delivery method (push-in, pull-out), and environment (inclusive, self-contained) in which the hypothetical EL student will receive English Language Development instruction.
		☒ Meets ☐ Does Not Meet • The schedule in Appendix 3 shows an EL student receives ELD services during a 75-minute WIN period, which aligns with the staffing plan and organizational chart that shows an ELL teacher (.5 in Year 1) and a dean of diverse learners that oversees the ELL teachers.	EPC.15.2 The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for the intended student population).
EPC.16	**Appendix 4:** Provide a sample student schedule for a typical week for a student with exceptionalities. *The Department recognizes that not all students	☒ Meets ☐ Does Not Meet • The sample schedule for a grade 4 student with exceptionalities in Appendix	EPC.16.1 The sample student schedule clearly delineates the times, delivery method (push-in, pull-out), and environment (inclusive, self-contained) in which the hypothetical student will

Educational Program and Capacity: School Calendar and Student Schedule			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
	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 with exceptionalities; 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.	4 differs from the general ed student's schedule with extra reading support provided by a reading specialist during the first 45-minute WIN block (with the special education teacher providing an indirect consultative role with the student's core instruction teacher and reading specialist for 15 minutes/week to review).	receive special education instruction and related services.
		☐ Meets ☒ Does Not Meet • According to the schedule and narrative in Appendix 4, the grade 4 student with exceptionalities receives services from a reading specialist, special education teacher, and general education teacher; however, the reading specialist is not identified in the organizational chart or staffing table, as the staffing chart shows zero "other differentiated services staff" in Years 1 and 2.	EPC.16.2 The proposed student schedule provided aligns with the staffing and organizational plan submitted within the application (staffing plan and organizational plan include the staff/teachers to support the instruction of identified courses for the intended student population).

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.17	Discuss the school's methods and strategies for identifying and serving students that are struggling academically and at risk of academic failure, including: a. How the school will determine and identify which students are struggling within the context of a Response to Intervention (RTI) program; b. Clearly define the term "struggling student" as it would be applied in the school; c. The strategies, programs, supports, resources, and personnel the school will devote to assisting struggling students within the general education setting; d. The process that the school will use to evaluate the efficacy of the program; e. The system the school will use to monitor the demographic data of the students identified as struggling students and the approach that will be taken if data suggests disproportionate or over-identification of any subgroup; and f. The school plan for providing trauma-informed care, administering mental health screeners, and providing other supports.	☒ Meets ☐ Does Not Meet • In the application, the applicant's description of the multi-tiered system of supports (MTSS) explains it is a proactive and preventative framework that integrates data and instruction to offer targeted academic, social-emotional, and behavioral support. The applicant group explains the MTSS addresses the whole child through academic, social-emotional and behavioral screenings and consists of four essential components: universal and diagnostic screening (at least three times a year), a three-tiered prevention system to serve students, progress monitoring to assess students' responsiveness to interventions and effectiveness of tools, and data-based decision-making. The dean of middle schools will serve as the MTSS coordinator and work with a school building level committee (SBLC) consisting of the MTSS coordinator, a core instruction teacher, the referring teacher, a parent, and trained staff.	EPC.17.1 The Response to Intervention program as described by the applicant group is robust, comprehensive, evidence-based, and capable of being executed with the staffing and funding resources described in the charter application.
		☒ Meets ☐ Does Not Meet • In the application, the applicant states Ruwad replaces the term "struggling students" with "at-promise students;" these are students who are assessed as performing one grade level below expectations, who are receiving a failing grade in one core subject and who	EPC.17.2 The applicant provides a clear and appropriate definition of the term "struggling student".

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		require additional support to master grade level core instruction standards.	
		☒ Meets ☐ Does Not Meet • According to the application, the MTSS review will be integrated into Ruwad's strategic planning cycles as part of the EL Education Model to evaluate its effectiveness in supporting students academically, socially, and behaviorally. The reviews will use an implementation rubric developed by the National Center on Response to Intervention, adapted to the school model. Mid-year and end-of-year reviews will serve as formal checkpoints to monitor progress, address successes and challenges related to implementation fidelity and efficacy of the MTSS process.	EPC.17.3 The applicant group has a clearly articulated plan that the proposed school will utilize to determine the efficacy of the RTI program.
		☒ Meets ☐ Does Not Meet • In the application, the applicant indicates that in alignment with the school's vision of educational equity, progress data and status reports will be monitored as part of the strategic planning cycle to ensure the MTSS is effectively preventing disproportionate or over-identification.	EPC.17.4 The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as "struggling students."
		☒ Meets ☐ Does Not Meet • In the application, the applicant states that the school will monitor progress data and status reports as part of strategic planning cycles to ensure the MTSS is preventing disproportionate or over-	EPC.17.5 The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		identification. In the case data reveals more than 25 percent of students are identified as at-promise students, the school will review and incorporate necessary improvements into the school's work plan to better the needs of all students. Further, if historically marginalized subgroups are found to respond less effectively to Tier 2 interventions and consistently require intensified support, the SBLC will take corrective actions such as revising intervention plans, enhancing the selection of supports and interventions, adjusting group sizes or intervention dosage, or reviewing implementation fidelity.	
		☒ Meets ☐ Does Not Meet • In response 17 within the application, the applicant states Ruwad will administer the Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE) within the first 30 days of the school year and at the end of each semester to identify students needing tiered support. The mental health screening will at minimum include review of incident reports, teacher and crew leader reports, teacher and crew leader reports, parent reports, developmental profiles, previous behavior intervention plans, and anecdotal records.	EPC.17.6 The applicant group outlines a plan for the administration of a mental health screener, including the frequency.

Educational Program and Capacity: Diverse Learners and Student Supports

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.18	Discuss the school's methods and strategies for identifying and serving students with exceptionalities in compliance with all federal laws and regulations without regurgitation of the law, including: a. The process for identifying students with disabilities (child find), within the context of the school's RTI process; b. The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.); c. The process for coordination between general education teachers and special education teachers or service providers; d. The process that will be used to monitor the achievement and progress of students with exceptionalities; e. The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and f. The system the school will use to monitor the demographic data of the students identified as students with exceptionalities and the approach that will be taken if data suggests disproportionate or over- identification of any subgroup	☐ Meets ☒ Does Not Meet • In the application, the applicant provides a logical and feasible plan to screen all students using an evidence-based universal and diagnostic screening assessment within 30 days of the school's start and review the data to identify those who may need additional supports and interventions. The identification process includes implementing a comprehensive intervention plan, progress monitoring, analyzing progress, and ruling out factors to understand the cause and ensure the cause is not misidentified. If the SBLC, after taking these steps, believes the student might have an exceptionality, the SBLC (with approval from the head of school) will initiate a formal evaluation. However, to align with the guidebook, it's unclear what steps will be taken to ensure the process does not delay evaluation or supersede input from others (e.g., parents, IEP team members, or other professionals).	EPC.18.1 The applicant group provides a logical and feasible plan to screen all students and ensure that students suspected of or known to have a exceptionality are evaluated for special education services early and accurately, as defined by LDOE's Strategies for Success: A Guidebook for Supporting Students with Disabilities.
		☐ Meets ☒ Does Not Meet • In the application, the applicant explains the staffing model will include a dedicated differentiated service staff and additional special education teachers licensed in Louisiana to support specific grade levels. The staffing plan shows 4 special teachers in Year 1 to serve ~17% or 76 students). However, while the	EPC.18.2 The applicant group demonstrates that they will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		organizational chart shows that differentiated service staff report to the dean of diverse learners, the staffing plan shows one speech language pathologist and one occupational therapist in year 1; the organizational chart shows that differentiated service staff come on board beginning Year 3. The applicant also states the dean of diverse learners, in collaboration with the Special Education Advisory Council and local partner organizations, ensures that any additional services beyond what the school can provide are arranged from EDU Healthcare or other local providers, with the school retaining full responsibility for the student's education, but the applicant does not explain how this partnership will result in the delivery of related services.	
		☒ Meets ☐ Does Not Meet • In the application, the applicant outlines the steps, timelines, and personnel to demonstrate a thorough understanding of IDEA. More specifically, the applicant states the 1508 Evaluation is conducted by a team of at least two qualified professionals, including an evaluation coordinator. The evaluation coordinator, within 10 business days of receiving the referral will request parent consent, inform parents, explain parents' rights, ensure the evaluation is completed within 60 business day, and ensure every step of the initial 1508 Evaluation process is	EPC.18.3 The applicant group demonstrates a thorough understanding of the student evaluation process, timelines outlined in IDEA law, and necessary personnel.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		thorough and compliant with Bulletin 1508 requirements.	
		☒ Meets ☐ Does Not Meet As stated above, the evaluation coordinator, selected based on the student's specific needs among the school's differentiated service staff (including educational diagnosticians, school psychologists, speech-language pathologists, social workers, and audiologists) leads student evaluations. The IEP team (including the dean of diverse learners as the officially designated representative under IDEA), a member of the 1508 evaluation team, core instruction and special education teachers, and the student's parents, will develop an IEP within 30 days of receiving the evaluation report. According to the application, the school will hire licensed special education teachers to collaborate with the dean of diverse learners to ensure special education instruction, supports, and interventions are effectively implemented.	EPC.18.4 The group's plan for students with exceptionalities must identify the staff members who will lead student evaluations, IEP development, and provision of ongoing service with required credentials relevant to the services.
		☒ Meets ☐ Does Not Meet In the application, the applicant explains the dean of diverse learners, a licensed special educator in Louisiana, oversees the differentiated service department and provides professional development to equip educators with the skills and knowledge needed to effectively deliver	EPC.18.5 The applicant group outlines a feasible professional development plan around serving students with exceptionalities.

Educational Program and Capacity: Diverse Learners and Student Supports

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		instruction and support students with exceptionalities. While content development will be informed by the perspectives of educators, students, and experts (as well as by feedback and data gathered throughout the year), training will address interpreting IEPs, implementing instructional accommodations, assessments, supports, child development, and dyslexia.	
		☒ Meets ☐ Does Not Meet • The application presents a plan for IEP development, stating that the IEP team evaluates the student's strengths, parental concerns, and the results of the 1508 Evaluation to determine how the exceptionality affects the student's learning and to identify any needs for assistive technology or special accommodations. The IEP team collaborates with parents, teachers, and specialists to develop specific and measurable annual goals tailored to the student's needs and aligned with grade level state standards.	EPC.18.6 The applicant group presents a plan for developing IEPs that contain rigorous goals and instructional plans that are aligned with student goals.
		☒ Meets ☐ Does Not Meet • In the application, the applicant states the dean of diverse learners will regularly evaluate the overall effectiveness of Ruwad's exceptional children program. The dean will collect and analyze data (e.g., the percentage of students with IEPs who are meeting or exceeding their	EPC.18.7 The applicant group has a clearly articulated plan that the proposed school will utilize to determine the efficacy of the special education program.

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		goals, the performance of students with exceptionality on LEAP 2025 and LEAP Connect, the rate of time students with IEPs spend in core instruction, and parent feedback [elicited from satisfaction surveys]) every 8–10 weeks.	
		☒ Meets ☐ Does Not Meet • According to response 18, progress data and status reports will be monitored as part of the strategic planning cycles to proactively examine that the MTSS and 1508 Evaluation do not become a pathway for historically marginalized subgroups being identified as a student with exceptionalities. In addition, disaggregated subgroup data will be part of the regular equity audit. If disproportionate and/or over-identification is identified, Ruwad will revise policies, procedures, and practices through an equity lens, adjust annual budget allocations to ensure equitable funding, and provide educators with training on culturally responsive practices and implicit bias.	EPC.18.8 The applicant group has clear safeguards and protocols in place for the ongoing review of student data to protect against continued disproportionate and/or over-identification of students belonging to historically marginalized subgroups as students with exceptionalities and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification has occurred.
EPC.19	Discuss the school's methods and strategies for identifying and serving English Learners in compliance with all federal laws and regulations without regurgitation of the law, including: a. The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with	☐ Meets ☒ Does Not Meet • In the application, the applicant describes the plan that will be used to identify and assess students to determine and provide ELP services, beginning with the administration of the Department's home language survey that the full-time English learners development coach (ELD specialist) will distribute to first-time	EPC.19.1 The applicant group provides a logical and feasible plan to identify students and ensure that students suspected of or known to be English learners are assessed to determine English language proficiency and provided additional support services.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
	special education needs; b. The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELs (both within general education classrooms and in other settings); c. The process that will be used to monitor the achievement and progress of ELs including exit criteria; d. The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of EL students are being met; and e. How the school will make all necessary materials available to parents of ELs in a language that they can understand.	enrollees to determine which students should be screened for ELP by trained enrollment staff, who will first conduct a family interview to gain an understanding of their background and determine if the student's English proficiency is on par with an English-only peer. If not, the applicant states Ruwad will administer the English Language Proficiency Screener (ELPT) to assess the student's need for supplementary ELL support services; however, conducting a family interview to determine if a student qualifies for screening does not align with LDOE identification procedures.	
		☒ Meets ☐ Does Not Meet • In the application, the applicant shows Ruwad has clear safeguards and protocols in place to ensure ELs are not inappropriately identified as students with special needs. For example, English learners will participate in schoolwide universal and diagnostic screeners. Should the EL be suspected of having one or more exceptionalities, the student will be referred to the SBLC. The SBLC will review or develop a MTSS intervention plan and monitor progress before administering an evaluation with the evaluation team, ensuring that ELs are not inappropriately identified as exceptional by confirming the students' difficulties are not due to the normative process of second-language acquisition or cultural differences. Ruwad will also	EPC.19.2 The applicant group has clear safeguards and protocols in place to ensure to ensure that English Learners are not inappropriately identified as students with special needs.

Educational Program and Capacity: Diverse Learners and Student Supports

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		ensure evaluation team members have been trained on the procedures and materials for assessing ELs from culturally and linguistically diverse backgrounds.	
		☒ Meets ☐ Does Not Meet • As stated in the application narrative, Ruwad, in line with its vision, is resolute in its commitment to educational equity and recognizes the duty as a public school to ensure ELs can participate meaningfully and equally in education programs under Title IV of the Civil Rights Act and the Equal Educational Opportunities Act of 1974, as amended by ESSA (EEOA). Ruwad plans to adopt Department forms (e.g., LDOE's home language survey and notification letter), adhere to timelines, testing requirements, and implement standards that were established through litigation (e.g., Castaneda v. Pickard), and implement exit criteria.	EPC.19.3 The applicant group provides clear evidence that the English Learner program described is aligned with applicable law and policy, reflects best practices, and can be fully executed beginning on the first day of the charter term.
		☒ Meets ☐ Does Not Meet • In the application, the applicant states Ruwad will administer the ELPT assessment or the ELPT connect annually at the end of each school year until the student satisfies exit criteria.	EPC.19.4 The applicant group presents a monitoring plan that will enable relevant staff to track the progress of all English learners and articulates exit criteria.
		☒ Meets ☐ Does Not Meet • In the application, the applicant explains the school will follow the strategic	EPC.19.5 The applicant group has a clearly articulated plan with regular checkpoints, key indicators, and evidence of success that the proposed school will utilize to determine the efficacy of the English learner program.

		Educational Program and Capacity: Diverse Learners and Student Supports	
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		planning cycle (noted above) and tools to ensure regular checkpoints using multiple data points gathered from LEAP 2025 in ELA and math, core instruction grades, qualitative observations by educators, feedback from parents and students on impact of language services, and the ELPT.	
		☐ Meets ☒ Does Not Meet • The application states Ruwad will administer the Department's home language survey (available in eight major languages in JPPSS) to ensure clear questions are used. However, the applicant does not outline a protocol that will ensure ELs and their families receive all necessary information; specifically, the applicant states Ruwad will provide the notification in a language that the parents can understand but notes such translation is limited to the extent feasible.	EPC.19.6 The applicant group outlines a clear protocol that will ensure ELs and their families receive all necessary information and materials in a language that they can understand, and that EL students and their families will have equity of access to all school programming and extra-curricular activities by making translation services and additional supports necessary, as needed.
EPC.20	*Only if planning to offer Gifted and Talented.* Describe how your education program will identify and meet the needs of academically advanced students, including: 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	☐ Meets ☐ Does Not Meet • Not Applicable	EPC.20.1 The applicant group provides a logical and feasible plan to identify students who are academically gifted and, if applicable, gifted/talented students.
		☐ Meets ☐ Does Not Meet • Not Applicable	EPC.20.2 The applicant group provides a logical and feasible plan to serve students who are academically gifted and, if applicable, gifted/talented students (e.g., specific strategies, programs, services, supports to be implemented).

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	academically advanced students.	☐ Meets ☐ Does Not Meet • Not Applicable	EPC.20.3 The applicant group has a clearly articulated plan with regular checkpoints, key indicators, and evidence of success that the proposed school will utilize to determine the efficacy of the school's plan to meet the needs of academically advanced and/or gifted and talented students (if applicable).

Educational Program and Capacity: Behavior Management			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
EPC.21	Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including: a. Describe how the school will communicate its approach and related policies to students and families; b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline; c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings; 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.	☐ Meets ☒ Does Not Meet • In the application, the applicant states Ruwad, in alignment with the EL model, will utilize the MTSS framework (i.e., the Positive Behavior Interventions and Supports framework) to deliver academic, social, emotional, and behavioral supports and interventions. However, the process to inform students and families of the school's approach and policies is not provided.	EPC.21.1 The applicant group provides a detailed overview of the proposed school's intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.
		☐ Meets ☒ Does Not Meet • In the application, the applicant explains Ruwad's layered continuum of evidence-based practices, systems, and supports (built around the school's habits of character, compassion, courage, respect, responsibility, and perseverance) in behavior intervention, classroom management, and school discipline will be data-driven and focus on a high ratio of positive reinforcement over punishment and employing disciplinary policies that minimize or eliminate the need for suspension and expulsion. Appendix 5: Draft School Master Plan for Discipline outlines interventions and consequences that will be part of Ruwad's disciplinary policy, including verbal reminders, verbal warning, behavioral contracts, and, if further intervention is required, a referral to the PBIS team. Additional consequences	EPC.21.2 The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.

Educational Program and Capacity: Behavior Management			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		might include the denial of special privileges or work assignments, extra duties, time out, or the completion of reasonable written or oral work. The applicant also states the zero tolerance policy will be reviewed to ensure it is in compliance with LA R.S. 17:416:15, does not violate LA R.S. 17:416(H), and that inappropriate referrals are not made to agencies serving children. However, it's unclear how the zero tolerance policy is implemented alongside PBIS.	
		☐ Meets ☒ Does Not Meet Appendix 5: Draft School Master Plan, states no students can be suspended or expelled without prior due process. Due process and the process by which a student or family may appeal the school's decision to expel a student will be detailed in Ruwad's grievance policy. However, Appendix 6: Grievance Policy, does not include the due process policy.	EPC.21.3 The proposed school's policies protect and outline a student's right to due process and the process by which a student or family may appeal the school's decision to expel a student.
		☒ Meets ☐ Does Not Meet In Appendix 5, the applicant states Ruwad will utilize the School-Wide Positive Behavioral Interventions and supports (SWPBIS) Tiered Fidelity Inventory model to determine whether each tier of PBIS is effectively supporting student success. Further, this assessment will be conducted at least three times per year as part of the strategic planning cycle; the process uses intentional review to help mitigate	EPC.21.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.

Educational Program and Capacity: Behavior Management			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		against the disproportionate suspension or expulsion of students from historically marginalized groups.	
		☒ Meets ☐ Does Not Meet • In Appendix 5, the applicant explains a student suspended for more than 10 days or expelled from school will remain under the supervision of Ruwad with referrals to BESE-approved Alternative Education Programs or Alternative Education School.	EPC.21.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.
EPC.22	**Appendix 5**: Provide a draft School Model Master Plan (in accordance with RS 17:252)	☒ Meets ☐ Does Not Meet • Appendix 5 includes a plan for PBIS: safe school planning to maintain grade-appropriate programs for alcohol, drug and substance prevention, education, information and counseling; parental and community involvement to involve families as partners in the process of their child's learning; inter-agency cooperation with organizations such as Parent Information Resource Center and Families in Need of Services (FINS) to foster cooperation; student records (e.g., to provide for the transfer of records upon written request, etc.); for FINS to cooperate fully; and for statements of compliance to be signed by each parent/guardian of students in grades 4–12.	EPC.22.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, FINS, and statement of compliance in their School Model Master Plan.

Educational Program and Capacity: Parent and Community Engagement			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
EPC.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.	☐ Meets ☒ Does Not Meet • In the application, the applicant lists opportunities for engagement, including home visits, student-led conferences, passage presentations, literacy family night, and family events. While the applicant points to Attachment F, for more details of family and community engagement plans, this attachment is not explicitly requested in the application and, therefore, was not reviewed. Details that reflect a clear attempt to ensure equity of access are not included in the application narrative.	EPC.23.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflect a clear attempt to ensure equity of access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).
		☐ Meets ☒ Does Not Meet • The application does not describe plans for family and community engagement, particularly formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.	EPC.23.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.
Appendix 6	**Appendix 6:** Draft Grievance Policy	☐ Meets ☒ Does Not Meet • The grievance plan in Appendix 6 includes a grievance policy that states the school is committed to fostering a workplace characterized by open communication, fairness, and well-being. The policy includes a four-step formal grievance process should an informal process not resolve a matter; however, the policy doesn't address families,	Appendix 6 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances.

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		students, and stakeholders other than school employees.	

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
EPC.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.	☐ Meets ☒ Does Not Meet • The application includes a table listing academic goals for the five-year charter term but does not include a description of the goals and how they are aligned to LEAP 2025, ACT, and graduation rates.	EPC.24.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to LEAP 2025, ACT*, and graduation rate*. *ACT and Graduation Rate = High School Applicants only
		☐ Meets ☒ Does Not Meet • The application does not provide a plan to improve student performance at a rate shown to be reasonable and ambitious, nor does the plan address the CSPC.	EPC.24.2 The applicant group provides a plan to improve student performance at a rate that they show is reasonable and ambitious and takes into consideration the renewal and extension of academic performance standards of the Charter School Performance Compact.
		☐ Meets ☒ Does Not Meet • The applicant does not present a plan for establishing baseline data.	EPC.24.3 The applicant group has a reasonable plan for establishing baseline data for all core content areas in grades 3-12, as applicable, for the student population that they propose to serve.
		☐ Meets ☒ Does Not Meet • The application does not include a logical plan to establish student performance goals that rely on diagnostic data that uses the same metrics as the performance goals themselves.	EPC.24.4 The applicant group provides a logical plan to establish student performance goals that rely on diagnostic data that uses the same metrics as the performance goals themselves.
		☐ Meets ☒ Does Not Meet • In the application, the applicant does not present a plan to establish performance goals for all student achievement data considered in calculating schools'	EPC.24.5 The applicant group has a plan to establish performance goals for all student achievement data considered in calculating schools' performance scores.

Educational Program and Capacity: Academic Goals			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		performance scores.	
		☐ Meets ☐ Does Not Meet • Not Applicable	EPC.24.6 If the applicant group additionally names goals related to their specialized focus, the goals are measurable, ambitious, and feasible (if applicable).

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
OPC.25	**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.	☒ Meets ☐ Does Not Meet • The organizational chart in Appendix 7 includes all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's proposed plans, including the head of school (HOS), lead school business administrator (LSBA), deans (of elementary and middle school, diverse learners, and students), director of operations, and back-office staff. In Year 1, the organizational chart indicates there will be 55 to 60 FTE; the number increases to 105 FTE by Year 5, which includes the addition of a dean of high school.	OPC.25.1 The organizational chart includes all essential responsibilities and positions (academic, operational, and financial) necessary to implement the school's proposed plans.
		☒ Meets ☐ Does Not Meet • The organizational chart in Appendix 7 shows the HOS and LSBA collaborate and report to the board while the financial staff report to the LSBA, the deans and director of operations report to the HOS, instructional staff report to the respective dean, and support staff report to the director of operations.	OPC.25.2 The organizational chart clearly denotes the reporting structures between the CEO (if applicable), school leaders, the charter board, and all staff.
		☐ Meets ☐ Does Not Meet • Not Applicable	OPC.25.3 The organizational chart clearly outlines the relationship between the Education Services Provides (ESP) and the charter board (if applicable).

Organizational Plan and Capacity: Staffing			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.26	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	☒ Meets ☐ Does Not Meet • The application outlines Ruwad's reporting structure, explaining relationships are integral elements of the school's design. With the board at the top, the applicant states the school's business and operational roles and responsibilities will be divided from the instructional roles and responsibilities, believing that if the school's business and operational leadership and support staff execute effectively, the instructional leaders and educators will be able to focus on and execute the academic plan to provide the highest quality teaching and learning environment where students and teachers grow and thrive.	OPC.26.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.
OPC.27	Describe plans to recruit and retain a diversified school leadership and staff a. If virtual, please see the addendum for additional questions.	☒ Meets ☐ Does Not Meet • In the application, the applicant describes a recruitment plan, based upon resources from the Urban Schools Human Capital Academy, that is logical, feasible, and will likely result in the hiring of a diverse and high-quality staff, with particular emphasis on the evolution of a teacher's career and retention of highly effective teachers. Components of Ruwad's recruitment plan include utilizing a mix of institutional and relationship-based networks to reach a diverse array of candidates (e.g., websites, social media platforms, professional networks, participation in college career fairs, recruitment campaigns that are data-	OPC.27.1 The applicant group proposes a staff recruitment plan that is logical, feasible, and likely to result in the hiring of a diverse staff.

Organizational Plan and Capacity: Staffing			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		driven).	

Organizational Plan and Capacity: School Leadership Team Capacity			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
OPC.28	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 new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience. **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.	☒ Meets ☐ Does Not Meet • Appendix 8 includes the proposed HOS's resume, showing nine years of experience as a founding principal at two charter schools (one in Nashville the other in Youngsville) before becoming a director of academics for Noble Education Initiative's state team. The proposed HOS holds a Master of Science degree in Educational Leadership.	OPC.28.1 The identified school leader demonstrates the capacity to lead the school and improve student outcomes.
		☒ Meets ☐ Does Not Meet • The resume in Appendix 8 shows the proposed HOS, in the founding principal role, has successfully managed a multimillion-dollar school budget, overseeing all aspects of school operations, including budget management, facilities, and logistical coordination.	OPC.28.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.

Organizational Plan and Capacity: Professional Development			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.29	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.	☒ Meets ☐ Does Not Meet • According to the application, the EL Education Model is not a one-size-fits-all solution; it requires active participation and focuses on transforming how teachers teach rather than just what they teach. Further, the applicant explains, the model is in alignment with research that shows when teachers engage in sustained, differentiated professional learning – through a combination of theory, content focus, active learning, collaboration, modeling, coaching, feedback, and reflection—they perform better and stay in the profession longer. The key components of Ruwad's differentiated professional learning include instructional coaching (teacher and student-centered coaching cycles with goal setting, observation, data collection, and reflection) and new teacher mentoring—designed with individual and school goals, data-based planning, reflection, professional collaboration, and learning (in both whole and small-group sessions).	OPC.29.1 The applicant group provides a process by which teachers will receive differentiated coaching and feedback.
		☒ Meets ☐ Does Not Meet • In the application, the applicant states Ruwad will use the new Louisiana Educator Advancement and Development System (LEADS) evaluation system on a semi-annual basis with a mid-year and end-of-year	OPC.29.2 The applicant groups describe their teacher evaluation process.

Organizational Plan and Capacity: Professional Development			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		cycle with a self-evaluation, an evaluation by the teacher's coach, and a discussion to outline the actionable feedback resulting from the evaluation.	

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
OPC.30	Provide a board member roster including each person's role, brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	☐ Meets ☒ Does Not Meet • The applicant does not provide details related to board members' roles and skill sets in the application narrative. Instead, the applicant points to Attachment G for this information; however, this attachment was not explicitly requested in the application and, therefore, was not reviewed.	OPC.30.1 The applicant describes how each board member's described role on the board matches their professional skill set.
		☐ Meets ☒ Does Not Meet • As shown in board resumes included in Appendix 9, board members hold expertise in business, special needs education, project management, finance, marketing, and accounting, but resumes do not show expertise in legal issues and/or community relations.	OPC.30.2 For each of the following areas, there is at least one board member able to provide expertise – academics, finances, legal issues, management and operations, and/or community relations.
		☒ Meets ☐ Does Not Meet • The resumes in Appendix 9 show the board is comprised of five members.	OPC.30.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.
		☐ Meets ☒ Does Not Meet • None of the resumes in Appendix 9 include the information needed to determine if no fewer than 60 percent of its members reside in the community in which the charter school is located.	OPC.30.4 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.

Organizational Plan and Capacity: Charter Board Governance

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
OPC.31	**Appendix 9:** Provide the resume for every member of the charter board.	☒ Meets ☐ Does Not Meet • Appendix 9 includes a resume for each board member that notes experience and education to justify membership.	OPC.31.1 The applicant provides a resume for every member, as well as provides justification for each person's membership on the board.
OPC.32	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.	☐ Meets ☒ Does Not Meet • According to the application, the applicant has identified two potential perceived conflicts of interest involving a board member's employment at a local bank the proposed school has selected to do business with. The applicant explains processes to determine qualifications to serve as a board member to determine approval. The applicant states the second case was ruled to be an actual conflict of interest, however the conflict is unclear.	OPC.32.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.
		☒ Meets ☐ Does Not Meet • The application describes the processes by which any actual or perceived conflicts of interest are identified and addressed to ensure all potential conflicts are avoided. Steps include reporting requirements (e.g., annual financial disclosure statement and disclosure of potential benefits), adherence to conflict-of-interest policy, compliance with the code of ethics, and consultation with external legal counsel. The board's bylaws and conflict of interest policy provide a framework for disclosing conflicts, excluding board members from	OPC.32.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		related discussions or votes, employment restrictions, and nepotism policies, as well as prohibit board members from compensation and gifts and outline situations in which a board member must recuse themselves from transactions and participation in discussion in which they must abstain from voting on a matter where a conflict of interest has been disclosed.	
		☐ Meets ☐ Does Not Meet • Not Applicable	OPC.32.3 The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.
OPC.33	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.	☒ Meets ☐ Does Not Meet • As stated in the application, the Ruwad board of directors holds the charter contract and exercises final authority in all matters affecting the school in pursuit of the school's mission, but it is the head of school that is tasked with running the school's daily operations. The structure of the governance framework outlines measure used to avoid the board's undue involvement in daily operations, including the board's role to hire and evaluate the head of school (HOS) and lead school business administrator (LSBA).	OPC.33.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.
		☒ Meets ☐ Does Not Meet • The application includes a bulleted list of board responsibilities, including annually	OPC.33.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		evaluating the HOS and LSBA, monitoring the school's academic performance; overseeing financial operations; publishing an annual report that details the school's academic achievements, fiscal health organizational status, and progress toward meeting goals; leading recruitment and induction of board members; etc.	school leader, CEO, or Educational Services Provider (ESP) (as applicable).
		☒ Meets ☐ Does Not Meet • In the application, the applicant identifies a committee structure designed to ensure robust board representation across all key areas of governance and operation, including a description of the purpose, role, and composition of each proposed committee, including a governance committee, finance and operations committee, student achievement oversight committee, development committee, and accountability, evaluation, and support committee. For example, the student achievement oversight committee includes members knowledgeable in teaching and learning, social-emotional learning, PBIS, and executive experience, and the committee maintains academic standards and performance and support in EL Education model implementation review to assess the effectiveness of the schoolwide implementation of the EL Education Model.	OPC.33.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
OPC.34	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.	☐ Meets ☒ Does Not Meet The applicant does not provide organizational or financial goals in the application narrative, rather the applicant points to Attachment H for the goals. However, this attachment was not explicitly requested in the application and, therefore, was not reviewed.	OPC.34.1 The applicant group provides a detailed list and description of the charter school's measurable organizational and financial goals for each of the first five years of operation.
		☐ Meets ☒ Does Not Meet The application does not include organizational and financial goals. While the applicant points to Attachment H, this attachment was not explicitly requested in the application and, therefore, was not reviewed.	OPC.34.2 The applicant group provides organizational and financial goals that are specific, reasonable, ambitious yet attainable, and aligned to, at a minimum, the expectations outlined in the <u>Charter School Performance Compact.</u>
OPC.35	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.	☒ Meets ☐ Does Not Meet In the application, the applicant explains progress toward the school's stated goals will be evaluated using monthly reports on student achievement, operations, and finances, which are presented to the board at each board meeting by the HOS and LSBA. If the school is not on track or if deficiencies are identified in student performance or financial management, the board will work collaboratively and proactively with the school, EL Education, and external experts to address the issues with appropriate corrective actions.	OPC.35.1 The board has a logical and feasible plan by which they will monitor the proposed school's progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
OPC.36	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.	☐ Meets ☒ Does Not Meet • In the application, the applicant states the Ruwad board will evaluate the HOS using an evaluation based on the criteria and rubric established by LEADS for Louisiana Leader, but the applicant does not explain how the board will hold the HOS accountable to school performance standards.	OPC.36.1 The applicant group demonstrates a clear understanding of the board's responsibility to evaluate and hold the school leader/CEO accountable to school performance standards.
		☐ Meets ☒ Does Not Meet • According to the applicant, the HOS evaluation process will consider a variety of data sources (e.g., student achievement performance data, staff attrition rates, family survey feedback, annual work plan, discipline indicators, etc.). However, the specific set of standards that the school leader must satisfy to keep the school on track for vision achievement are not provided to determine if standards reflect the performance metrics outlined in the Charter School Performance Compact.	OPC.36.2 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.
		☐ Meets ☒ Does Not Meet • The applicant lists a set of data the AES committee will collect to conduct the evaluation, including student achievement performance data, responses from the annual staff survey, staff attrition rates, insights from exit surveys, annual work plans, ratings of the EL Implementation Review, discipline	OPC.36.3 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		and behavior indicators, intervention and support plans, teacher observation, and feedback documentation. The formal evaluation will be conducted by the board during at least three conference meetings: The initial conference at the beginning of the year; the formative conference at the middle of the year; and the summative conference at the end of the school year. However, as noted above, the applicant does not articulate a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision.	
		☐ Meets ☒ Does Not Meet • In the application, the applicant states that should the HOS receive a rating below At Expectations (3) Proficient for two consecutive years, or if there are ongoing and/or significant deficiencies in key performance areas, the board will initiate a leadership change. The application does not articulate clear metrics that would trigger courses of action beyond termination.	OPC.36.4 The applicant describes the steps the board and school leader will take in the event the leader does not meet accountability measures. There are clear metrics that trigger different courses of action, and the board has specific metrics it will use to make personnel decisions.
OPC.37	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	☒ Meets ☐ Does Not Meet • According to the application, the applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing and payroll. For example, the applicant group details a robust budgeting process in which the board's	OPC.37.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.	finance and operations committee, treasurer, local school-based accountant (LSBA), head of school and director of operations collaborate to ensure accuracy in financial planning each fiscal year.	
		☒ Meets ☐ Does Not Meet • In the application, the policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization. Notably, the applicant group proposes to analyze the school's financial dashboard on a monthly basis, appoint an external auditor, and maintain segregation of duties for all relevant management positions.	OPC.37.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.
		☒ Meets ☐ Does Not Meet • According to the application, the applicant group intends to hire a financial management service provider to oversee the school's budget process. The applicant indicates that the outsourced staff overseeing the school's finances will have qualifications as outlined in the Louisiana Local Government Budget Act.	OPC.37.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. *If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.*
		☒ Meets ☐ Does Not Meet • The application states policies and procedures will be in place to ensure that internal controls at the school align with best practices, including with the board receiving external expert confirmation.	OPC.37.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		The financial manager or an accountant will handle the monthly closing process, which will then be reviewed by the LSBA. The LSBA will submit an annual financial report to the board by August 31 of the year.	
OPC.38	Describe the plan for the training and development of new members and continuing members.	☒ Meets ☐ Does Not Meet • In the application, the applicant states all board members participate in an annual training provided by the Louisiana Association of Public Charter Schools (LAPCS) and the governance committee will guide the board through a self-evaluation, with results used to identify weaknesses that will be used to recommend specific actions, such as differentiated training or the recruitment of new members.	OPC.38.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.
		☐ Meets ☒ Does Not Meet • In the application, the applicant states the governance committee is responsible for identifying and presenting qualified candidates to fill any board vacancies. The board's advisory councils and committees will serve as a recruitment pipeline. Once appointed, all new members will be required to thoroughly review and sign the conflict-of-interest policy and familiarize themselves with all components of the Open Meeting Law, the bylaws, charter application and board policies. However, the applicant does not explain how required areas of expertise will be prioritized when recruiting for new	OPC.38.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.

Organizational Plan and Capacity: Charter Board Governance			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		members.	
OPC.39	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	☒ Meets ☐ Does Not Meet • In the application, the applicant indicates the board will meet at least 11 times a year and that each meeting will be properly noticed and held in compliance with La R.S. 17:3996 and La R.S. 42:12 with notice of meetings, publication of meeting materials, public accessibility, meeting minutes, and the open records act.	OPC.39.1 The applicant group provides comprehensive a board meeting schedule including proposed times, location, and a high-level overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.
OPC.40	**Appendix 10:** Provide a draft of the proposed charter board's governing bylaws.	☒ Meets ☐ Does Not Meet • Review of the draft bylaws in Appendix 10 articulate general powers, number of directors (not less than seven or more than 11), board terms, board meeting frequency (10 per year), officers (president, vice president, secretary, and treasurer), committees, etc.	OPC.40.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.41	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.	☒ Meets ☐ Does Not Meet • As stated in the application, the LSBA will be responsible for the purchasing processes with input from the HOS while the director of operations will assume responsibility for the school's operational aspects (either directly or indirectly) by managing the daily functions of both support staff and contracted third party vendors for transportation, food services, facilities, maintenance, school safety and security, student records, equipment and landlord matters with supervision of the LSBA.	FPC.41.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.
		☒ Meets ☐ Does Not Meet • In the application, the applicant states transportation for students with exceptionalities will be provided through contracted services with a third-party vendor in accordance with the students' IEPs.	FPC.41.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.42	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 will 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).	☒ Meets ☐ Does Not Meet • In the application, the applicant explains that during the inaugural year only, community engagement information sessions will be held from September through November to inform families of the official announcement. Moreover, a comprehensive marketing plan will help the school endeavor to achieve a racial/ethnic balance. Efforts will include marketing to underrepresented populations, holding outreach efforts in diverse communities, and organizing local events.	FPC.42.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students, including specific details about the enrollment process, timeline, and application requirements.
		☐ Meets ☒ Does Not Meet • The application does not include information regarding potential barriers to access.	FPC.42.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.
		☒ Meets ☐ Does Not Meet • In the application, the applicant describes methods by which Ruwad will guarantee equity of access for all students, including in-person support and workshops to help families complete the application process, translation services, a dedicated helpline, and carpools or rideshares to open house events.	FPC.42.3 The applicant group details methods by which the proposed school will guarantee equity of access for all proposed students.

Financial Plan and Capacity: Student Enrollment and Recruitment

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		☒ Meets ☐ Does Not Meet • The application includes a list of enrollment preferences. Preferences on the list include first-enrollment preference for kindergarteners who meet the definition of ED and students with exceptionalities, siblings, children of staff members, and students (other than kindergarten) who meet the definition of ED and students with exceptionalities.	FPC.42.4 The applicant group describes the admission policy for the proposed school, including any preferences.
		☐ Meets ☒ Does Not Meet • The application describes the method that will be used to conduct the lottery but does not identify the individual or entity who will conduct the lottery if it is necessary.	FPC.42.5 The enrollment process identifies the individual or entity who will conduct the lottery if it is necessary, the method that will be used to conduct the lottery, the preferences that will be used to rank students in the lottery, and the process for managing the waitlist if the school chooses to have one.
		☐ Meets ☐ Does Not Meet • Not Applicable	FPC.42.6 [Applicable to schools with a specialized focus and admissions requirements] Admissions requirements are aligned with the specialized focus of the school.
		☒ Meets ☐ Does Not Meet • Not Applicable	FPC.42.7 [Applicable to schools with admissions requirements] Admissions requirements comply with R.S.17:3991(B)(3).1.
FPC.43	Explain the plan for ensuring the school will specifically remain in compliance with the required economically disadvantaged and special education percentages.	☐ Meets ☒ Does Not Meet • In the application narrative, the applicant group indicates that they intend to recruit a student population that includes 17% of students with disabilities, which meets or exceeds the minimum percentage outlined in law and policy for the	FPC.43.1 The applicant group intends to recruit a student population that includes a percentage of Economically Disadvantaged students and Students with Disabilities that meets or exceeds the minimum percentages outlined in law and policy for the enrollment zone identified.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		enrollment zone identified. Further, in the application narrative, the applicant group intends to recruit a student population that includes 80% economically disadvantaged students, which exceeds the minimum percentage as outlined in law and policy. However, in the overview template, the applicant group indicates that 85% of the student body will be economically disadvantaged, which conflicts with the application narrative.	
		☒ Meets ☐ Does Not Meet • In the application, the applicant restates the school's plan to implement an enrollment preference to prioritize students, as permitted by law, particularly economically disadvantaged students and students with exceptionalities entering kindergarten. In addition, Ruwad intends to describe resources that will be made available on enrollment materials to inform prospective families of special education services and plans to collaborate with local organizations that are serving these subgroups.	FPC.43.2 The applicant group outlines a plan for ensuring the school will remain in compliance with required economically disadvantaged and special education percentages.

Financial Plan and Capacity: Facility Needs			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**

FPC.44	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
		☐ Meets
		☐ Does Not Meet
		   • Not Applicable
			If the applicant group has identified a facility: FPC.44a.1 The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including how it meets the school's needs.

		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** FPC.44a.2 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** FPC.44a.3 The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** FPC.44a.4 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** FPC.44a.5 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.

Financial Plan and Capacity: Facility Needs			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
	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.	☐ Meets ☒ Does Not Meet • According to the application, the applicant states multiple facilities within the community that were previously used as schools are available for lease or usufruct but does not provide additional details about these prospective facilities. Additionally, while two particular locations have been confirmed as legally available, the applicant does not disclose the addresses at this time because availability is uncertain and/or not yet public.	**If the applicant group has not yet identified a facility:** FPC.44b.1 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.
		☐ Meets ☒ Does Not Meet • In the application, the applicant expresses confidence in the ability to secure a suitable facility no later than January 1, 2025, ensuring ample time to prepare the site for opening. However, while the applicant states minimal renovations will be required, the applicant does not address costs or resources to allocate toward renovations.	**If the applicant group has not yet identified a facility:** FPC.44b.2 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outline contingency plans should the applicant group fail to secure a facility in the timeline provided.
		☒ Meets ☐ Does Not Meet • In the application, the applicant explains the selected facility will need to have ample classroom space (e.g., 28 and 48 classrooms in the potential locations), collaborative and office space, cafeterias, large gathering spaces, and all the essential amenities necessary to support the proposed academic program.	**If the applicant group has not yet identified a facility:** FPC.44b.3 The applicant group provides a comprehensive description of the facility needed to implement the proposed academic program, including the desired or acquired location and how it meets the school's needs.

Financial Plan and Capacity: Facility Needs			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		☒ Meets ☐ Does Not Meet According to the application, any lease agreement Ruwad enters into will allow for the lease to be terminated if the charter contract is terminated and renewed if the charter contract is extended. All items purchased with MFP or special funds, including technology and instructional materials, will be distributed in accordance with state law and in consultation with the Department.	**If the applicant group has <u>not yet</u> identified a facility:** FPC.44b.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
FPC.45	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**.	☐ Meets ☒ Does Not Meet • In the financial narrative and accompanying budget, most, but not all, projections are based on accurate, conservative, and legally compliant assumptions. For example, budgeted salaries are reasonable and include modest annual raises. However, while the budget includes guaranteed sources of funding, it also includes a $100,000 startup grant from the LDOE, but the LDOE only provides $10,000 in startup funding.	FPC.45.1 Projections are based on accurate, conservative, and legally compliant assumptions.
		☐ Meets ☒ Does Not Meet • In the operating statement of activities, the proposed budget includes $40,000 for materials and supplies, well below what would be necessary to ensure adequate classroom supplies, software, and other materials needed to serve 483 students.	FPC.45.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.
		☒ Meets ☐ Does Not Meet • There is no evidence in the financial narrative or accompanying budget that the school will become insolvent or lack access to the necessary amount of liquidity. For example, at the end of Year 1, the budget assumes a $750K fund balance, which grows to $4.7 million in Year 5. While the budget significantly underfunds some line items, such as	FPC.45.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.

Financial Plan and Capacity: Financial Plan			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		materials and supplies, the operating surpluses demonstrated in each year are sufficient to cover those costs.	
		☐ Meets ☒ Does Not Meet • The applicant group does not provide its most recently audited financial statements, nor does it indicate that the organization has not yet undergone a financial audit.	FPC.45.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.
		☐ Meets ☒ Does Not Meet • The applicant group accounts for startup renovation costs and annual lease and operating expenses of the proposed facility in the operating statement of activities. However, it does not account for the costs related to renting/leasing the proposed facility during the startup year while making renovations, nor does it describe an arrangement in which it can access the facility free of charge while completing pre-opening renovations.	FPC.45.5 Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.
		☐ Meets ☒ Does Not Meet • In Appendix 11, the applicant group provides a letter of commitment showing that it received a startup grant of $400,000 from the Friends of Ruwad School Foundation, Inc.; however, the letter is unsigned. Additionally, the startup conversion statement includes a $100,000 line of credit from LDOE; however, the LDOE only provides $10,000 in startup funding.	FPC.45.6 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.

Financial Plan and Capacity: Financial Plan

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.46	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.	☒ Meets ☐ Does Not Meet • In the application narrative, the applicant group offers a well-crafted description of its contingency plan, detailing specific actions that will be taken based on the percentage by which revenues fall short of expectations.	FPC.46.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.
FPC.47	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 the services. If it is an individual financial manager, provide the resume as **Appendix 12**.	☒ Meets ☐ Does Not Meet • In the financial narrative, the applicant group details a plan to partner with a third-party service vendor to provide financial management services.	FPC.47.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.
FPC.48	Explain the process the school will use to develop its annual budget including: a. Who will be involved; and b. How needs will be identified and weighed; c. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services.	☒ Meets ☐ Does Not Meet • In the financial narrative, the applicant groups states that the finance and operations committee, treasurer, lead school business administrator (LSBA), head of school, and director of operations will work together to engage in an iterative budgeting process, seeking input on how to allocate resources from other stakeholders at the school.	FPC.48.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.
		☐ Meets ☐ Does Not Meet • Not Applicable	FPC.48.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
FPC.49	**Appendix 13**: Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage.	☒ Meets ☐ Does Not Meet In Appendix 13, the applicant group provides a description of the types of insurance to be procured and coverage amounts.	FPC.49.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.

High School Addendum (If Applicable)			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	☐ Meets ☒ Does Not Meet • In the high school addendum, the applicant states specified elective courses connect with the TOPS and Jump Start pathways; however, specific nonessential elective courses (aside from Mastery Prep) and the benefit of each course are not provided.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. *Non-Essential = Coursework NOT required to meet graduation requirements*
HSA.2	What diploma pathways, Jump Start 2.0 pathways, IB, and Cambridge Courses will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway; d. What supports will be offered to students in their selection process; and e. Methods by which the school will guarantee equity of access for all students.	☒ Meets ☐ Does Not Meet • In the high school addendum, the applicant explains Ruwad students will have the opportunity to select from two high school pathways, the Taylor Opportunity for Students University diploma pathway (TOPS) and the Jump Start TOPS Tech Career diploma pathway (Jump Start 2.0 Pathway).	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and IB and Cambridge Courses that will be offered to students.
		☒ Meets ☐ Does Not Meet • According to the course offerings by diploma table in the high school addendum, Ruwad has identified a plan to ensure students meet total required credit units on each pathway. For example, to earn 24 credits in the TOPS pathway, students must earn four English credits, 4 math credits, 4 science credits, 4 history credits, .5 health education credits, 1.5 PE credit units, 2 world language credits, 1 art credit and 3 elective/Jump Start credits.	has.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).

High School Addendum (If Applicable)			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		☐ Meets ☒ Does Not Meet • Rationale presented in the high school addendum indicates four Jump Start Pathways (agriculture, pre-educator, cybersecurity, and pre-engineering); pathways were selected based on high demand job sectors (e.g., AgTech, education, cybersecurity, or engineering). While the applicant states Ruwad will seek to recruit "near-peer" mentors and organize industry mentoring events, the applicant does not discuss availability of these features to demonstrate that feature availability informed pathway selection.	HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.
		☒ Meets ☐ Does Not Meet • According to the high school addendum, grade 8 students will be assigned a college and career counselor. The counselor will assist students in developing an individual graduate plan by the end of grade 8. By the end of grade 10, students will have explored educational and career opportunities, developed a course of students aligned with their talents and interests, and decided whether to pursue the TOPS or Jump Start pathway.	HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.
		☐ Meets ☒ Does Not Meet • As stated above, Ruwad students, beginning in grade 8, will work with a college and career counselor.	HSA.2.5 The applicant group describes the supports that will be offered to students during the selection process.

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		Additionally, as stated in the application, Ruwad employs career and college success skills self-assessments, career awareness courses, career presentations, career fairs, college representatives' presentations, school posters, and other college awareness initiatives to offer students avenues for supporting selection of their desired pathways. However, the staffing plan shows one guidance counselor in Years 1 through 5 (and one dean of college prep and college readiness).	
		☐ Meets ☒ Does Not Meet • In the high school addendum, the applicant states Ruwad seeks to partner with an approved Louisiana Supplemental Course Academy provider to offer high-quality supplemental courses taught by Louisiana-certified teachers and to ensure equitable access and options for students' unique ambitions. The applicant does not articulate how this partnership will ensure equitable access.	HSA.2.6 The applicant group explains the methods by which the proposed school will guarantee equity of access for all students.
HSA.3	**Appendix 14**: Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	☒ Meets ☐ Does Not Meet • The high school addendum includes a table outlining courses (e.g., English, math, science, social studies, health, world languages, art, and electives) and credit units to demonstrate it is possible for students to earn 24 credits on the TOPS pathway and 23 credits on the Jump Start 2.0 Pathway in four years.	HSA.3.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
HSA.4	Identify the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses you will offer to students, as well as a rationale for choosing these programs/curricula.	☐ Meets ☒ Does Not Meet • According to the high school addendum, Ruwad will aim to provide a wide array of educational opportunities for high school students, including Advanced Placement (AP) courses in biology, history, and calculus, in addition to a selection of dual enrollment courses such as English, college algebra, and college chemistry. However, the plan to offer AP courses and a dual language provider has not been described.	HSA.4.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provides a rationale for each one identified.
HAS.5	**Appendix 15:** Using a table, identify by grade level and first five years of operation, Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses you will offer to students.	☐ Meets ☒ Does Not Meet • Appendix 14 of the application includes a table of courses for the first five years of operation to identify courses that will be offered to students, including AP, beginning in 2029–2030 Year 5 when grade 11 students are served. However, the table is not organized by grade level or course type (e.g., dual enrollment, ACT prep, CTE, etc.).	HSA.5.1 The applicant group provides a table to identify by grade level and first five years of operation, Advanced Placement course offerings, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students.
HSA.6	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally: a. Describe the reasoning for those selections; b. How those selections will result in career opportunities for the proposed student population; c. The use of community resources (if applicable); and d. How the budget will support the additional	☐ Meets ☒ Does Not Meet • The application does not identify which IBC assessments will be offered to students on a Jump Start 2.0 pathway.	HSA.6.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.
		☒ Meets ☐ Does Not Meet • As stated above, rationale presented in the high school addendum, indicates four Jump Start Pathways (agriculture, pre-educator, cybersecurity, and pre-	HSA.6.2 The applicant group provides a strong rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider local career opportunities, availability of community partnerships, additional teacher training and/or

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	trainings and/or certifications needed.	engineering) pathways were selected based on high demand job sectors (e.g., AgTech, education, cybersecurity, and engineering).	certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.
		☐ Meets ☒ Does Not Meet • While, in the application, the applicant states Ruwad will forge partnerships with community organizations, local businesses, and support agencies to provide additional resources, mentorship opportunities, and potential internships or work-study programs for at-risk students, the applicant does not explain how community resources will assist with specific Jump Start pathways.	HSA.6.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s).
		☐ Meets ☒ Does Not Meet • The application does not explain how Ruwad's annual budget will support the additional trainings and/or certifications needed.	HSA.6.4 The applicant group explains how their annual budget will support the additional trainings and/or certifications needed.
HSA.7	**Appendix 16:** List the Industry-Based Credentials students will have the opportunity to earn aligned to the CTE course offerings.	☐ Meets ☒ Does Not Meet • The application does not identify which IBC assessments will be offered to students on a Jump Start 2.0 pathway.	HSA.7.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.
HSA.8	Explain what systems and structures the school will implement for students at risk of dropping out.	☒ Meets ☐ Does Not Meet • Response 8 in the high school addendum states Ruwad will implement a comprehensive support system and structures aimed at fostering academic success, social-emotional well-being, and overall engagement through several	HSA.8.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out.

High School Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
		strategies, including early identification and monitoring; individualized support plans; mentoring and counseling programs; alternative learning paths; community partnerships; parental involvement and communication; positive school culture and climate; continuous professional development; and regular progress monitoring.	

Corporate Partnerships Addendum (If Applicable)			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). **Appendix 17:** Provide a draft copy of the MOU/contract.	☐ Meets ☐ Does Not Meet • Not Applicable	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.

Educational Services Provider (ESP) Addendum (If Applicable)

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
ESPA.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.	☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.
ESPA.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.	☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed upon terms.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.
ESPA.4	Describe the role of the board in evaluating the ESP and holding them accountable for academic, organizational, and financial outcomes including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization. b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer. d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP. e. Please explain the circumstance surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open). f. Describe the circumstances surrounding these incidents. 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	☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
	information shall result in immediate disqualification from the application process.		
ESPA.5	**Appendix 18:** 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.	☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.5.1 There are no material findings in the ESP's most recent audited financial statements.
ESPA.6	**Appendix 19:** Draft ESP MOU or Contract	☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.6.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.
		☐ Meets ☐ Does Not Meet • Not Applicable	ESPA.6.2 The ESP cannot control board membership.

Virtual Operator Addendum (If Applicable)			
Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
VOA.1	Identify the Learning Management System that will be used.	☐ Meets ☐ Does Not Meet Not Applicable	VOA.1.1 The applicant group identifies the Learning Management System to be used and outlines the decision-making process employed to select the identified system.
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families, and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21); and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school Internet safety and filtering practices and policies.	☐ Meets ☐ Does Not Meet Not Applicable	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.
		☐ Meets ☐ Does Not Meet Not Applicable	VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.
		☐ Meets ☐ Does Not Meet Not Applicable	VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).
		☐ Meets ☐ Does Not Meet Not Applicable	VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.
		☐ Meets ☐ Does Not Meet Not Applicable	VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21).
		☐ Meets ☐ Does Not Meet Not Applicable	VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7, including information on school

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
			Internet safety and filtering practices and policies.
VOA.3	Describe the process of how the proposed school will ensure the following, given the various locations of families: a. How training and support would consistently be provided; b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class; c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.	☐ Meets ☐ Does Not Meet • Not Applicable	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.3.4 The applicant group provides the plan for health screeners.
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	☐ Meets ☐ Does Not Meet • Not Applicable	VOA.4.1 The applicant group outlines the clear process to document and monitor student attendance and engagement with the LMS.
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317.	☐ Meets ☐ Does Not Meet • Not Applicable	VOA.5.1 The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.

Virtual Operator Addendum (If Applicable)

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including: a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high need teacher specialties; c. A process on how the school will service those students requiring related services; d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.	☐ Meets ☐ Does Not Meet • Not Applicable	VOA.6.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.
		☐ Meets ☐ Does Not Meet • Not Applicable	VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.
VOA.7	Describe the efforts to date to secure a facility for the school to serve "struggling students" that require in-person instruction, including: a. If the applicants have identified a facility, provide a description of the facility and how it meets the school's needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or b. If the applicants have not identified a facility, explain the plans for securing a	☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** VOA.7a.1. The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** VOA.7a.2. The applicant group provides a thorough description of the current state of the

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Q #	**Questions**	**Ratings and Evaluative Comments**	**2024 Evaluation Standards**
	suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs; c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and d. A plan to provide at least 20% of instruction to struggling students in-person.		identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** VOA.7a.3. The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** VOA.7a.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has identified a facility:** VOA.7a.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has not yet identified a facility:** VOA.7b.1 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended

Q #	Questions	Ratings and Evaluative Comments	2024 Evaluation Standards
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			student population and community as outlined in the charter application.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has not yet identified a facility:** VOA.7b.2 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has not yet identified a facility:** VOA.7b.3 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.
		☐ Meets ☐ Does Not Meet • Not Applicable	**If the applicant group has not yet identified a facility:** VOA.7b.4 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	☐ Meets ☐ Does Not Meet • Not Applicable	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	☐ Meets ☐ Does Not Meet • Not Applicable	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.