



LDOE Type 2 Charter Application

Audubon Baton Rouge

September 8, 2025

Assurances Form

Please provide your assurances to the following items. Your responses serve as an attestation to fulfilling the following provisions if the application is approved.

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

ASSURANCES		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.	X	
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.	X	
3	The school is not affiliated with any religious organization and does not support nor engage in any religious activities.	X	
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.	X	
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.	X	
6	The school does not draw a substantial portion of the employees from an existing private school.	x	
7	The school does not receive a substantial portion of assets or property from an existing private school.	X	
8	The school is not located at the same site as an existing private school.	x	
9	The school will not create barriers of access to enrollment in accordance with <i>Brumfield v. Dodd</i> , 405 F. Supp. 528 (E.D. La. 1977).	X	
10	The school will provide free transportation to students as stipulated in the Charter Operating Agreement.	X	
11	The school charter includes provisions regarding the safety and security of the school.	x	
12	The school charter includes provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	X	
13	The school charter includes a plan for collecting data in accordance with R.S. 17:3911.	x	
14	The school charter includes personnel policies and employment practices applicable to the school's officers and employees.	X	
15	The school charter includes provisions regarding liability issues.	x	
16	The school charter includes employee grievance processes and policies.	x	
17	(Beginning August 1, 2024) Each president of a BESE authorized charter board shall participate in at least one hour of board governance, special education, and financial management training within one year of assuming the role.	X	
18	(Beginning June 1, 2025) Each new member of the board of directors of a BESE authorized	x	

	charter operator shall participate in at least one hour of board governance, special education, and financial management training within one year of appointment to the board.	X	
19	The charter school will ensure fiscal responsibilities per R.S. 17:3981.	X	
20	Charter schools will follow applicable state laws regarding the completion of approved numeracy skills per LAC28:CV.511, R.S. 17:24.13.	X	
21	Charter schools will follow applicable state laws regarding the display of the national motto per R.S. 17:262.	X	

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: Lourdes Moran	
Signature of Board Chair: <i>XLourdes Moran</i>	Date: July 18, 2025

Executive Summary

1. Mission and Vision

Audubon Baton Rouge (ABR) is a mission-driven, experienced high-performing organization currently serving approximately 1,400 K–8 students across two campuses in New Orleans. With a proven track record of academic success and inclusive programming, Audubon now seeks to expand and replicate in Baton Rouge as a Type 2 charter school to advance the goals of Louisiana’s charter movement by serving a diverse and historically underserved student population. Audubon’s mission is to offer a unique learning experience grounded in Montessori-informed practices, the French language, and the Arts that fosters academic excellence and nurtures students’ growth and individuality in a welcoming, culturally rich environment. Audubon’s vision is that all students feel embraced for who they are and grow into creative, independent thinkers prepared to thrive in and contribute to their communities. Success for our students means achieving academic excellence through rigorous, standards-aligned learning, while developing healthy social skills, creativity, language proficiency, and leadership through student-centered experiences that nurture their unique talents. This vision supports Louisiana’s charter goals by providing families with innovative and high-quality educational options that improve student outcomes and promote equity. We aspire for students to leave us as confident, compassionate, and capable learners, ready to thrive in high school and beyond.

2. Anticipated Student Population and Educational Need

Audubon Baton Rouge is currently operating under an MOU with EBR to complete the prior operator’s contract, serving a target community in Gardere. Audubon Baton Rouge will be located at 7800 Innovation Park Drive, where we anticipate serving a student population of approximately 85% economically disadvantaged, 15% students with disabilities, 30% English language learners, and 98% students of color, including 52% African American/Black and 44% Hispanic. According to the Louisiana Department of Education, over 78% of students in East Baton Rouge public schools are classified as economically disadvantaged, and many attend schools rated below a "C" on the state accountability system. The previous operator, Idea Innovation, earned an "F" on the state accountability system. The main challenges facing this target population are both academic and social-emotional in nature. Academically, students who are English Language Learners and/or economically disadvantaged often struggle with language barriers and/or limited access to foundational literacy and numeracy skills, which widen achievement gaps and make progress in reading and math more difficult. In turn, students frequently face social-emotional challenges such as housing and food insecurity, high mobility, and exposure to trauma, all of which undermine focus, attendance, and engagement. Audubon Baton Rouge’s model responds directly to these needs by offering differentiated instruction, language-rich environments, and student-centered learning. By fostering academic excellence, creativity, and cultural competence, the school will close opportunity gaps and provide equitable, high-quality learning experiences for historically underserved populations.

3. Educational Plan

Audubon Baton Rouge will replicate the proven Audubon model by offering a unique, integrated approach to learning. While the school will not be a French-immersion or full Montessori program, Audubon will leverage key strategies from these approaches to foster independence and deep engagement, while providing French language instruction, culminating in the opportunity to earn a French I high school credit by eighth grade. For example, Montessori strategies such as choice-based work cycles, mixed-age peer collaboration, and individualized pacing to cultivate curiosity and intrinsic motivation will be integrated. Students will benefit from robust creative arts programming including music, visual arts, movement, and theater that cultivates curiosity, self-expression, and cultural appreciation. The target population at ABR needs an educational model that closes academic gaps while addressing non-academic barriers. Students, many of whom are English Language Learners or economically disadvantaged, require strong Tier 1 curricula, targeted interventions, and bilingual

supports. A whole-child approach combining rigorous academics, social-emotional supports, and family engagement is essential to ensure equitable access and improved outcomes. Academically, the school will implement Louisiana Tier 1 curricula such as CKLA (K–2 English), ELA Guidebooks 2.0 (3–8 English), Illustrative Mathematics (K–8), Amplify Science (K–8), and Bayou Bridges (K–8) for social studies. A comprehensive RTI/MTSS framework will ensure that all students, including students with disabilities and English language learners, receive the targeted supports they need to succeed. This educational model is intentionally designed to meet the needs of the anticipated student population in Gardere, including a high percentage of economically disadvantaged students, students with disabilities, and English language learners, by promoting academic rigor, inclusive practices, and cultural relevance. This approach was deliberately selected to address the persistent opportunity gaps experienced by students in the Gardere area, many of whom have historically lacked access to rigorous, inclusive, and culturally responsive educational models. Additionally, given the high rates of English Learners in the area, Audubon Baton Rouge is prepared to offer an EL Academy at upper grades. The EL Academy will leverage bilingual instructional staff to provide a mix of core content in students’ native language (predominantly Spanish per IDEA Innovation demographic and language data, as well as census data) while providing more intensive English supports.

Audubon Baton Rouge will implement a strategic grade-level rollout plan to achieve full capacity. Under a district MOU in 2025-2026, Audubon will open with K-5 and 75 students per grade level. In Year 1 (2026–2027), the school will open with grades K–6, enrolling a minimum of 350 students and a maximum of 635. In Year 2 (2027–2028), the school adds grade 7, enrolling a minimum of 400 students and a maximum of 772. In Year 3 (2028–2029), the school adds grade 8, enrolling a minimum of 450 students and a maximum of 909. In Year 4 (2029–2030), the school will maintain grades K–8, enrolling a minimum of 525 students and a maximum of 934. In Year 5 (2030–2031), the school will maintain grades K–8, enrolling a minimum of 600 students and a maximum of 959. Year 1 grade K will enroll 100 students, while grades 1 through 5 will each enroll 75 students, and grade 6 will enroll 100 students. In Year 2, grade 7 will be added with 100 students. In Year 3, grade 8 will be added with 100 students, completing the K–8 configuration. As the school grows, grade 1 will increase to 100 students in Year 2, followed by grade 2 in Year 3, grade 3 in Year 4, and grade 4 in Year 5. Grade 5 will remain steady at 75 students across all five years. By Year 5 (2030–2031), the school will serve all grades K–8, with 100 students per grade level in all grades except grade 5. This phased growth ensures a manageable school culture and strong instructional implementation while aligning enrollment targets with staffing and facility capacity.

4. Impact

Audubon Baton Rouge’s program is designed to improve student outcomes as proven in Audubon New Orleans Network of Schools by combining rigorous, standards-aligned instruction with individualized supports that address academic gaps, while arts integration promotes engagement, critical thinking, and social-emotional growth. This holistic approach fosters academic excellence and whole-child development, particularly for underserved students. In East Baton Rouge Parish, only 36% of students are performing at Mastery or above in ELA and 27% in Math (2024–2025 LEAP data), underscoring the urgent need for a model that addresses both academic achievement and student engagement. Audubon Baton Rouge will offer Tier 1 curricula coupled with robust arts programming, positioning the school to fill a critical gap and offer families a high-quality, culturally rich public education option.

5. Prior Charter Application Submissions

No Type 2 Submissions have been made previously. Audubon’s two other charters were locally approved and have been continually renewed since approval.

Section 1: Educational Program & Capacity

School Establishment

6. Community Seeking to Serve

Audubon Baton Rouge seeks to serve a diverse population in East Baton Rouge Parish, with a particular focus on families seeking a high-quality, inclusive, and student-centered public school option. The decision to expand to this community is rooted in both demonstrated need and demand. Families in East Baton Rouge have expressed interest in models that prioritize creativity, multilingualism, whole-child development, and individualized academic support, hallmarks of the Audubon approach.

a. Rationale for Selecting the Community

East Baton Rouge's School District serves a student body that is approximately 78.5% economically disadvantaged, 15% students with disabilities, 10% English language learners, and 89% students of color, including 68% African American/Black, 15% Hispanic, and 4% Asian. Per current 2025-2026 enrollment numbers, ABR serves 93% economically disadvantaged, 13.4% students with disabilities, 35% English language learners, and 99.1% students of color, including 45% African American/Black, 54.1% Hispanic, and .9% White students which aligns to the target population of the Gardere area. East Baton Rouge is one of the largest and most diverse parishes in Louisiana, yet many families face limited access to public schools that consistently deliver both strong academic outcomes and inclusive, enriching learning environments. As a result, families often seek alternatives whether through private schools, homeschooling, or charters, contributing to inequitable access and resource gaps. The Audubon model responds to this unmet need by offering a proven, holistic approach grounded in academic rigor, student voice, social development, and cultural enrichment. Furthermore, Audubon has already initiated engagement with local families, early childhood centers, and community leaders, who have affirmed strong interest in the school's offerings.

b. Performance of Local Schools in the Community

Recent academic data demonstrates significant opportunity for improved student outcomes in East Baton Rouge. According to LEAP 2025 results, only 29% of students in East Baton Rouge achieved Mastery or above across all subjects with results currently available, with 27% in Math, 36% in English Language Arts, and 23% in Science. In contrast, Audubon Charter School in Orleans Parish has consistently outperformed these averages, with 56% overall at Mastery or above, including 70% in English, 49% in Math, and 49% in Science nearly doubling or tripling local performance in core subjects. Even Audubon Charter Gentilly, a newer campus with a higher-needs population, performs on par with or better than many Baton Rouge schools in Science and English. Specifically, Audubon Gentilly's mastery rates (21%) on 24-25 LEAP tests are double those of the school formerly located in the facility, IDEA Innovation (10%). Notably, Black or African American, Economically Disadvantaged, and Students with Disabilities subgroup mastery rates at Audubon Gentilly (20%, 16%, 12%) are also double those of the previous operator, IDEA Innovation (9%, 8%, <5%) for the 24-25 school year. For the most recent year of SPS data available, 23-24, Audubon Gentilly scored at the 99th percentile for top growth of Students with Disabilities, the 95th percentile for top growth of students who were Economically Disadvantaged and at the 93rd percentile for top growth of Black or African American students. These comparisons underscore Audubon's ability to bring academic results that exceed local norms, particularly for diverse and high-need populations that we anticipate serving in this community.

c. How the Proposed School Would Serve the Community More Effectively

Audubon Baton Rouge will bring a distinct and proven educational model that combines:

- High-quality Tier 1 curriculum in core subjects;
- A Montessori-informed environment that cultivates independence, intrinsic motivation, and student agency;
- French language instruction starting in early grades, with opportunities to earn a French I high school credit by 8th grade;
- Creative arts programming that supports whole-child development;
- A robust RTI/MTSS model to identify and close learning gaps early;
- An EL Academy to specifically support the significant EL population in the target area;
- Strong social learning supports embedded throughout instruction.

Audubon Baton Rouge will intentionally integrate Montessori strategies into the daily academic program, particularly in the early grades, to create a prepared environment that promotes independence, curiosity, and student ownership. Teachers will structure uninterrupted work cycles where students make purposeful choices, allowing for individualized pacing and fostering intrinsic motivation. Multi-age groupings will encourage peer collaboration and mentoring. This blended model ensures Montessori approaches are not abstract references, but specific, intentional practices used to strengthen core academic outcomes and whole-child development. By addressing academic gaps with individualized supports, while simultaneously enriching the student experience with language, arts, and relationship-centered practices, Audubon Baton Rouge will provide an educational environment unmatched by many local options.

d. Key Partnerships and Operational Support

Audubon Baton Rouge will operate under the governance of the French and Montessori Education (F.A.M.E.) Board, which has over 15 years of experience successfully overseeing charter school operations in Louisiana. The F.A.M.E. Board brings a strong record of sound governance, fiscal oversight, and support for academic excellence. Operationally, the school will be supported by the Audubon Schools Network Team, which provides centralized services in finance, curriculum implementation, compliance, professional development, enrollment systems, and leadership coaching. This shared-services model allows the school leadership team to focus on instructional quality and student outcomes while leveraging established organizational capacity and operational infrastructure.

To ensure financial accountability and long-term sustainability, Audubon Baton Rouge will also partner with EdOps, a national financial services provider that currently supports over 100 charter schools, including multiple operators in Louisiana. EdOps will provide financial modeling, budgeting, compliance/data reporting, federal/local grants management, and back-office financial services to ensure timely and accurate reporting in accordance with state and federal guidelines. Deliverables will include monthly financial statements, annual audits, and budget-to-actual reports for the board and leadership team to review.

Audubon Baton Rouge will maintain a collaborative partnership with the Louisiana Department of Education (LDOE) to ensure compliance with all state accountability, reporting, and funding requirements. This relationship is essential to the school's operations, as it supports access to state data systems, participation in required assessments, professional development opportunities, and alignment with state-approved curricula and instructional standards.

Audubon Baton Rouge has entered into a corporate partnership with New Schools for Baton Rouge (NSBR), which is central to the school's successful launch and long-term sustainability. NSBR is providing significant philanthropic support, including \$5 million in grant funding to facilitate facility

acquisition and improvements. In addition to financial assistance, NSBR supports enrollment, talent recruitment, and strategic development. This partnership strengthens Audubon's ability to serve a diverse student population with a high-quality, innovative educational model.

Audubon Baton Rouge maintains a strong partnership with the Louisiana Association of Public Charter Schools (LAPCS), which provides essential legal, policy, and governance support. LAPCS offers board training, updates on charter-related legislation, and assistance with compliance and best practices. This partnership ensures that Audubon operates in alignment with state law and national charter school standards, strengthening board effectiveness and organizational sustainability.

These strategic partnerships strengthen the school's capacity to operate efficiently, maintain compliance, and deliver a high-quality academic program that aligns with its mission. The collective expertise of these partners, spanning governance, finance, operations, and instructional support, ensures a strong foundation for successful launch, scale, and sustainability.

7. Student Population Seeking to Serve

Audubon Baton Rouge anticipates serving a student population that reflects the demographics of East Baton Rouge Parish and the community surrounding the proposed school site. The school is committed to inclusivity and equity, with programming and supports intentionally designed to meet the needs of a diverse student body.

a. Racial and Socioeconomic Demographics

The projected student population will be approximately 98% minority, including 52% African American/Black and 44% Hispanic. Based on current public school enrollment patterns in the region, we expect that at least 78.5% of students will be economically disadvantaged (qualifying for free or reduced-price lunch), 15% students with disabilities, 3%-5% students experiencing homelessness, and 30% English language learners. Audubon Baton Rouge's academic and social-emotional frameworks are intentionally designed to support students from underserved backgrounds, ensuring equity in opportunity and outcomes.

b. Students with Disabilities

The school anticipates that at least 15% of enrolled students will be students with disabilities, mirroring both the current population served by Audubon's existing campuses and the average percentage of special education students in East Baton Rouge Parish. Audubon's RTI/MTSS model, co-teaching structures, and staff training are aligned to provide strong instructional and behavioral supports for students with IEPs or 504 plans.

c. English Learners

Audubon Baton Rouge expects approximately 30% of students to be English Language Learners, a growing population in East Baton Rouge Parish. As at Audubon's existing campuses, the school will implement targeted supports for ELs including Tier 1 instructional accommodations, small-group instruction, and use of the English Language Proficiency Screener (ELPS) to guide interventions and instructional planning. However, given the significantly larger population, Audubon has prepared to provide an EL Academy at upper grades if newcomer populations support it. This would involve the hiring of bilingual teachers to provide core content instruction in a combination of native and English languages to ensure EL students do not miss out on core academic instruction while their English skills

are emerging. Additionally, key bilingual positions have already been filled to ensure family and student communication is not hampered due to language differences.

d. Students Experiencing Homelessness

Audubon Baton Rouge anticipates serving a small but significant number of students experiencing homelessness, projected at approximately 3%–5% of the student body, in line with regional averages. The school will adhere to all McKinney-Vento requirements, providing transportation, uniform assistance, access to meals, and other wraparound services as needed to ensure full and equitable participation in the educational program.

8. Engagement of Stakeholders

Audubon Schools has taken a proactive and intentional approach to engaging stakeholders in East Baton Rouge Parish to inform the development of Audubon Baton Rouge and ensure that the proposed model is responsive to local needs. Through a combination of direct outreach, in-person and virtual engagement, and strategic partnerships, Audubon has built meaningful relationships with families, educators, early childhood providers, and community leaders who have expressed both interest in and support for bringing the Audubon model to Baton Rouge.

a. Description of Stakeholders Engaged

Stakeholders engaged include:

- Parents and guardians of school-aged children across East Baton Rouge, particularly in the Gardere area, including families whose children attended IDEA Innovation;
- Leaders of local early childhood centers and Head Start programs;
- Educators and community advocates who work with underserved student populations and value whole-child models;
- Prospective teachers and school support staff interested in joining a mission-driven school community;
- East Baton Rouge Parish School System leaders, with whom Audubon has initiated collaboration to ensure alignment with local priorities and explore potential partnerships;
- New Schools for Baton Rouge, a key partner supporting school launch planning, community engagement, and strategic alignment with broader citywide education initiatives;

These stakeholders represent a broad cross-section of the community, with diverse perspectives on educational needs and challenges in East Baton Rouge.

b. Strategies Used to Solicit Community Input

Audubon Schools employed multiple strategies to gather authentic community input and ensure that the proposed school reflects local priorities and values. These strategies included:

- Family Town Halls: Throughout the spring, Audubon hosted Town Halls to engage with the current IDEA Innovation families and community. These events were held in-person as well as remotely via video conferencing.
- Interest Forms: Distributed both digitally and in person at town halls and during intake/dismissal, surveys asked families and staff about their interest in Audubon Baton Rouge.

- Community Partnerships: Ongoing dialogue with civic and nonprofit organizations has informed decisions about wraparound services, student recruitment strategies, and supports for families experiencing hardship.
- Community Events and Outreach: Audubon staff participated in local events, hosted family engagement events, and canvassed in the neighborhood to raise awareness about the model and gather informal feedback. Interest in the school has steadily grown, as reflected in early enrollment data.

Depth of Support and Community Response

Feedback from stakeholders has been overwhelmingly positive. Parents and educators in particular have expressed strong enthusiasm for a school that balances academic rigor with creativity, language learning, and student voice. Local leaders have affirmed the value of Audubon's track record and expressed confidence in the organization's capacity to successfully launch a high-quality campus in Baton Rouge.

At this time, Audubon Schools has not encountered organized opposition to the school. The engagement process has prioritized transparency, and community members have been invited to ask questions, express concerns, and provide suggestions. Any constructive feedback has been welcomed and incorporated into the planning process.

Audubon Baton Rouge's founding is grounded in genuine community engagement and a clear understanding of the educational needs of the students and families it aims to serve. We seek to continue to engage our community in the coming year to ensure we are responsive to the needs of those we serve.

Academic Plan

9. School Model

Audubon Baton Rouge will replicate the mission-aligned, academically rigorous, and culturally rich K–8 model successfully implemented by Audubon Charter Schools in New Orleans. The school will serve a diverse student population in East Baton Rouge Parish through a unique, whole-child approach that integrates creative arts with high-quality Tier 1 curricula.

a. Key Design Elements That Reflect the School's Mission and Vision

The following design elements are essential to achieving the school's mission of nurturing creative, independent thinkers who thrive academically and contribute meaningfully to their communities:

- Montessori-Informed Practices: Classrooms promote student agency, choice, and independence. Prepared environments and student-centered routines develop curiosity, intrinsic motivation, and a deep sense of personal responsibility.
- French Language Instruction: Students receive weekly language instruction beginning in early elementary. By 8th grade, students may earn a French I high school credit, supporting both linguistic fluency and cultural appreciation.
- Creative Arts Integration: Weekly instruction in music, theater, movement, and/or visual arts fosters self-expression, cultural identity, and academic engagement. Arts are used not only as enrichment but also as vehicles for interdisciplinary learning.
- Rigorous Academics and High-Quality Curriculum: The school will implement Tier 1 instructional materials aligned with Louisiana Student Standards, including CKLA for English

Language Arts, Illustrative Mathematics, Amplify Science, and Bayou Bridges for Social Studies.

- Data-Driven, Inclusive Supports: A robust RTI/MTSS framework will provide targeted academic and behavioral interventions to close learning gaps. Supports are embedded for students with disabilities, English Language Learners, and students from historically underserved backgrounds.
- Social Learning and Relationship-Building: Strong teacher-student relationships, community-building routines, and social supports help create a safe and nurturing learning environment where all students can thrive.

ABR will replicate the proven model of Audubon Schools by embedding its mission-aligned design elements into daily classroom and school life. Montessori-informed practices will be visible in structured, uninterrupted work cycles where students choose tasks within prepared environments that foster independence, problem-solving, and collaboration. Mixed-age activities provide natural opportunities for peer mentoring. French language instruction will be integrated weekly starting in kindergarten, with routines such as greetings, songs, and vocabulary woven into daily lessons, progressing toward French I credit by 8th grade. Creative arts integration will occur through weekly instruction in music, movement, theater, or visual arts, with projects connected to core subjects. For example, using visual art to illustrate science concepts or theater to deepen understanding of social studies. Rigorous academics and Tier 1 curricula will anchor instruction in CKLA, Illustrative Mathematics, Amplify Science, and Bayou Bridges, delivered through daily lessons that emphasize inquiry, evidence-based reasoning, and mastery of Louisiana standards. Data-driven and inclusive supports will be part of the school's RTI/MTSS framework, with regular progress monitoring meetings, DIBELS and numeracy screeners, and intervention blocks embedded in the weekly schedule to support students with disabilities, English Language Learners, and struggling learners. Finally, social learning and relationship-building will be fostered through morning meetings, community meetings check-ins, and restorative practices, ensuring that every student feels seen, valued, and safe while developing the social-emotional skills necessary for long-term success.

b. Rationale and Evidence of Success

The Audubon Baton Rouge model is grounded in research-based practices and real-world results that demonstrate success in improving academic outcomes for diverse and historically underserved student populations. The model blends language development, creative arts integration, and rigorous Tier 1 curricula to support both academic achievement and whole-child development. Each of these elements has a strong foundation in educational research. French language instruction contributes to increased cognitive flexibility and long-term literacy gains, especially for English learners, as supported by longitudinal research on dual language education (Thomas & Collier, 2012). Arts integration has been linked to stronger literacy, math, and critical thinking skills, particularly for students from low-income backgrounds (Catterall, 2009).

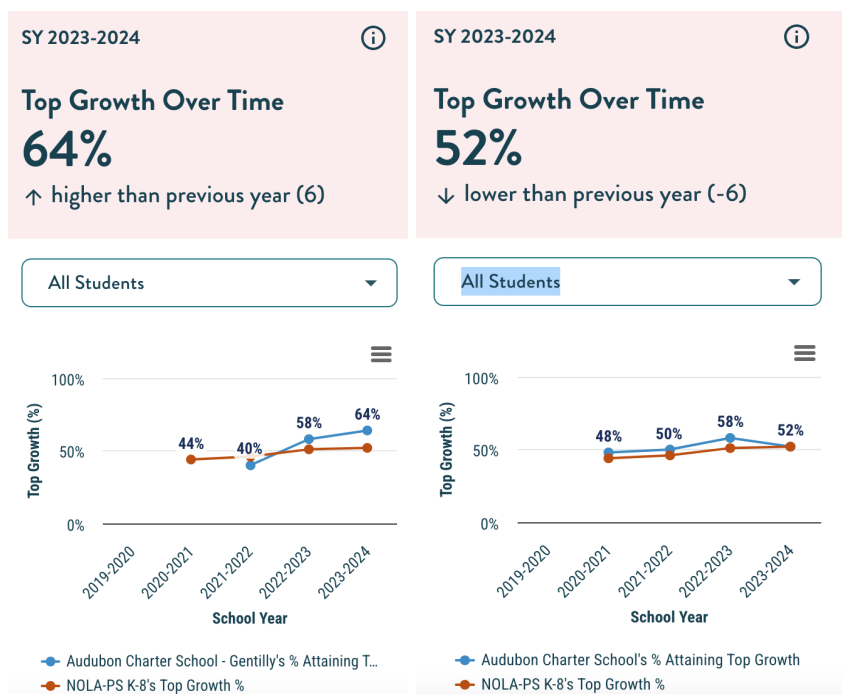
These practices are not only evidence-based but proven effective in Audubon's existing schools. Recent LEAP 2025 results underscore the academic success of Audubon Charter School students compared to their peers in East Baton Rouge and across the state. In English Language Arts, 70% of students at Audubon Charter School scored Mastery or above, outperforming the Louisiana state average of 43% and the East Baton Rouge average of 36%. Notably, 51% of Black students at Audubon achieved Mastery or higher in ELA, nearly doubling the state average of 26% and well above the 27% in EBR. Economically disadvantaged students at Audubon also excelled, with 55% scoring Mastery+ compared to 35%

statewide and just 25% in East Baton Rouge. Students with disabilities at Audubon reached 46% in ELA at Mastery+, three times the rate of those in EBR (13%) and significantly above the state average of 15%.

While math presents greater challenges statewide, Audubon again demonstrated a strong advantage. Forty-eight percent of students at Audubon scored Mastery or above in math, outperforming both the state (33%) and EBR (27%). Among economically disadvantaged students, 30% reached Mastery+ at Audubon, compared to 22% statewide and 17% in EBR. For students with disabilities, 23% reached Mastery+ in math, more than double the EBR average of 10%.

Given the anticipated student demographics of Audubon Baton Rouge, and the updated state accountability system going into effect, growth rather than absolute performance metrics are of importance. Both Audubon Schools have been named Top Gains schools by the LDOE for 2 consecutive years, and Audubon Gentilly has consistently performed above district averages for Top Growth. For the most recent year of SPS data available, 23-24, Audubon Gentilly scored at the 99th percentile for top growth of Students with Disabilities, the 95th percentile for top growth of students who were Economically Disadvantaged and at the 93rd percentile for top growth of Black or African American students in the state. These outcomes demonstrate that Audubon's instructional model not only raises overall student achievement but also effectively closes performance gaps across subgroups.

This sustained track record of academic success, particularly with student groups that are historically underserved, provides strong justification for replicating the Audubon model in East Baton Rouge. The integration of rigorous academics, individualized supports, and culturally rich programming positions Audubon Baton Rouge to meaningfully accelerate student learning and close opportunity gaps.



LEAP 2025 English Results (3rd-8th)				
	Louisiana Mastery + English	East Baton Rouge Mastery + English	Audubon CS Mastery + English	Audubon Gentilly Mastery + English
All Students	43%	36%	70%	38%
Black/African American	26%	27%	51%	35%
Hispanic	34%	20%	73%	27%
English Language Learners	7%	5%	NR	NR
Economically Disadvantaged	35%	25%	55%	32%
Students with Disabilities	15%	13%	46%	23%

LEAP 2025 Math Results 3rd-8th Grade				
	Louisiana Mastery + Math	East Baton Rouge Mastery + Math	Audubon CS Mastery + Math	Audubon Gentilly Mastery + Math
All Students	33%	27%	48%	16%
Black/African American	17%	17%	23%	14%
Hispanic	24%	18%	49%	18%
English Language Learners	9%	8%	NR	NR
Economically Disadvantaged	22%	17%	30%	11%
Students with Disabilities	11%	10%	23%	7%

c. Differences from Existing Schools Operated by the Nonprofit

While Audubon Baton Rouge will replicate the core components of the successful model used at Audubon Charter Schools in New Orleans, it will be thoughtfully adapted to meet the specific needs and context of East Baton Rouge Parish. Unlike the existing campuses, which currently operate as full K–8 schools, Audubon Baton Rouge will open with grades K–6 and expand one grade level per year to reach full capacity as a K–8 campus by Year 3. Staffing will also be adjusted to reflect local needs, including the addition of an enrollment coordinator and bilingual academic interventionists to support student recruitment and close learning gaps, particularly in a decentralized enrollment environment like East Baton Rouge.

Additionally, Audubon Baton Rouge benefits from a strategic partnership that is not part of its New Orleans operations. New Schools for Baton Rouge (NSBR) serves as a corporate and philanthropic partner specifically for the Baton Rouge campus. NSBR has committed to supporting the successful launch of Audubon Baton Rouge through facilities planning assistance, startup funding, community engagement strategy, and alignment with regional education initiatives. This exclusive partnership enhances the school's ability to establish a strong local presence, build authentic community trust, and ensure long-term sustainability.

Finally, while key educational features, including Montessori-influenced practices, French language, arts integration, and rigorous Tier 1 curriculum, are evident across all Audubon campuses, Audubon Baton Rouge will engage new community-based organizations, service providers, and culturally relevant partners to meet the needs of families in the Baton Rouge context. Audubon is preparing by prioritizing the hiring of bilingual staff given the demographics of the immediate Gardere area, including those key for family outreach and student supports. Additionally, Audubon has planned and can execute an EL Academy for newcomer students if the population warrants this approach. This would involve the sheltering of time in upper grade schedules for cohorts of students who require core content instruction in their native language as well as tailored English development. These strategic adaptations ensure that the model retains its core identity while being fully responsive to the community it will serve.

10. Instructional Materials

Audubon Baton Rouge will implement a high-quality instructional program that is fully aligned to the Louisiana Student Standards, supports grade progression, and prepares students for success in high school and beyond. Consistent with the academically successful Audubon models in New Orleans, the Baton Rouge campus will use Tier 1 curricula approved by the Louisiana Department of Education (LDOE) and supplement with specialized materials that support its mission-driven focus on language, arts, and whole-child development.

a. Alignment with Louisiana Grade Progression and Graduation Requirements

Audubon Baton Rouge will use state-aligned instructional materials in all core content areas: English Language Arts, Math, Science, and Social Studies, that reflect the Louisiana Student Standards and grade-level expectations. The selected curricula provide a coherent, vertically aligned sequence of learning objectives from kindergarten through eighth grade, ensuring that students build the knowledge and skills required for each subsequent grade and enter high school fully prepared.

Specifically:

- In English Language Arts (ELA), students will use Core Knowledge Language Arts (CKLA) in lower grades K-2nd and Guidebooks 2.0 in upper elementary and middle school, 3rd-8th. Both

programs are aligned with Louisiana ELA standards and emphasize vocabulary development, complex texts, and writing grounded in evidence, essential for mastery of high school-level literacy and eventual ACT success.

- In Mathematics, Audubon will implement Illustrative Mathematics (IM), a deeply aligned, problem-based curriculum that supports conceptual understanding and procedural fluency.
- In Science, the school will use Amplify Science, which meets the Louisiana Student Standards for Science and promotes hands-on learning, inquiry, and evidence-based reasoning.
- In Social Studies, students will engage with Bayou Bridges, a Louisiana-specific social studies curriculum aligned to state content standards and built for cultural relevance and civic engagement.

Together, these curricula support strong grade-to-grade progression and ensure that students are on track to master the Louisiana standards necessary for high school coursework and graduation pathways.

b. Alignment to Quality Indicators from Instructional Materials Review Rubrics

All selected core content curricula are rated as Tier 1 by the Louisiana Department of Education rubric, meaning they meet or exceed expectations for alignment to the Louisiana Student Standards, instructional quality, and usability. This designation reflects the state's comprehensive curriculum review process, which evaluates materials on dimensions such as coherence, rigor, support for diverse learners, and embedded formative assessments.

- CKLA (K-2) and Guidebooks 2.0 (3-8) both support development of foundational and grade-level literacy skills, while promoting student engagement through knowledge-building texts.
- Illustrative Mathematics meets all quality indicators in conceptual development, coherence across grade levels, and mathematical practice standards.
- Amplify Science promotes inquiry-based learning aligned with the Next Generation Science Standards and adapted to Louisiana's specific expectations.
- Bayou Bridges provides culturally relevant and content-rich instruction designed specifically to meet Louisiana's revised K–8 social studies standards.

Using these Tier 1 programs ensures that instruction is both standards-aligned and accessible to all students, including English learners, students with disabilities, and students performing below grade level.

c. Mission-Aligned Curriculum: French Language and Creative Arts

In alignment with the school's mission and model, Audubon Baton Rouge will supplement its core academic program with content that supports its language-rich and arts-integrated educational focus.

- French Language Instruction: All students will receive weekly French language instruction beginning in Year 3. Audubon will use LanguageNut and other language-learning tools that align to ACTFL (American Council on the Teaching of Foreign Languages) standards and Louisiana World Language Standards. The program scaffolds vocabulary, grammar, reading, and

conversation over time, allowing students to earn a French I high school credit by the end of 8th grade. Students will be assessed annually on their mastery of grade-level standards using both formative and summative measures. Promotion to the next grade will be based on demonstrated proficiency in these standards.

- Creative Arts: Students will engage in weekly instruction in disciplines such as music, visual arts, movement, and theater. Instructional materials will be aligned to National Core Arts Standards and locally developed scope and sequence documents that integrate with classroom themes and cultural content. The arts program supports multiple modes of learning and reinforces academic content through creative expression, which is especially important for engaging diverse learners and building student confidence. Audubon Baton Rouge will measure student proficiency in the creative arts through multiple performance-based assessments aligned with the National Core Arts Standards. Students will demonstrate mastery of artistic skills and concepts through portfolios of their work, public performances, and interdisciplinary projects that integrate visual arts, music, movement, and theater. Proficiency will be shown as students create original works, respond to and analyze artistic pieces, and connect their learning to cultural and community contexts. Rubrics aligned with national standards will be used to evaluate student growth and achievement, ensuring that assessments capture both technical skill development and creative expression. By middle school, students will present culminating projects or performances that reflect their ability to apply artistic knowledge independently, thereby demonstrating readiness for advanced coursework or community engagement in the arts.

Audubon Baton Rouge's curriculum choices reflect both the rigor required by Louisiana's academic standards and the distinctiveness of its mission. By combining high-quality, standards-based instruction with language and arts education, the school will equip students with the academic skills, cultural literacy, and confidence to succeed in high school and beyond.

11. Hybrid Learning Plan

Audubon Baton Rouge is committed to maintaining high-quality, uninterrupted instruction for all students, even in circumstances that may require a temporary or long-term transition to hybrid or fully virtual learning. The school's hybrid learning plan ensures equitable access to instruction, strong student engagement, and support for both academic and social-emotional needs.

a. Circumstances Under Which This Plan Would Be Implemented

In the event of a disruption to in-person instruction, Audubon Baton Rouge will implement its hybrid learning plan to ensure students continue receiving high-quality education with minimal interruption. This plan would be activated under a range of circumstances, including public health emergencies ordered by the Governor or pertaining to a specific grade level(s)/class(es) quarantines recommended by the health department (e.g., pandemics, communicable diseases), natural disasters (such as hurricanes or floods), environmental hazards affecting the school facility, or short-term closures due to weather events. In some cases, the hybrid model may also be used to accommodate individual student needs due to extended medical absences or family emergencies. The school will follow all local and state guidance to determine whether a partial (hybrid) or full virtual model is appropriate and for how long it should be in place.

b. Plan to Acquire and Disseminate Technology to Students

To support equitable access during any hybrid or virtual learning period, Audubon Baton Rouge will maintain a 1:1 technology program, ensuring every student is assigned a laptop. Students will take home

their assigned laptop daily to ensure they are prepared for both in-person and virtual learning as needed. Families without access to reliable internet service will be provided with Wi-Fi hotspots or low-cost internet options through local providers. Clear instructions and live technical support will be made available to all families to ensure devices are functional and properly used at home. Devices will also include filtering software and remote monitoring tools to comply with student safety and data privacy regulations.

c. Plan to Track and Monitor Attendance in a Virtual Setting

Student attendance in a hybrid or virtual setting will be tracked through multiple methods to ensure engagement and compliance with state requirements. Primary indicators will include daily log-ins to the Learning Management System (LMS), participation in live virtual lessons, and timely submission of assignments. Teachers will take attendance during synchronous sessions, and staff will follow up within 24 hours with families of students who are absent or unengaged. For students unable to attend live classes, the school will document asynchronous participation or conduct direct check-ins with families via phone, email, or messaging platforms. Attendance data will be entered into the school's Student Information System and monitored daily by school leadership to identify and support students who may be at risk of disengagement.

d. Identification of the Learning Management System (LMS) to Be Employed

Audubon Baton Rouge will use Google Classroom as its primary Learning Management System (LMS) across all grade levels. Google Classroom provides a user-friendly, flexible platform for posting assignments, sharing instructional materials, facilitating discussions, and tracking student progress. It integrates seamlessly with the school's selected digital curricula, including CKLA, Guidebooks, Illustrative Mathematics, and Amplify Science, and supports real-time communication between students and teachers. For early elementary grades (K–2), the school will supplement Google Classroom with Seesaw, a developmentally appropriate platform that enables young learners to engage with content, submit assignments, and receive feedback in an age-appropriate and visually engaging way. Both platforms are compatible with the school's 1:1 laptop initiative and accessible to families via smartphones, tablets, or home computers. Guardians will receive annual training on Google Classroom and Seesaw to ensure they can provide support at home in the event of a virtual instructional day. Additionally, daily technical support will be provided by the IT department, available to families via phone or internet.

f. Plan to Communicate with Staff, Families, and Students Virtually

Clear and consistent communication will be central to the success of any hybrid or virtual learning period. Audubon Baton Rouge will use a multi-channel communication strategy (email, social media, school website, texts, phone calls, ParentSquare, etc...) to ensure staff, families, and students remain informed, connected, and supported. Key tools will include Google Classroom and Seesaw for daily updates and assignment notifications, ParentSquare for real-time alerts and outreach, and weekly newsletters distributed via email and text. Teachers will maintain regular contact with students and families through virtual office hours, video conferences, and phone calls. The school will also host virtual parent meetings, small-group check-ins, and informational webinars to share updates and gather feedback. All communication will be accessible in families' preferred languages, and staff will receive guidance on maintaining strong virtual engagement practices. Internally, staff will collaborate through Zoom, shared Drives, and regular virtual planning sessions to ensure instructional alignment and consistent outreach to students.

12. Academic Goals

Audubon Baton Rouge has established clear and measurable academic performance goals aligned to the state's literacy screener, DIBELS, for grades K-3, Louisiana's LEAP 2025 assessment system in English Language Arts, Math, Science, and Social Studies, and overall SPS. These goals reflect a realistic and ambitious trajectory, taking into consideration the school's startup grade levels, the anticipated demographics of the student population, and the organization's proven record of academic growth. However, these targets may be adjusted according to baseline data which will be collected during Year 1, including the identification of subgroup underperformance or growth. The EL subgroup was chosen given its large share of the student population in this area.

Yearly Academic Goals (Years 1–5)

School Year	DIBELS: All	DIBELS: EL Subgroup	Top Growth: All	Top Growth: EL Subgroup	School SPS Score
Year 1 (K-6)	50% at benchmark or above	50% will improve one subgroup score from BOY to EOY	40%	30%	D
Year 2 (K-7)	55% at benchmark or above	55% will improve one subgroup score from BOY to EOY	45%	35%	D
Year 3 (K-8)	60% at benchmark or above	60% will improve one subgroup score from BOY to EOY	50%	40%	C
Year 4 (K-8)	65% at benchmark or above	65% will improve one subgroup score from BOY to EOY	55%	45%	C
Year 5 (K-8)	70% at benchmark or above	70% will improve one subgroup score from BOY to EOY	60%	50%	B

Reading K-3

- Goal 1: By the end of Year 1, at least 50% of students in tested grades will score at benchmark or above on the LDOE DIBELS assessment.

- Goal 2: Each subsequent year, the percentage of students scoring at benchmark or above on LDOE DIBELS will increase by 5 percentage points, reaching 70% by the end of Year 5.

LEAP 2025

- Goal 3: By the end of Year 1, at least 40% of students in LEAP tested grades will demonstrate LDOE Top Growth on the LEAP 2025 assessments.
- Goal 4: Each year, performance will improve by 5 percentage points, reaching 60% Top Growth by Year 5.

Note on Top Growth: Top Growth data may be replaced by LEAP mastery performance data if mastery+ rates on ELA and Math exceed 50%. Then the goal will be to increase mastery+ rates by 5% points annually.

Subgroups

- Goal 5 (Grades K-3): By the end of Year 1, at least 50% of students identified as EL in tested grades will improve at least one subgroup score on the LDOE DIBELS assessment from Beginning of Year (BOY) to End of Year (EOY).
- Goal 6 (Grades K-3): Each subsequent year, the percentage of students identified as EL improving at least one subgroup score will increase by 5 percentage points, reaching 70% by the end of year 5.
- Goal 7 (Grades 3-8): By the end of Year 1, at least 30% of students identified as EL in testing grades will demonstrate Top Growth on LEAP 2025 assessments.
- Goal 8 (Grades 3-8): Each subsequent year, the percentage of students identified as EL demonstrating Top Growth on the LEAP 2025 assessments will increase by 5 percentage points, reaching 50% by the end of year 5.

SPS Goal

- Goal 9: By the end of Year 5, Audubon Baton Rouge will achieve a School Performance Score (SPS) of a B or higher under Louisiana's accountability system. The school will demonstrate steady growth beginning with an expected baseline equivalent to a "D" rating in Year 1.

a. How the Proposed School Will Establish Baseline Data

Audubon Baton Rouge will establish baseline academic data during its first operational year by administering a comprehensive set of diagnostic and state-aligned assessments across all grade levels. For students in grades K–3, the school will use nationally normed Louisiana-approved literacy and numeracy screeners, such as DIBELS 8th Edition, to assess foundational skills and academic readiness. DIBELS and the LDOE's numeracy screener will be administered at the beginning, middle, and end of the year to assess foundational skills, with results analyzed to identify early literacy and numeracy gaps in order to guide targeted small-group instruction and intervention planning.

For students in grade 3 and above, baseline proficiency will be established using a combination of interim assessments and benchmark assessments aligned to LEAP 2025, with a focus on ELA, Math, Science, and Social Studies. LEAP and DIBELS results from prior years will be obtained through the statewide student information system and used to inform placement and targeted supports. Additionally, student report card grades from the previous school year will be reviewed to provide context on historical academic performance and classroom-based achievement.

All assessment data will be disaggregated by subject, grade level, and student subgroup (e.g., economically disadvantaged, students with disabilities, English learners). The results will be used to set individual, subgroup, and school-wide growth targets and serve as the foundation for ongoing data analysis and progress monitoring throughout the academic year.

b. A plan for collecting data in accordance with R.S. 17:3911

Audubon Baton Rouge will collect and report student achievement data in full compliance with R.S. 17:3911. Upon acceptance into the school, incoming students' data, including report cards and past LEAP performance or DIBELS results, will be gathered to ensure a comprehensive understanding of each student's academic background. The school will administer yearly all required state assessments, including LEAP 2025, LEAP Connect, and ELPT/ELPT Connect, to ensure consistent and standardized measurement of student performance. In addition, the school will implement state-approved literacy and numeracy screeners in grades K–3, including DIBELS and the LDOE's numeracy screener, which will be administered at the beginning, middle, and end of the year. IReady benchmark assessments aligned to LEAP 2025 will be administered in grades 3–8 in English Language Arts and Math three times a year. These assessments will be entered into the school's Student Information System (SIS), disaggregated by subgroup, and reviewed regularly by school leadership and instructional teams. Data will be shared with families, reported to the Louisiana Department of Education (required test data only), and used internally to monitor academic progress, identify instructional gaps, and refine school-wide and student-level supports.

c. A plan to establish student performance goals

Student performance goals at Audubon Baton Rouge will be established through a structured, data-informed process that begins with baseline data collected in the first year of operation. Teachers and school leaders will use results from DIBELS, the LDOE's numeracy screener, LEAP 2025, iReady assessments, and classroom grades to determine student proficiency and growth potential. School-wide, grade-level, subgroup, and individual student goals will be set using a SMART goal framework. These goals will be measurable, time-bound, and aligned to the school's annual LEAP mastery targets, LEAP growth targets, and School Performance Score objectives. Goals will be revisited quarterly based on interim assessment results and teacher observations to ensure they remain rigorous and responsive. Progress toward these goals will be a regular part of leadership team discussions, data meetings, and parent-teacher conferences.

d. Core components of professional development and how these components will support effective implementation of the educational program

The professional development model at Audubon Baton Rouge is grounded in the academic vision of delivering rigorous, inclusive instruction supported by strong curriculum implementation and individualized support. Teachers will receive initial and ongoing training on Tier 1 curricula including CKLA, Guidebooks 2.0, Illustrative Mathematics, Amplify Science, and Bayou Bridges. Professional learning sessions will be embedded into the school calendar via both in-service days throughout the year

and weekly through early dismissal for students one day per week. These sessions will emphasize curriculum internalization, lesson planning, and aligned instructional strategies.

To ensure that instruction remains responsive to student needs, faculty and staff will also receive structured professional development on analyzing and responding to student data in a constructive/productive manner. This will include training on interpreting results from DIBELS, the LDOE numeracy screener, benchmark assessments, and LEAP 2025. Grade-level and content teams will participate in regular data-driven instruction (DDI) cycles, during which they will examine student performance trends, identify misconceptions, and adjust lesson plans, grouping strategies, and interventions accordingly. Data protocols will guide these reviews, and school leaders will support implementation by facilitating data meetings, coaching teachers through next steps, and modeling effective instructional responses.

In addition, professional development will include coaching cycles, during which instructional leaders will observe classroom instruction, provide feedback, and model best practices. Teachers will receive coaching in Montessori-inspired practices that promote inquiry, independence, and engagement, as well as in social learning approaches that strengthen classroom culture. Equity-focused sessions will help ensure that teachers are equipped to meet the needs of all learners, including students with disabilities, English language learners, and economically disadvantaged students.

Collectively, these professional learning systems are designed to ensure high-quality, data-informed instruction that supports all students in meeting and exceeding academic goals.

Louisiana Accountability System-Academic Performance

13. Past Performance Data

Audubon Charter School (Uptown) has demonstrated consistently strong academic performance over the past three years. In 2022, the school earned a B for its overall School Performance Score (SPS) and an A for its Progress Index. In both 2023 and 2024, Audubon Charter School improved to an A in both Overall SPS and Progress Index, reflecting sustained academic excellence and student growth.

Audubon Charter Gentilly has shown significant progress since 2022. That year, the school received an F in Overall SPS and a B in the Progress Index, highlighting major challenges with proficiency but positive growth trends. In 2023 and 2024, the school improved to a C in Overall SPS and an A in the Progress Index, demonstrating continued academic growth, especially among high-need student populations, while still working to raise overall mastery rates.

a. Performance Deficiencies and/or Negative Trends

Across the Audubon Charter Schools network, there is a notable disconnect between English and Math achievement that warrants focused intervention. While students consistently outperform the state and local averages in English Language Arts with 70% of students at Audubon Uptown and 38% at Audubon Gentilly scoring Mastery or above, math results lag considerably behind. At Uptown, only 48% of students reach Mastery in Math, and at Gentilly, that figure drops to just 16%. This disparity is also evident across subgroups: for example, Black/African American students at Uptown perform at 51% Mastery in English but just 23% in Math, and at Gentilly, the gap is 35% in English versus 14% in Math. Similarly, students with disabilities at Gentilly scored 23% Mastery in English but only 7% in Math. These patterns suggest a need for greater alignment in instructional rigor, pacing, and support structures in mathematics. In response, Audubon is expanding its investment in high-quality Tier 1 math curricula,

professional development focused on math pedagogy, and targeted interventions that close skill gaps and build foundational numeracy, particularly for high-need learners.

b. Subgroup Performance

While Audubon Charter School has maintained strong academic performance with an A letter grade for both School Performance Score and Progress Index, the Audubon Charter Gentilly campus has faced some academic challenges. At Audubon Charter Gentilly, the performance gaps are more pronounced. The school serves a significantly higher-need population, and while it has earned an “A” in the Progress Index for demonstrating strong student growth, overall academic proficiency remains a challenge. Only 38% of students overall scored Mastery or above in English and 16% in Math. For Black/African American students, mastery rates were 35% in English and just 14% in Math. Economically disadvantaged students achieved 32% Mastery in English and 11% in Math. Students with disabilities scored 23% in English and only 7% in Math. These figures highlight critical deficiencies in academic achievement, particularly in mathematics, for the school’s most vulnerable subgroups. However, for the most recent year of SPS data available, 23-24, Audubon Gentilly scored at the 99th percentile for top growth of Students with Disabilities, the 95th percentile for top growth of students who were Economically Disadvantaged and at the 93rd percentile for top growth of Black or African American students in the state. The data underscores the need for targeted interventions and reinforces Audubon’s commitment to using its proven model to close these opportunity gaps.

Audubon Charter School (Uptown) demonstrates strong overall academic outcomes, with 70% of students scoring Mastery or above in English and 48% in Math on the LEAP 2025 assessments. However, subgroup analysis reveals persistent achievement gaps that require targeted support. Black/African American students scored 51% in English but only 23% in Math, while students with disabilities showed a 46% Mastery rate in English and just 23% in Math. Economically disadvantaged students performed below the school average, with 55% Mastery in English and 30% in Math. While these scores are well above state and district averages, they indicate that certain student groups are not achieving at the same levels as their peers, particularly in math.

c. Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126;

Audubon Charter School (Uptown) and Audubon Gentilly both meet the performance score requirements established in Bulletin 126.

d. Strategies used to remedy performance deficiencies and subsequent progress

Audubon Gentilly has implemented a range of strategies to address deficiencies, including the adoption of Tier 1 curriculum (CKLA, Illustrative Mathematics, Amplify Science, and Bayou Bridges) and the strengthening of RTI/MTSS practices. These efforts have led to significant gains, with overall student mastery across all subjects increasing from 12% in 2023 to 25% in 2025, more than doubling in just two years. Additionally, focused professional development, data-driven instruction, and individualized supports have been key to sustaining growth across subgroups.

e. Describe how data supports creation/replication of proposed new school, as well as how the operator will improve performance in areas where needed.

The organization does identify student under-performance in math which lags behind English regarding student mastery performance as indicated by 2025 LEAP results. As referenced above, network-wide 38% of students overall scored Mastery or above in English and only 16% scored Mastery or above in Math.

This 22% gap in performance is more than the state's 10% gap between these subjects. Audubon has engaged in a multi-year math review and remediation process which includes the following: a needs analysis of math performance conducted by outside reviewers contracted for their expertise in academic systems development and Tier 1 curriculum, development of an Audubon math vision and arc of learning, adoption of a new Tier 1 Curriculum (Illustrative Mathematics), comprehensive professional development on both the Tier 1 curriculum and Audubon's common math expectations, contracted support partners to analyze data, provide coaching to instructional leadership and teachers, and co-create key systems for math learning and development such as lesson internalization processes, individualized pacing guides per grade/program/campus, and coaching systems. Audubon is also strengthening and improving its remediation plans and processes for students, including the usage of high dosage tutoring partners, intervention systems and supports, and supplemental programming available to students that is high-quality such as Zearn and iReady.

The "A" Progress Index across both Gentilly and Uptown campuses illustrates the operator's capacity to generate strong student growth, even in high-need contexts. This data supports implementing the Audubon model in Baton Rouge, where the student population will likely mirror that of Gentilly. The new school will build on lessons learned such as the importance of targeted literacy and numeracy interventions while leveraging proven strategies like Montessori-informed practices, French language, and creative arts integration. Audubon Baton Rouge will focus on improving early academic proficiency through robust curriculum, small-group instruction, and early identification of learning needs, ensuring both growth and mastery.

14. Assessments

Audubon Baton Rouge will implement a comprehensive assessment framework encompassing diagnostic, formative, interim, and summative tools aligned to the Louisiana Student Standards and structured to inform instruction, track growth, and support equitable outcomes.

a. Assessment Descriptions

DIBELS 8th Edition (Literacy Diagnostic)

- Purpose: To assess phonemic awareness, fluency, and comprehension for students in grades K–3, providing early indicators of literacy development and guiding interventions.
- Design: State-approved screener focused on key components of early literacy.
- Format: Brief, one-on-one assessments administered individually to students to measure foundational literacy skills in real-time.
- Rationale: DIBELS offers immediate data that informs targeted interventions, ensuring that students receive the necessary supports to meet grade-level literacy standards and reducing the risk of reading difficulties.

LDOE Numeracy Screener (Math Diagnostic)

- Purpose: To identify gaps in foundational math skills for students in grades K–3, ensuring that students are on track for mathematical success and identifying areas requiring additional support.

- Design: State-developed screener focused on early numeracy skills, including counting, operations, and number sense.
- Format: Administered periodically, typically alongside the DIBELS screener, to assess students' math proficiency in a structured and timely manner.
- Rationale: This assessment provides crucial insight into student progress in mathematics, allowing for the implementation of timely interventions for students struggling with foundational skills.

Interim and Benchmark Assessments (iReady Assessments)

- Purpose: To monitor student progress in English Language Arts (ELA) and Mathematics, providing periodic indicators of student mastery and learning needs.
- Design: Aligned with state standards, the iReady assessments mirror the format and rigor of state summative assessments.
- Format: Administered at regular intervals throughout the school year, with assessments in ELA and Math for grades 3–8.
- Rationale: These assessments offer valuable data to track student progress toward end-of-year mastery, informing instructional decisions and identifying areas for additional support.

Formative Assessments (Exit Tickets, Quizzes, etc...)

- Purpose: To provide real-time insight into student understanding and guide immediate instructional decisions.
- Design: Daily, in-the-moment tools to assess student learning, including exit tickets, performance tasks, fluency checks, and writing rubrics.
- Format: Ongoing, embedded into daily classroom instruction, with quick assessments designed to gauge student comprehension.
- Rationale: These tools allow teachers to quickly respond to student needs, ensuring that instruction remains aligned with current student understanding and enabling adjustments to teaching strategies as needed.

LEAP 2025 Summative Assessments

- Purpose: To measure student proficiency in ELA, Math, Science, and Social Studies for students in grades 3–8, providing a comprehensive evaluation of academic achievement based on state standards.
- Design: State-mandated, summative assessment that covers grade-level content and measures student performance relative to the Louisiana state standards.

- Format: Administered annually, consisting of a combination of multiple-choice, short-answer, and constructed-response items.
- Rationale: LEAP 2025 serves as the official proficiency measure and directly contributes to the school's School Performance Score (SPS), ensuring that student performance is evaluated according to state standards. LEAP Connect is used for students with significant cognitive disabilities, ensuring equitable measurement.

ELPS (English Language Proficiency Screener)

- Purpose: To determine English language learner (EL) status and eligibility for language services for newly enrolling students.
- Design: Adaptive, computer-based screener assessing listening, speaking, reading, and writing in English.
- Format: Administered to students who indicate a language other than English on their Home Language Survey, followed by a family interview.
- Rationale: ELPS identifies students' language proficiency levels, guiding decisions about language support services and ensuring that students receive appropriate educational accommodations.

ELPT (English Language Proficiency Test)

- Purpose: To assess the academic English proficiency of English learners (ELs) and determine their progress toward reclassification.
- Design: Annual, domain-based assessment aligned with the Louisiana Connectors for English Learners.
- Format: Administered in four domains: listening, speaking, reading, and writing.
- Rationale: The ELPT tracks ELs' academic language development, ensuring that they receive the necessary support to achieve proficiency in academic English and be reclassified when appropriate.

ELPT Connect (Alternate ELPT)

- Purpose: To assess English proficiency for ELs with significant cognitive disabilities, ensuring equitable measurement of language progress.
- Design: Aligned to the Alternate Louisiana Connectors for English Learners, designed for students with significant cognitive disabilities.
- Format: The assessment is an alternate version of the ELPT, providing a domain-based assessment tailored for students with more complex needs.

- Rationale: ELPT Connect ensures that all English learners, including those with significant cognitive disabilities, have access to an appropriate assessment of their language proficiency, allowing for equitable educational opportunities.

b. Data Collection and Analysis

Assessment results are centrally stored and managed in the school's SIS, with reporting functions provided by platforms like DRC. Teachers input formative and benchmark data into shared trackers weekly, and summative data, including DIBELS, ELPS, ELPT, and LEAP—are uploaded after each administration. Leadership teams generate disaggregated reports and review trends by subject, grade level, and student subgroup (e.g. ELs, SWD, ED) during structured data meetings. This ensures targeted intervention, instructional adjustments, and progress monitoring in accordance with R.S. 17:3911.

c. Additional Academic Standards

Outside of state benchmarks, Audubon Baton Rouge enriches its curriculum with three core enhancements:

1. Montessori-based practices that emphasize inquiry, autonomy, and interdisciplinary learning—exceeding traditional academic frameworks by fostering creativity, leadership, and critical thinking.
2. French language proficiency leading to French I high school credit upon successful completion, significantly surpassing state standards for elementary language exposure and preparing students for advanced language study.
3. Creative arts exposure and engagement in disciplines such as music, visual arts, movement, and theater leading to a culminating performance or portfolio in grade 8, preparing students for continued study in an artistic field.

These enrichments reflect the school's whole-child mission and extend academic standards beyond those required by Louisiana and the authorizer.

d. Exit Standards

By 8th grade, student will know and/or be able to:

- Score Mastery or above on LEAP 2025 in all four core subjects.
- Meet oral and written competencies in grade-level reading and writing across content areas.
- Apply independent problem-solving and mathematical reasoning to multi step tasks.
- Demonstrate scientific reasoning through experiments and evidence-based explanations.
- Attain French I proficiency through assessments aligned with high school credit requirements.
- Execute a final portfolio or performance in an arts domain.
- Execute student-led interdisciplinary projects that demonstrate confidence, collaboration, and critical engagement.

- Apply refined social skills, executive functioning, and leadership, manifested through conduct, discourse, and peer engagement.

Audubon Baton Rouge will ensure that exit criteria in French and the creative arts are explicitly tied to national and state standards. For French, student proficiency will be measured against the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, with benchmarks such as Novice-High by grade 5 and Intermediate-Low by grade 8, culminating in the opportunity to earn French I high school credit. Students must demonstrate a minimum proficiency in the target language that corresponds to Louisiana World Language Standards. Students must demonstrate on-level proficiency in at least four of the five domains: Interpersonal, Interpretive Listening, Interpretive Reading, Presentational Speaking, and Presentational Writing (Bulletin 741 page 50).

For the creative arts, student proficiency will align with the National Core Arts Standards across the four artistic processes: creating, performing/presenting/producing, responding, and connecting. For example, students will demonstrate proficiency through performance tasks, portfolios, and interdisciplinary projects that are scored against rubrics aligned with these standards. This ensures that exit criteria are not only rigorous but also measurable and nationally benchmarked to reflect mastery at each grade level and content area.

e. Collection and Analysis Procedures

Assessments are administered through secure, state-approved platforms (e.g., Louisiana ELPT Portal, DRC, Amplify, iReady, Kite, and internal LMS tools) to ensure the accuracy, integrity, and security of student data. Once assessments are completed, data is automatically uploaded to secure dashboards, where staff members with role-based access can review it both daily and post-assessment.

- Data Collection:
 - Assessment data is collected immediately after each assessment period via the platforms mentioned above. Data points include individual student performance on formative, interim, and summative assessments, as well as sub-group specific data (e.g., EL status, disability, socioeconomic status).
 - This data includes performance on state assessments like LEAP 2025, ELPT, and other district-mandated tools like iReady, DIBELS, and numeracy screeners.
- Data Analysis:
 - Who: Data will be analyzed by school leadership, instructional teams (including grade-level teams, content area teams, and interventionists), and data coordinators. Instructional leaders will oversee the overall analysis process and ensure alignment with student needs.
 - When:
 - Daily Analysis: Teachers and staff will review assessment results immediately after assessments (such as exit tickets, fluency checks, or performance tasks) to make real-time instructional decisions. This enables immediate adjustments in

lesson plans or groupings.

- **Post-Assessment Review:** After major assessments (e.g., DIBELS, iReady benchmarks, LEAP 2025), data will be reviewed by instructional teams at regular intervals (monthly or quarterly, depending on the assessment cycle). This will allow the teams to track student progress, identify gaps, and make decisions on required interventions.
- **Benchmark Reviews:** Three times a year, a comprehensive analysis will be conducted by leadership to assess progress toward SMART goals, School Performance Score (SPS) targets, and English Language (EL) trajectory outcomes.

- **Purpose:**

- The primary purpose of this data analysis is to monitor student progress and identify areas of strength and weakness in relation to grade-level expectations, state standards, and individualized academic goals.
- Analysis of benchmark data will guide instruction for the next quarter, allowing school leaders and teachers to make data-informed decisions about curriculum pacing, instructional strategies, and intervention needs.
- Data will also be used to monitor and adjust interventions for students in need of additional support, particularly those identified as at-risk, including EL students and students with disabilities.
- Subgroup analysis will ensure that all student populations, including English learners, students with disabilities, and economically disadvantaged students, are making progress toward academic goals. This will also allow for equitable instructional adjustments to meet the unique needs of these students.

- **Roles and Responsibilities:**

- **Teachers:** Regularly analyze daily formative assessments (e.g., exit tickets) and make immediate adjustments to instructional practices. They will be responsible for tracking their individual students' progress against learning targets and adjusting lesson plans and grouping strategies as needed.
- **Instructional Coaches and Data Coordinators:** Assist in analyzing post-assessment data and conducting data meetings. They will help identify trends in student performance and guide teachers in interpreting results.
- **School Leadership:** Conduct quarterly benchmark reviews with teachers and instructional teams to assess school-wide progress toward SMART goals, SPS targets, and EL trajectories. Leadership will use data to identify areas for professional development, necessary curriculum adjustments, and strategies to improve school-wide outcomes.
- **Data Teams:** Collaborate with instructional teams to analyze subgroup data (e.g., EL, students with disabilities) to ensure appropriate supports and interventions are in place for

these populations. The data teams will work with school leadership to ensure that findings inform instructional practice, support, and intervention planning.

- Purpose of Data Usage:
 - Instructional Adjustment: The primary use of the data is to refine instructional strategies, provide targeted interventions, and adjust lesson plans. This ensures that the instruction is continuously aligned with student needs.
 - Identifying Gaps: Regular data analysis helps to identify gaps in student understanding and achievement, enabling timely interventions before students fall behind.
 - Program Evaluation: The data will also be used to evaluate the effectiveness of academic programs and initiatives, such as literacy or numeracy interventions, and to make adjustments where necessary.
 - Family Communication: Data will be shared with families at regular intervals through progress reports and parent-teacher conferences, ensuring that they are informed of their child's academic development and areas needing support.

f. Data-Driven Instructional Decisions

Instructional leaders and teachers at Audubon Baton Rouge will implement a rigorous, ongoing, and collaborative data-driven instructional planning process. This system will ensure that assessment data directly informs curriculum delivery, classroom instruction, intervention, and professional development across all grade levels.

In the early grades (K–3), teachers will rely on DIBELS 8th Edition and the LDOE Numeracy Screener to assess foundational skills in reading and math, respectively. Both assessments will be administered three times per year at the beginning, middle, and end of the year to track student growth and identify specific areas of need. DIBELS data will inform decisions about small-group reading instruction, phonics and fluency interventions, and Tier 2/3 support placement. The LDOE Numeracy Screener will be used to guide differentiated math instruction by identifying gaps in number sense, operations, and mathematical reasoning. Teachers will analyze both DIBELS and numeracy data during grade-level PLCs, using structured protocols to group students, select appropriate intervention strategies, and adjust pacing as needed.

In grades 3–8, teachers will analyze data from LEAP 2025 as the primary summative assessment tool to evaluate student proficiency in ELA, Math, Science, and Social Studies. Instructional leaders will guide teachers through data analysis of LEAP domain-level performance and item types, identifying specific content standards where students struggled. LEAP data will be used to adjust pacing guides, reallocate instructional time, and select focus standards for small-group reteach sessions. Additionally, quarterly benchmark assessments aligned to the LEAP blueprint will provide timely snapshots of student progress throughout the year. These benchmarks will be central to Data-Driven Instruction (DDI) cycles, in which teachers examine student work, identify root causes of misunderstanding, and plan responsive instruction.

For English Learners, data from the English Language Proficiency Screener (ELPS) and the English Language Proficiency Test (ELPT) will help determine English language development needs. Teachers will use domain-specific ELPT results (listening, speaking, reading, writing) to integrate targeted language supports into daily lessons, ensuring that EL students can access grade-level content while

building language proficiency. For students with significant cognitive disabilities who are also English learners, ELPT Connect will provide a parallel, alternate pathway to monitor progress in language acquisition and ensure appropriate instructional adaptations.

All of this data will feed into a continuous instructional improvement cycle. Teachers will meet weekly in Professional Learning Communities (PLCs) facilitated by instructional leaders to review student performance data, identify trends, and share best practices. Leadership and instructional coaches will observe instruction, provide feedback, and model lessons tailored to identified needs. For example, if data from DIBELS or LEAP indicates challenges with vocabulary and comprehension, professional development may focus on academic language supports, text-dependent questioning, or read-aloud protocols. If numeracy screener results show gaps in number sense or place value understanding, PD may include manipulatives, conceptual models, and visual strategies for early math instruction.

Instructional leaders will also use cumulative data reports to inform broader programmatic decisions, such as resource allocation, intervention staffing, and curriculum refinement. Families will receive regular updates on student progress linked to specific skill areas and benchmarks. Through this integrated and responsive approach, Audubon Baton Rouge will ensure that assessment data is not merely collected but deeply embedded in the instructional life of the school to drive achievement and growth for every student.

15. Diverse Learners and Student Supports

Audubon Baton Rouge is committed to cultivating an inclusive, equitable learning environment that supports all students, particularly those with unique learning needs, by delivering rigorous, individualized instruction aligned with federal and state laws. The school will comply fully with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Title III of the ESEA, and Louisiana Bulletins 1508 and 1530.

Students with Disabilities (SWDs)

Audubon Baton Rouge will use a formalized, multi-step process to identify and serve students with disabilities, beginning with the implementation of a Multi-Tiered System of Support (MTSS). Teachers, families, or student support staff may refer a student for a formal evaluation if consistent evidence of academic or behavioral difficulties emerges. All evaluations will follow the processes defined in Louisiana Bulletin 1508, ensuring that eligibility determinations are data-driven, equitable, and compliant.

For students found eligible, the school will develop and implement Individualized Education Programs (IEPs) in accordance with Louisiana Bulletin 1530. IEPs will include measurable annual goals aligned to grade-level content, accommodations, service minutes, and instructional strategies personalized to each student's needs. General and special education staff will co-plan and co-deliver instruction using a variety of models (e.g., push-in, pull-out, co-teaching) to ensure access to the Louisiana Student Standards. General education teachers will differentiate instruction, provide modifications and accommodations, and collaborate with special education teachers weekly to ensure student needs are being met and plans are appropriate.

Student progress on IEP goals will be monitored quarterly using goal-tracking systems aligned to each student's objectives. Special education teachers will collect work samples, conduct observational assessments, and document progress using tools such as curriculum-based measurements (CBMs), assessments, and teacher-developed rubrics. Families will receive formal progress reports every quarter, in addition to IEP meetings at least once annually, or more frequently if needed. Data collection is continual, with progress monitoring occurring at least every 12 weeks.

To address issues of disproportionality or over-identification, the school will disaggregate and review referral, evaluation, and placement data by race, gender, language status, and economic background each semester. If patterns emerge suggesting over-identification in any subgroup, corrective steps may include:

- Updating pre-referral documentation and checklists;
- Engaging an external evaluator to audit referral pathways and MTSS data;
- Implementing safeguards to ensure interventions are documented and monitored prior to evaluation referrals.

English Learners (ELs)

All students enrolling at Audubon Baton Rouge will complete a Home Language Survey. If a student indicates a language other than English is spoken at home, a family interview will be conducted. Pending results of the family interview, they will be screened using the English Language Proficiency Screener (ELPS) to determine eligibility for EL services.

EL students will be supported through an inclusive service delivery model, which embeds English language development (ELD) into core content instruction. Students will receive scaffolded support, including visuals, glossaries, sentence starters, and small-group instruction. The school will supplement the core curriculum with Continental Press' Team Toolkits, a dedicated ELD curriculum aligned to WIDA, science of reading, and the Louisiana Connectors to ensure explicit instruction in listening, speaking, reading, and writing.

Each EL student will have an English Learner Plan (ELP) developed collaboratively with teachers and the EL coordinator. The ELP will specify the student's English proficiency level, required accommodations, language goals, and assessment plan. Progress will be monitored throughout the year by administering Dibels screeners, classroom assessments, formative data, and the annual administration of the English Language Proficiency Test (ELPT). ELPT Connect will be used, if appropriate, for English learners with significant cognitive disabilities.

To prevent over-identification or misclassification, the EL Coordinator and School Leadership Team will audit ELPS screening outcomes, family interview data, and monitor reclassification decisions for accuracy and consistency. Any trends suggesting disproportionate identification will trigger corrective actions, including retraining or providing additional professional development to staff on identification criteria, modifying enrollment survey practices, and engaging EL support consultants if necessary.

Academically Behind Students

Students performing below grade level will be identified using DIBELS, the LDOE Numeracy Screener, curriculum-based diagnostics, and benchmark assessments. Instructional teams will analyze data to develop Student Intervention Plans, which will outline specific supports, instructional strategies, and progress-monitoring tools.

Students will receive Tier 2 or Tier 3 interventions through dedicated intervention blocks, during which teachers will use high-quality instructional materials such as CKLA, Guidebooks 2.0, Zearn, and iReady. Intervention progress will be monitored weekly or biweekly using curriculum-based probes and tracked using data systems that align with MTSS best practices. Instructional staff will meet monthly to analyze intervention data and determine whether students are responding to intervention (RTI).

To avoid subgroup over-identification, the school will disaggregate intervention and referral data by demographic group and conduct quarterly MTSS team reviews. If disproportionate patterns emerge, the leadership team will review instructional practices, examine intervention fidelity, and adjust pre-referral documentation and practices.

Academically Advanced and Gifted Students

Audubon Baton Rouge will identify academically advanced and Gifted/Talented students using the multi-step criteria outlined in Louisiana Bulletin 1508. This includes multiple measures such as academic performance, creativity assessments, standardized test scores, and teacher recommendations. For students who qualify as gifted, the school will develop an IEP in alignment with Bulletin 1530, setting individualized learning goals and instructional supports that reflect their abilities.

Instruction for gifted and high-achieving students will be personalized through enrichment clusters, independent projects, compacted curricula, and opportunities for acceleration. Students may also access high school-level content in subjects like French or Algebra I as they progress. Student performance by the teacher will be continuously monitored through formative assessments, project rubrics, and grade-level assessments. Teachers will adjust instructional strategies based on mastery and student interest.

The school will conduct a thorough audit of the Gifted/Talented identification process to ensure alignment with Louisiana Bulletin 1508 and verify that no bias has been introduced during the screening, recommendation, or assessment processes. This audit will include a comprehensive review of the assessment tools used, the qualification criteria, and the decision-making process behind teacher recommendations to ensure fairness and equity in the identification of Gifted/Talented students.

In addition, the school will audit reclassification decisions to ensure that students who no longer meet the criteria for Gifted/Talented programs are appropriately exited. The criteria for exiting Gifted/Talented services will be evaluated to ensure they are applied consistently across all student subgroups, maintaining equity throughout the process.

If any over-identification or disproportionality is detected, the school will implement corrective training for teachers, administrators, and staff involved in the identification process. This training will focus on equitable identification practices, eliminating bias, and ensuring staff are well-versed in the legal and ethical guidelines for gifted education. Additional professional development will also be provided on identifying giftedness in diverse student populations, especially those from underserved or historically underrepresented groups.

16. Behavior Management

Audubon Baton Rouge is committed to cultivating a positive, inclusive school culture grounded in high expectations, restorative practices, and responsive supports. The school's discipline philosophy emphasizes prevention, relationship-building, and personal accountability. Our approach is aligned with the Louisiana Department of Education's guidelines and IDEA requirements, ensuring that all students, including those with exceptionalities, are treated fairly, equitably, and with dignity.

a. Communication of Discipline Policies to Students and Families

The school will clearly communicate its behavior expectations and discipline procedures through multiple channels. All families will receive a comprehensive Student and Family Handbook during enrollment and at the beginning of each school year, which includes a detailed Code of Conduct, tiered behavior system, and student rights and responsibilities. Policies will be reviewed during orientation sessions, and teachers will reinforce expectations through classroom discussions and visual cues posted in every classroom.

Translations and interpretation services will be provided to ensure accessibility for English learner families. Ongoing communication will occur through newsletters, parent-teacher conferences, and ParentSquare.

b. Interventions and Alternatives to Exclusionary Discipline

Audubon Baton Rouge prioritizes proactive strategies and restorative practices to minimize the use of exclusionary discipline. Staff will implement Positive Behavior Interventions and Supports (PBIS) schoolwide, with clearly defined rules, routines, and incentives. When behavior incidents occur, teachers and administrators will use tiered interventions, including verbal redirection, check-ins, reflection sheets, behavior contracts, restorative circles, and social-emotional skills coaching. The school will provide access to counseling and mental health support through partnerships with local providers and an in-house full-time counselor/social worker. Out-of-school suspensions will be used only for serious infractions and only after progressive interventions have been attempted and documented.

c. Protection of Rights for Students with Exceptionalities

Audubon Baton Rouge will ensure that all disciplinary procedures involving students with disabilities comply with IDEA, Section 504, and Louisiana Bulletin 1530. Prior to any exclusionary discipline that may result in a change of placement (e.g., 10 day cumulative suspension days, expulsion), a Manifestation Determination Review (MDR) will be conducted to assess the relationship between the student's disability and the behavior. The school's special education staff will participate in disciplinary decision-making processes and ensure that IEP or 504 accommodations are being properly implemented.

The school will provide families with written notification of any disciplinary actions involving their child and will ensure that they are informed of the Manifestation Determination Review process. The notification will outline the nature of the proposed disciplinary action, the reasons for it, and the family's rights in the process. Families will be provided with the opportunity to participate in the MDR, expulsion hearing (if applicable) and will be informed of their right to representation.

If families disagree with the disciplinary decisions or placement changes made by the Discipline Review Committee in the event of an expulsion or long term suspension, they have the legal right to request a review of the decision and pursue an appeal. Audubon Baton Rouge will inform families of their right to request an expedited due process hearing through the Louisiana Department of Education's Office of Special Education Services and the school's appeal process as outlined in the student handbook.

To ensure compliance, the school will train all staff annually on the legal rights of students with disabilities in relation to discipline, including the family's rights to participate in the process, request due process hearings, and file appeals.

d. Monitoring of Suspension/Expulsion and Addressing Disproportionality

The school will track all behavioral incidents, suspensions, and expulsions in its student information system (SIS), disaggregated by race, gender, economic status, disability status, and English learner status. Monthly data reviews will be conducted by school leadership and shared with the executive team. If disproportionality is identified, the school will conduct a root cause analysis and implement targeted corrective actions, which may include professional development, mentor teacher shadowing, or other appropriate interventions to address and resolve the issue effectively. Stakeholder feedback will also be gathered to inform improvements.

e. Supervision Plan for Alternate Settings

If a student is assigned to an alternative setting due to expulsion, Audubon Baton Rouge will provide structured academic and behavioral supports to ensure continuity of learning. The school plans to develop

a MOU with the local district EBR to provide an alternative setting for expulsion students. Students will receive grade-level assignments aligned to their instructional plan and will participate in reflection and restorative activities before re-entry. A re-engagement plan will be developed for each student returning from suspension/expulsion, including family meetings and behavior support planning.

17. Parent and Community Engagement

Audubon Baton Rouge is committed to establishing and maintaining strong, inclusive partnerships with families and community stakeholders that reflect the diversity and needs of its student population. The school recognizes that family and community engagement is essential to student success and school sustainability, and it will actively build trust, provide access, and create feedback loops that influence decision-making and continuous improvement.

a. Building Strong Family-School Partnerships

The school will implement a layered, culturally responsive engagement strategy to foster authentic relationships with all families. Engagement opportunities will be intentionally varied by time (morning, evening, and weekend options), type (in-person, virtual, and hybrid), and response method (verbal, written, digital, and multilingual) to ensure equitable access for working families, English learners, and families of students with disabilities. These opportunities will include, but are not limited to:

- Curriculum and Family Literacy Nights
- Student exhibitions and performances
- Advisory and academic conferences are offered during flexible hours
- Virtual office hours with teachers and leaders
- Monthly school newsletters and two-way communication via digital platforms such as ParentSquare
- Home visits and individualized family meetings for students needing intensive support

The school will also establish a Parent Teacher Organization (PTO) in Year 1, which will serve as a structured channel for family-driven initiatives and collaboration with school leadership.

To further support families, the school will provide parent training opportunities on key digital tools to ensure that all families can engage with their child's education. These will include training sessions on platforms like ParentSquare, Google Classroom, PowerSchool, and other school-related technologies. These workshops will be offered in multiple formats (virtual, in-person, and hybrid) and at varied times to maximize participation.

b. Formal Structures for Input and Feedback

To embed family and community voice into the school's governance and operations, Audubon Baton Rouge will create formal mechanisms for stakeholder input:

- A Parent Advisory Council (PAC) and Special Education Advisory Council (SEAC) will convene trimesterly to review key topics such as student achievement data, behavior trends, school culture, and improvement strategies. The PAC and SEAC will be demographically representative and facilitated by school leadership, with members invited to co-create solutions and provide formal

recommendations.

- Annual climate and satisfaction surveys available in multiple languages will be distributed to families and community partners to assess effectiveness in communication, academic supports, and school culture.
- Community forums and town halls will be held biannually, offering space for open dialogue on school operations, performance, and future planning.
- The school's charter board will maintain open meetings and ensure a family member serves as a board liaison or full board member to ensure consistent representation and voice at the governance level.

This comprehensive engagement plan demonstrates the school's commitment to equity, transparency, and long-term partnership. By embedding varied, accessible opportunities for input and structured decision-making roles for families and community members, Audubon Baton Rouge ensures that stakeholder perspectives directly inform the school's direction and culture from the first year of operation forward.

Section 2: Organizational Plan and Capacity

18. Growth Plan

a. Promotion and Graduation Policy

There will be no change to the promotion and graduation policy. Audubon Baton Rouge will adopt the same promotion policy currently in place at Audubon Charter School, which aligns with Louisiana Bulletin 741 and local promotion requirements. Students must demonstrate proficiency in core academic areas, meet attendance benchmarks, and receive teacher and administrative approval for grade-level advancement. For grades 3 and above, LEAP 2025 results and Dibels results will be a key piece of data considered in promotion decisions. Promotion decisions for students with disabilities will be made in consultation with the IEP team. Policies will be communicated annually to families via the Student and Family Handbook and reviewed in parent meetings and conferences.

b. Instructional Leadership Roles

Audubon Baton Rouge will maintain the instructional leadership structure used in existing schools in the network. The school will be led by a School Leader who is supported by an Assistant School Leader and Instructional Coaches. This leadership team will oversee curriculum implementation, teacher development, data analysis, and instructional quality. Instructional leaders will conduct regular classroom observations, lead weekly professional learning communities (PLCs), and provide job-embedded coaching to support continuous instructional improvement. This distributed leadership model has proven successful at other Audubon campuses and will be fully implemented from Year 1 at Audubon Baton Rouge.

c. Teacher and School Leader Evaluation Policies

There will be no change. Audubon Baton Rouge will follow the existing evaluation policies used throughout the Audubon Charter School network, which align with Louisiana's LEADs evaluation system. Teachers will be evaluated based on professional practice, student learning targets (SLTs), and student outcomes. Evaluations include regular observations, coaching feedback, and formal performance reviews as outlined by NIET rubrics and practices. School leaders will also be evaluated on instructional leadership, school performance data, stakeholder engagement, and operational effectiveness, using rubrics aligned to statewide expectations and the organization's leadership framework. The CEO will be evaluated using a comprehensive framework and performance rubric developed by the Audubon Board of Directors, which outlines clear expectations aligned to organizational goals, leadership competencies, and student achievement outcomes.

d. Hiring Processes (Including Qualifications and Responsibilities for Instructional and Administrative Staff)

There will be no change. Audubon Baton Rouge will use the same hiring protocols established for other Audubon Charter Schools. All instructional and administrative staff must meet Louisiana's Department of Education requirements and qualifications for their role in a charter school setting. The network's hiring process includes application review, initial interviews, teaching demonstrations (for instructional roles), and final interviews with school leadership and network representatives. The school will prioritize candidates with experience in urban education, Montessori or dual-language settings (if applicable), and those who demonstrate alignment with the organization's mission and commitment to equity. Recruitment efforts will begin each January for the upcoming school year and include outreach to local and national educator networks.

Before beginning employment or reporting to campus, all hired staff will undergo background checks and fingerprinting in compliance with state law. Additionally, staff will be required to complete

state-mandated certifications, including ethics training and mandated reporter certification, prior to their first day on campus. Documentation of these requirements will be tracked and verified by the Human Resources team.

e. Food Services

There will be no change. Audubon Baton Rouge will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP). The school will ensure all meals meet USDA nutritional guidelines and will offer free and reduced-price meals to eligible students based on federal income guidelines. The network will provide food services directly and monitoring process used at its existing schools to ensure quality, compliance, and student satisfaction in line with state and federal regulations. Healthy School Food Collaborative is used as a contracted partner to provide menu planning, professional development, and support with all aspects of child nutrition.

The school will also ensure that all food service personnel, including servers, meet required training, health, and safety standards, and successfully complete background checks prior to working on campus.

Additionally, the school will routinely inspect and maintain all kitchen equipment to ensure safe and efficient operation. The school will ensure that all licenses and inspection stickers are current and reviewed annually to maintain full compliance with regulatory requirements. Maintenance logs will be kept on file, and any issues identified will be addressed immediately to avoid service disruption or safety concerns.

f. Transportation

In alignment with existing practices, Audubon Baton Rouge will provide free transportation to all students who live within the parish, in accordance with Louisiana law. The school will contract with a licensed transportation provider to offer safe, reliable bus services, and all routes will be designed to minimize student travel time and maximize access. The school will ensure drivers and aides meet all training and background check requirements.

Procedures for transportation eligibility, schedules, behavior expectations, and incident resolution will be shared with families annually in the Student and Family Handbook and posted on the school's website. The school will maintain a formal system for tracking and documenting bus-related incidents, ensuring timely investigation, family communication, and appropriate interventions to support student safety.

To further promote student safety, the school will conduct regular bus evacuation drills to ensure all students understand how to safely exit the bus in an emergency. These drills will be conducted in collaboration with the transportation provider and aligned with local and state safety regulations. Additionally, the school will maintain a comprehensive transportation plan that outlines procedures to follow in the event of an incident, ensuring clarity in roles, communication protocols, and student accountability. This plan will be reviewed and updated annually in coordination with the school's emergency operations procedures and transportation vendor.

19. Ability to Serve Students

The expansion of Audubon Charter Schools to Baton Rouge strengthens the organization's mission to deliver high-quality, inclusive, and holistic education across Louisiana. By replicating a proven model that blends rigorous academics with Montessori principles, French language instruction, and a robust arts program, the new school will extend access to a distinctive educational option that currently does not exist in East Baton Rouge Parish. Audubon Baton Rouge will serve as a strategic foothold for regional growth, enabling the network to build operational efficiencies, strengthen talent pipelines, and share best practices across a broader system. This expansion also enhances the organization's ability to advocate for high

standards statewide, contribute to Louisiana's charter sector innovation, and fulfill the state's goal of providing diverse, effective school options to all families. Through careful replication, Audubon will increase its capacity to close achievement gaps, serve a wide range of learners, and drive strong outcomes across student subgroups, while maintaining high expectations and fidelity to its mission.

20. Non-Profit Organizational History

a. In the past 5 years, there have been three matters successfully resolved through mediation, arbitration, or otherwise. There is currently only one legal matter that is outstanding for the organization.

- Berfekt, Michele v. Audubon Charter School, French and Montessori Education (11/9/23): Contracted worker erroneously included Audubon in lawsuit for workers compensation. Audubon was not the employer and not subject to lawsuit in this manner. Audubon was removed from the lawsuit.
- Kellermeyer Bergensons Service et al v. French and Montessori Education et al (12/13/2024): Dispute over services rendered to Audubon. Kellermeyer sued for payment. Kellermeyer has recently come to an agreement with counsel to revoke the lawsuit due to inability to prove services were rendered.
- Lacore, Negette et al v. French and Montessori Education (4/23/25): Settlement reached through insurance.
- Zaghia M. Yazid v. French and Montessori Education (5/6/22); Zaghia, M. Yazid et al v. French and Montessori Education (7/2/24): A parent initiated a due process complaint against the school, which was adjudicated by an administrative law judge. The judge found the allegations to be without merit and dismissed the complaint. Subsequently, the parent filed a petition for judicial review and a separate breach of contract claim. The petition for judicial review remains pending before the court.

b. In the past 5 years there have been no matters that found Audubon Schools at fault for any instance. There have been no instances in which a contract was terminated, voluntarily closed, or whereas there was a non renewal by the authorizer. Audubon Schools has historically operated, and continues to operate, with high legal ethics and standards.

c. Audubon has not experienced any non-openings.

Staffing

21. Roles and Responsibilities

Governing Board Roles

The Audubon Schools governing board holds fiduciary and strategic oversight responsibility for the entire network, including Audubon Baton Rouge. The board approves budgets, oversees compliance with legal and regulatory obligations, evaluates the performance of the CEO, and ensures fidelity to the school's mission. Board members bring expertise in education, law, finance, and community leadership and meet regularly to review academic, operational, and financial performance. The board retains all legal authority.

Board Chair

The Board Chair provides overall leadership to the board and ensures effective governance practices. This individual presides over and conducts all board meetings, ensuring order, productivity, and adherence to proper parliamentary procedures. The Chair sets meeting agendas in collaboration with the CEO and Executive Director and acts as the primary liaison between the board and school leadership. The Chair ensures that the board fulfills its governance responsibilities, including oversight of academic, financial, and organizational performance, and facilitates board evaluations and strategic planning processes. The Chair also leads the annual evaluation of the CEO based on established performance goals aligned with the Charter School Performance Compact. Additionally, the Board Chair ensures compliance with all board bylaws and applicable state and federal laws governing charter school boards. The Board Chair may also lead or support special initiatives or committees as needed, contributing to the board's effectiveness.

Board Vice-Chair

The Board Vice-Chair assists the Chair in all duties and presides over meetings in the Chair's absence. This role serves as a thought partner to the Chair and other board members, helping to ensure smooth board operations and adherence to bylaws. The Vice-Chair may also lead or support special initiatives or committees as needed, contributing to the board's effectiveness.

Board Secretary

The Board Secretary is responsible for maintaining the official records of the board, including meeting agendas, minutes, and governance documents. The Secretary ensures compliance with Louisiana Open Meetings Law and the Public Records Act by posting meeting notices appropriately and making board records accessible to the public. Additionally, the Secretary oversees the accurate documentation of board actions and decisions.

Board Treasurer

The Board Treasurer oversees the financial health of the organization, working closely with the Finance Committee and the organization's financial provider, such as EdOps. The Treasurer is responsible for reviewing and monitoring the annual budget, financial statements, audits, and long-term financial plans. This individual ensures compliance with all requirements tied to the use of public funds and upholds fiduciary responsibilities. The Treasurer presents financial updates to the board and leads the organization's fiscal oversight efforts.

Board Member (French Parent Representative)

The French Parent Representative serves as a liaison between the board and families participating in the school's French program, ensuring that the parent voice is represented in board discussions. This board member supports family engagement and program-specific advocacy efforts related to French language and culture. The French Parent Representative is a full voting member of the board and contributes to the strategic direction of the school.

Board Member (Montessori Parent Representative)

The Montessori Parent Representative provides input on matters that impact the integrity and effectiveness of the Montessori instructional model. This board member represents the interests of families with children in the Montessori program and supports outreach and engagement efforts within the Montessori community. The representative votes on board matters and helps guide strategic planning from a Montessori perspective.

Board Member (Audubon Baton Rouge Advisory Board, President)

The Audubon Baton Rouge Advisory Board President represents the interests of families with children at Audubon Baton Rouge. The representative votes on board matters and helps guide strategic planning.

Board Member (Ex-Officio)

An Ex-Officio Board Member may serve in a non-voting advisory capacity unless otherwise authorized in the board's bylaws. This member offers specialized insight—such as legal, educational, or community-based expertise—that supports informed board deliberations. Ex-Officio members may participate in board meetings, discussions, and committee work as needed.

Board Member (General)

General Board Members attend all board meetings and actively engage in the board's governance responsibilities. Each member is expected to serve on at least one standing committee Finance, Governance, Facilities, or Executive and to offer expertise in areas such as education, law, finance, real estate, or community engagement. Board members uphold the mission of the school and ensure academic, financial, and operational accountability across the organization.

Baton Rouge Governance Advisory Board

As the school transitions to a new charter, the F.A.M.E. Board will continue to serve in its governing capacity.

Looking ahead, we are committed to building strong local engagement and governance. We plan to establish an advisory board in Baton Rouge in Year 1, which will provide valuable community input and help integrate Audubon's model and values locally. This advisory board will play a key role in learning the needs of the community and shaping the school's direction.

The F.A.M.E. board anticipates bringing the President of the Baton Rouge Advisory Board onto the F.A.M.E. board in an official capacity, which will help determine the direction of creating a future Baton Rouge based board.

We anticipate a transition to a Baton Rouge-based governing board over time, likely around the time of charter renewal. This will ensure that the current board will have the time needed to govern Audubon Baton Rouge, develop a local Baton Rouge board, and ensure that the values and practices that have made Audubon Schools successful remain in place.

Network Leadership Team:

Chief Executive Officer (CEO)

The Chief Executive Officer (CEO) provides visionary and strategic leadership across the Audubon Schools network, including both New Orleans and Baton Rouge campuses. The CEO is responsible for overall performance academic, financial, operational, and cultural and ensures alignment with the mission and long-term goals of the organization. The CEO works closely with the governing board, providing timely updates, strategic counsel, and transparent accountability. This position directly supervises the executive leadership team, including the Executive Director of Baton Rouge, Chief Schools Officer, Chief Operating Officer, and Chief of Talent. The CEO also serves as the network's public face in state and national advocacy efforts, fund development, and high-level stakeholder engagement.

Executive Director of Baton Rouge (ED)

The Executive Director of Baton Rouge provides campus-specific leadership and oversight, ensuring that Audubon Baton Rouge meets academic, operational, and cultural benchmarks aligned with network standards. The ED is responsible for the execution of strategic initiatives, compliance with charter goals,

and effective campus operations. This role supervises the School Leader and works in close collaboration with the Chief Operating Officer and Chief Schools Officer to ensure instructional quality and non-instructional supports are fully integrated. The ED also leads community engagement efforts in Baton Rouge, builds relationships with local partners and families, and ensures that school programming reflects the needs of the community served.

Chief Schools Officer (CSO)

The Chief Schools Officer (CSO) is responsible for academic excellence across the network by leading the development, implementation, and monitoring of high-quality instructional practices. The CSO manages and supports School Leaders and instructional staff to meet or exceed student achievement goals. The CSO develops, supports, and manages systems to ensure all schools operate efficiently. The CSO collaborates closely with the Chief of Talent to inform recruitment, placement, and professional development decisions.

Chief Operating Officer (COO)

The Chief Operating Officer ensures the efficient and compliant management of all non-academic operations across the network. Key responsibilities include facilities management, food services, transportation, technology infrastructure, and school safety. The COO supervises operational personnel and coordinates closely with campus teams to ensure smooth school operations that directly support teaching and learning. The COO also ensures that the network adheres to local, state, and federal regulations, oversees risk management strategies, and leads the development of scalable systems to support organizational growth and sustainability.

Chief of Talent & HR (CT)

The Chief of Talent leads all human capital functions across the network, including recruitment, hiring, onboarding, staff development, evaluation, and retention. This role ensures that all staffing practices align with the organization's equity-centered mission and that every staff member is prepared and supported to succeed in their role. The CT designs and implements professional development plans, collaborates with the CSO on instructional coaching pipelines, and ensures compliance with certification and credentialing requirements. The Chief of Talent also oversees the implementation of performance management systems and plays a critical role in succession planning and workforce culture development.

School Leadership Team:

Principal

The Principal serves as the instructional and cultural leader of the school, overseeing daily academic operations and ensuring a safe, inclusive, and high-performing learning environment. The Principal is directly responsible for implementing the school's educational vision, managing teacher performance, ensuring fidelity to curricula, and promoting continuous academic growth. This role includes supervising faculty and staff, leading data-driven instructional planning, ensuring compliance with state and federal regulations, and managing student supports, discipline, and family engagement. The Principal works in close partnership with the Executive Director of Baton Rouge and the network's Chief Schools Officer to align school-level strategies with organizational goals and to drive strong student outcomes.

Assistant Principal - Curriculum and Assessment

The Assistant Principal for Curriculum and Assessment supports the Principal in driving instructional excellence and ensuring rigorous academic outcomes for all students. This role oversees the implementation of the school's curriculum, ensuring alignment with state standards and the school's educational model. The Assistant Principal is responsible for managing internal and external assessments, coordinating testing logistics, analyzing student achievement data, and leading data-driven instructional

planning. They support teacher development through coaching, professional development, and the facilitation of professional learning communities. Additionally, this role helps maintain instructional consistency across grade levels and ensures interventions are targeted to student needs.

Student Services Coordinator

The Student Services Coordinator ensures that students with exceptionalities, including those with IEPs, 504 plans, and English Language Learners, receive the services and supports necessary for academic success. This role oversees the development, implementation, and compliance of special education programs and interventions in accordance with state and federal regulations. They lead student support team meetings, monitor progress of targeted interventions, and work closely with appraisal, service providers, general education teachers, and families to support inclusive practices. They ensure that student support plans are implemented with fidelity and that all documentation is accurate, timely, and compliant.

Director of Operations

The Director of Operations provides essential administrative support to ensure smooth day-to-day operations of the school. Responsibilities include overseeing and supporting all non-instructional staff, maintaining relationships with contracted vendors, including transportation, and ensuring a safe, organized, and welcoming environment. This role is key for procurement, school event logistics, and development/implementation of key systems for campus-wide operational efficiency.

Back Office Provider:

EdOps (Back Office Provider)

EdOps will provide financial management, compliance, budgeting, and data reporting services for Audubon Baton Rouge. As a back office provider, EdOps works under contract with the board and school leadership to ensure sound fiscal practices and accurate reporting in alignment with LDOE requirements. EdOps will not manage academic or personnel decisions but will play a critical support role in operations and finance.

22. Organizational Reporting and Accountability Structure

Audubon Schools has established a well-defined and effective organizational structure that promotes clarity of roles, strong accountability, and alignment to the mission of delivering a holistic, student-centered education. At the highest level, the Audubon Charter School Board holds fiduciary and strategic oversight of the organization, including all campuses. The Board directly supervises the Chief Executive Officer (CEO), who serves as the executive leader responsible for executing the network's strategic vision and ensuring academic, operational, and financial performance across all schools.

Reporting to the CEO are four key executive leaders:

- The Executive Director of Baton Rouge provides on-the-ground leadership and regional oversight specifically for the Baton Rouge campus, ensuring fidelity to the Audubon model, community engagement, and operational readiness. This position is currently in place and will be in place during 2026-2027 to ensure strong local leadership;
- The Chief Schools Officer (CSO), by contrast, provides network-wide academic leadership, overseeing curriculum, instruction, and accountability systems across all Audubon schools, including Baton Rouge;

- While both the ED and CSO supervise principals, that is split regionally to ensure leadership in both metro areas have consistent, on-the-ground support;
- The Chief Operating Officer (COO), who oversees facilities, compliance, transportation, and operational logistics;
- The Chief of Talent & HR, who leads recruitment, hiring, staff retention, and personnel compliance.

Each Audubon school has a School Leader (Principal) who reports directly to the CSO in New Orleans and the Executive Director of Baton Rouge in that region. The School Leader is responsible for campus-level leadership, including student outcomes, culture, family engagement, and day-to-day management. Supporting the School Leader is a leadership team comprised of Assistant School Leaders, instructional coaches, and support staff responsible for ensuring fidelity of instruction, interventions, and operational systems.

Rationale for Structure

This layered but coherent structure supports the proposed school model by ensuring:

- Dedicated academic leadership at both the school and network levels to support instructional rigor and fidelity to key Audubon elements;
- Targeted regional oversight that ensures the unique needs of the Baton Rouge community are addressed with locally responsive leadership;
- Clear reporting lines and responsibilities to streamline decision-making and accountability;
- Specialized roles across operations, talent, and academics to reduce burden on school leaders and allow for focused instructional leadership.

This structure mirrors the organization's existing success in New Orleans and ensures Audubon Baton Rouge will receive both the autonomy and support needed for high-quality implementation.

Role of Management and Partner Organizations

Audubon Baton Rouge will contract with EdOps, an experienced Back Office Provider, to manage financial and operational services, including budgeting, financial reporting, compliance, grants, SIS, and back-office functions. EdOps will report to the COO, Business Operations Coordinator, and CEO, and their performance will be monitored regularly through data dashboards, reports, and timeliness of deadlines.

This partnership allows school leaders to focus on instructional excellence and student support while ensuring financial integrity. All contractual relationships will be governed by performance-based agreements with clear roles, responsibilities, and contractual terms.

Together, this structure ensures that every stakeholder, from the governing board to school-based educators, is aligned in their responsibility to ensure student success, model fidelity, and continuous improvement.

23. Teacher-Student Ratio

Consistent with Audubon campuses, Audubon Baton Rouge's student to teacher ratio is 16:1. The ratio of total adults to students is 9:1.

24. Recruitment and Hiring Procedures

Audubon Baton Rouge follows a comprehensive and equitable hiring process that ensures the recruitment of highly qualified personnel aligned with the school's mission and Louisiana Department of Education requirements in charter school settings. Recruitment efforts begin each January and include outreach to local and national educator job boards, alternative certification programs, teacher preparation programs, Teach225, and professional networks. The school emphasizes hiring candidates with experience in urban education, Montessori pedagogy, dual-language instruction, and a demonstrated commitment to equity. Applicants are required to submit transcripts and all relevant credentials, which are reviewed to confirm compliance with Louisiana certification/teacher requirements. Selected candidates participate in a rigorous multi-step screening process, which includes interviews with school and network leadership, instructional demonstrations (for teachers), and scenario-based tasks (for leadership roles). Finalists undergo reference checks prior to receiving an offer. Formal offer letters are issued by the Human Resources team, outlining job responsibilities, salary, and onboarding steps. All hiring decisions are made in accordance with federal and state non-discrimination laws. Audubon Baton Rouge is an equal opportunity employer and ensures that hiring and personnel decisions are made without regard to race, color, religion, sex, national origin, disability, age, sexual orientation, gender identity, or any other protected classification.

Criminal Background Checks and Compliance

Before reporting to campus or beginning employment, all instructional, operational, and administrative staff must complete fingerprinting and pass a criminal background check conducted through a Louisiana State Police-approved vendor. This is verified by the Human Resources team prior to the employee's start date. Staff are also required to complete all mandated pre-employment certifications, including Mandated Reporter training, Ethics Certification, and other state-required coursework or training. No individual is permitted to work on-site until all required documentation is approved and recorded. Audubon Baton Rouge also requires all third-party contractors, including cafeteria workers and transportation staff, to complete fingerprinting and background checks before being permitted to work with students. Vendor contracts include language mandating compliance with these background verification protocols.

Dismissal Procedures

Audubon Baton Rouge maintains clear and documented policies governing employee discipline and dismissal. These policies align with Louisiana labor law and are outlined in the employee handbook. Staff whose performance falls below expectations may receive informal coaching and be placed on a formal improvement plan if issues persist. All steps are documented and reviewed with the employee. In cases of gross misconduct or violations that pose a risk to student safety, immediate termination may occur. Dismissal actions are taken only after due process has been followed, and all records are retained by Human Resources. Employees are informed of their rights and provided an opportunity to respond to allegations prior to any final decision.

25. Teacher Turnover and Coverage Plan

Audubon Baton Rouge recognizes that teacher stability is essential for student achievement and community trust. To minimize turnover, the school will implement robust recruitment, onboarding, and

coaching supports while fostering a collaborative and inclusive school culture. Early hiring practices and a year-round recruitment pipeline ensure access to a qualified talent pool for anticipated vacancies.

If a teacher departs during the school year, the school will ensure uninterrupted instruction through a layered response. For short-term vacancies, a pool of trained substitute teachers will be maintained through contracted providers to ensure immediate classroom coverage. Substitutes will be ABR's first response to an absent teacher. In addition, teaching assistants and cross-trained instructional support staff may be assigned to support classes without impacting core teacher preparation periods. For long-term vacancies, expedited hiring remains the first strategy, but in the interim, substitutes or long-term coverage staff will be assigned rather than relying heavily on administrators with other responsibilities. Instructional leaders and coaches will provide oversight and support to ensure quality academic instruction, but will not serve as primary substitutes, ensuring that leadership responsibilities are preserved.

All teachers and instructional staff are cross-trained on curricular materials, pacing, and classroom procedures, which allows for flexible coverage as needed. Any changes in classroom staffing will be communicated clearly and promptly to families, along with a plan for continued instructional support. This multi-tiered approach ensures a stable, high-quality learning environment regardless of unexpected staffing changes.

26. Hiring Projections and Organizational Capacity

Audubon Baton Rouge anticipates hiring approximately 50 new staff members in Year 1, including classroom teachers, special education and support staff, a school leader, operations personnel, and enrichment teachers. As the school expands by one grade level each subsequent year, the organization will hire an additional 5–8 staff members annually to support enrollment growth, resulting in a full staff of approximately 104 by Year 6. Staffing projections are aligned to student-teacher ratios, instructional needs, and programmatic design, including special education, French language instruction, and arts integration.

To ensure the school is fully staffed each year, the organization follows a defined hiring calendar with key milestones. Recruitment begins each January for the following academic year. In Q1, job descriptions are finalized and postings go live through both local and national platforms. Initial screenings and interviews occur between February and April, followed by demonstration lessons or performance tasks. Final offers are made by May to allow onboarding and professional development to begin in July. This proactive timeline ensures all staff are in place well ahead of the start of the school year.

Audubon Schools has a strong foundation and proven capacity to meet these hiring demands. The network is supported by a centralized talent team led by the Chief of Talent, who coordinates all aspects of recruitment, onboarding, and retention in collaboration with the school's Executive Director and School Leader. The team uses an applicant tracking system and maintains strategic pipelines through EnrollBR, local university partnerships, and Montessori and dual-language networks to identify mission-aligned candidates.

The organization has demonstrated success with staff recruitment and retention at its existing campuses, maintaining a 3-year average teacher retention rate of 76%. In recent years, the organization has hired between 20–30 new employees annually across its New Orleans campuses, including instructional, operational, and student support roles. This experience affirms the organization's ability to scale staff recruitment for the Baton Rouge expansion.

In addition to recruitment, Audubon Schools has a clear succession plan and internal leadership development pipeline to fill critical positions when vacancies occur. These systems, combined with a robust human capital infrastructure, position the organization well to meet the demands of launching and scaling Audubon Baton Rouge.

Charter Board Governance

27. Board Roster

Board Member Name	Board Role	Board Responsibilities/ Area of Expertise (Academic, Finance, Operational and Management, Legal, Community Relations)
Lourdes Moran	Board Chair The Board Chair leads the board in fulfilling its governance responsibilities, including oversight of academic, financial, and organizational performance. The Chair presides over meetings, sets agendas with the CEO and Executive Director, and ensures meetings are orderly and productive. They serve as the primary liaison to school leadership, lead the CEO's annual evaluation, and ensure compliance with board bylaws and applicable laws. The Chair also facilitates board evaluations, strategic planning, and may support key initiatives or committees.	Operations and Management
Kevin Wilkins	Board Vice-Chair The Board Vice-Chair assists the Chair in all duties and presides over meetings in the Chair's absence. This role serves as a thought partner to the Chair and other board members, helping to ensure smooth board operations and adherence to bylaws. The Vice-Chair may also lead or support special initiatives or committees as needed, contributing to the board's effectiveness.	Community Relations

Trey Leblanc	Board Treasurer The Board Treasurer oversees the financial health of the organization, working closely with the Finance Committee and the organization's financial provider, such as EdOps. The Treasurer is responsible for reviewing and monitoring the annual budget, financial statements, audits, and long-term financial plans. This individual ensures compliance with all requirements tied to the use of public funds and upholds fiduciary responsibilities. The Treasurer presents financial updates to the board and leads the organization's fiscal oversight efforts.	Finance
Darleen Mipro	Board Secretary The Board Secretary is responsible for maintaining the official records of the board, including meeting agendas, minutes, and governance documents. The Secretary ensures compliance with Louisiana Open Meetings Law and the Public Records Act by posting meeting notices appropriately and making board records accessible to the public. Additionally, the Secretary oversees the accurate documentation of board actions and decisions.	Academic
Ben Levine	Board Member General Board Members attend all board meetings and actively engage in the board's	Legal

	governance responsibilities. Each member is expected to serve on at least one standing committee, Finance, Governance, Facilities, or Executive, and to offer expertise in areas such as education, law, finance, real estate, or community engagement. Board members uphold the mission of the school and ensure academic, financial, and operational accountability across the organization.	
Chan Tucker	Board Member (Gentilly Parent Representative) The Gentilly Parent Representative serves as a liaison between the board and families participating in Audubon Gentilly's academic program, ensuring that the parent voice is represented in board discussions. This board member supports family engagement and program-specific advocacy efforts related to Audubon Gentilly. The Gentilly Parent Representative is a full voting member of the board and contributes to the strategic direction of the school.	Operations/Management
Nicolas Peddle	Board Member (French Parent Representative) The French Parent Representative serves as a liaison between the board and families participating in the school's French program, ensuring that the parent voice is represented in board discussions. This board member supports family engagement and	Community Relations

	program-specific advocacy efforts related to French language and culture. The French Parent Representative is a full voting member of the board and contributes to the strategic direction of the school.	
Michael Newcomer	Board Member (Montessori Parent Representative) The Montessori Parent Representative provides input on matters that impact the integrity and effectiveness of the Montessori instructional model. This board member represents the interests of families with children in the Montessori program and supports outreach and engagement efforts within the Montessori community. The representative votes on board matters and helps guide strategic planning from a Montessori perspective.	Community Relations

28. Conflict of Interest

There are no known actual or perceived conflicts of interest between the board members of the French and Montessori Education, Inc. (F.A.M.E.) Board and any entities involved in the proposed operation of Audubon Baton Rouge.. The board follows the Louisiana Code of Governmental Ethics and has policies in place to prevent conflicts of interest. All board members are required to complete annual ethics training through the Louisiana Board of Ethics and disclose any financial or personal relationships that could impact board decisions. If a potential conflict arises, the board member in question must recuse themselves from discussion and voting on the related matter, and the conflict will be documented in board meeting minutes.

To proactively identify and mitigate any actual or perceived conflicts, the board annually reviews and signs conflict of interest disclosure forms. These forms are maintained by the board secretary and reviewed by the governance committee. If Audubon Baton Rouge enters into or maintains a contractual relationship with an Educational Service Provider (ESP), the board will ensure that a clear conflict of interest policy governs the relationship. This includes a provision prohibiting board members from holding financial interests or leadership roles in any affiliated ESP or subcontractor entity. In the event of any perceived conflict between the ESP and the board, the governance committee will conduct an independent review and take appropriate steps to ensure full transparency and alignment with state ethics laws.

29. Board Governance Structure and Responsibilities

The French and Montessori Education, Inc. (F.A.M.E.) Board, which governs Audubon Schools, is a well-established nonprofit board with over 15 years of experience operating successful charter schools in Louisiana. The board understands its role as a governing body, not as a manager of daily school operations. Its core responsibilities include setting strategic direction, approving policies and budgets, hiring and evaluating the CEO, and ensuring compliance with state and federal laws. The board does not engage in day-to-day school management, which is delegated to the CEO and the school leadership team.

The board will use a comprehensive evaluation process that includes both quantitative and qualitative measures aligned with the Charter School Performance Compact. Metrics will include school performance scores (SPS), progress index ratings, student proficiency and growth data, financial audit results, enrollment and retention rates, and organizational compliance. In addition, the board will use tools such as performance rubrics, stakeholder surveys, and regular progress dashboards to monitor CEO effectiveness. Oversight will occur on an ongoing basis through monthly board meetings and Finance and Governance Committee reviews, with a formal evaluation conducted annually each summer. If the CEO is not meeting performance standards, the board will implement a corrective action plan with clear benchmarks and timelines. This structured approach ensures consistent, transparent accountability while aligning the CEO's performance directly to organizational goals and student outcomes.

Board members receive onboarding training that includes sessions on the legal responsibilities of charter boards, fiduciary oversight, and the difference between governance and management. Annual training provided by the Louisiana Association of Public Charter Schools and other external experts reinforces these principles. To prevent individual board members from becoming involved in school operations, no member is permitted to give direction to staff, and all decisions must be made collectively during scheduled public meetings in compliance with Louisiana's Open Meetings Law. The board's governance structure includes standing committees that meet regularly and report to the full board. These include:

The Executive Committee:

- Purpose: To provide leadership and decision-making between regular board meetings.
- Role: This committee is composed of board officers and is responsible for setting the agendas for full board meetings, monitoring progress toward strategic goals, and making timely decisions on urgent matters when full board action is not feasible. The Executive Committee ensures alignment across all board functions and supports the CEO with high-level oversight.
- Responsibility: Advises on strategic decisions and provides leadership to ensure the board's activities align with the school's mission and goals.

The Finance Committee:

- Purpose: To oversee the school's financial health, ensuring transparency and accountability in fiscal matters.
- Role: The Finance Committee reviews monthly financial statements, audits, and fiscal policies. It monitors the school's budget to ensure compliance with financial regulations and ensures the school meets all legal and regulatory requirements related to finances.
- Responsibility: Provides financial guidance, reviews budgetary compliance, and recommends financial strategies to the full board.

The Governance Committee:

- Purpose: To ensure the board operates effectively and in compliance with all relevant regulations.

- Role: This committee is responsible for the nomination and onboarding of new board members, managing the annual self-evaluation of the board, and coordinating training sessions aligned with legal obligations and board development needs.
- Responsibility: Ensures the board maintains high standards of governance, compliance, and continuous improvement through effective recruitment and development practices.

The Facilities Committee:

- Purpose: To oversee the planning, maintenance, and safety of the school's physical environment.
- Role: This committee provides oversight for facility planning, maintenance, safety compliance, and long-term capital improvement projects. It ensures that the school's facilities provide a safe, functional, and supportive environment for teaching and learning.
- Responsibility: Advises the board on facilities-related matters and supports the development and execution of facility improvement plans.

Advisory committees serve as advisory bodies, supporting the full board in its oversight responsibilities without assuming management roles. They play a critical role in informing the board's decision-making processes, ensuring that strategic, financial, governance, and facilities-related decisions are made with comprehensive input and guidance. No formal votes are taken during advisory committee meetings.

To ensure accessibility and transparency, the board conducts open meetings in accordance with state law, and agendas and minutes are posted publicly. Families, staff, and community members are encouraged to attend meetings and provide feedback during designated public comment periods. Board members also engage with stakeholders through school-hosted events, public forums, and annual family surveys. This governance structure ensures that the board maintains clear oversight of the school, while also remaining connected to the broader school community.

30. Organizational and Financial Goals (Years 1-5)

Year 1

- Equitable Enrollment: Meet 90% of BESE enrollment thresholds for Economically Disadvantaged (ED) and Students with Disabilities (SWD).
- Re-enrollment: Establish baseline; aim for $\geq 80\%$ re-enrollment of eligible students for Year 2.
- Suspensions: Ensure suspension rate is at or below national average for elementary/middle schools (OCR benchmark).
- Special Ed Evaluations: Ensure $\geq 95\%$ of initial evaluations are completed within timeline ($\leq 5\%$ out of compliance).
- IEP Timeline Compliance: Ensure $\geq 95\%$ of IEPs are up to date as verified through SER review.
- Subgroup Performance: No subgroup designated as "Urgent Intervention Required."
- Ethics and Law Compliance: Zero Notices of Concern or Breach related to ethics, legal compliance, or enrollment.

- Board Governance: 100% adherence to Open Meetings Law, Public Records Act, and procurement regulations.
- Financial Goal – LDE Fiscal Risk Assessment: Achieve a “Low Risk” rating on LDE Fiscal Risk Assessment.
- Financial Goal – Audit: Complete annual external audit with no material findings or repeat findings.
- Financial Goal – Federal/State Funds: Zero findings of misuse or mismanagement of federal or state funds.

Year 2

- Equitable Enrollment: Meet 100% of BESE thresholds for ED and SWD.
- Re-enrollment: Maintain $\geq 85\%$ re-enrollment rate.
- Suspensions: Stay at or below national average; implement restorative practices network-wide.
- Special Ed Evaluations: $\leq 3\%$ of evaluations out of compliance.
- IEP Timeline Compliance: Maintain $\geq 97\%$ IEP compliance.
- Subgroup Performance: Maintain status of no UIR designations.
- Ethics and Law Compliance: Continue zero Notices of Concern/Breach.
- Board Governance: Maintain 100% compliance with governance expectations.
- Financial Goal – LDE Fiscal Risk Assessment: Maintain “Low Risk” rating.
- Financial Goal – Audit: Receive clean audit with no material or repeat findings.
- Financial Goal – Federal/State Funds: Ensure documented compliance and alignment of budget to strategic priorities.

Year 3

- Equitable Enrollment: Sustain 100% compliance with Bulletin 126 thresholds.
- Re-enrollment: Maintain $\geq 88\%$ re-enrollment.
- Suspensions: Stay $\leq$ national average; track disproportionality data quarterly.
- Special Ed Evaluations & IEPs: Maintain $\leq 3\%$ out-of-compliance for both indicators.
- Subgroup Performance: No UIR designations; targeted supports implemented as needed.

- Governance & Ethics: Continue full compliance.
- Financial Goal – LDE Fiscal Risk Assessment: Maintain “Low Risk” with no areas flagged.
- Financial Goal – Audit: Maintain clean audit record.
- Financial Goal – Fund Use: Ensure internal controls, procurement processes, and federal grants audits are passed with no findings.

Year 4

- Equitable Enrollment: Sustain 100% ED and SWD thresholds.
- Re-enrollment: $\geq 90\%$ of eligible students return.
- Suspensions: Stay $\leq$ national average and reduce ISS/OSS days by 10% from baseline.
- Special Populations: Continue $\leq 3\%$ noncompliance for IEPs/evaluations.
- LRE: Maintain 85–90% inclusive placement rate.
- Subgroup Performance: No subgroup UIR designations.
- Governance & Ethics: Continue 100% compliance.
- Financial Goal – LDE Fiscal Risk Assessment: Maintain “Low Risk” with strong liquidity and fund balance indicators.
- Financial Goal – Audit: Maintain clean audit with strong internal controls.
- Financial Goal – Strategic Fund Use: Reserve 5% of operating budget for long-term growth and facilities improvements.

Year 5

- Equitable Enrollment: Maintain consistent compliance to earn 20 points annually.
- Re-enrollment: $\geq 90\%$ student re-enrollment.
- Suspensions: Sustain suspension rates at or below national average; eliminate any subgroup disproportionality.
- Special Populations: IEP and evaluation compliance at $\geq 98\%$.
- LRE: $\geq 90\%$ of students with IEPs in inclusive settings.
- Subgroup Performance: No UIR; show closing of gaps via subgroup growth percentiles.
- Governance & Ethics: Continue zero incidents of noncompliance.

- Financial Goal – LDE Fiscal Risk Assessment: Maintain “Low Risk” and end Year 5 with ≥ 60 days of cash on hand.
- Financial Goal – Audit: Five-year streak of clean audits with no material findings.
- Financial Goal – Fund Use: Increase operating reserve to $\geq 8\%$ of annual budget and allocate funds toward staff retention and program growth.

These goals are ambitious yet attainable and aligned to the expectations outlined in the Louisiana Charter School Performance Compact, ensuring long-term viability and performance excellence for Audubon Baton Rouge.

31. Board Monitoring of Academic, Organizational, and Financial Goals

The F.A.M.E. Board will implement a structured and proactive oversight process to monitor Audubon Baton Rouge’s progress toward meeting its academic, organizational, and financial goals. The board will receive regular performance updates from the CEO and the Executive Director of Baton Rouge, with detailed dashboards that include key indicators such as standardized testing results, subgroup performance, student re-enrollment percentages, IEP compliance, fiscal risk scores, and audit findings.

Academic performance, financial health, and organizational compliance will be standing agenda items at regularly scheduled board meetings. The board will conduct biannual reviews of academic data in collaboration with the Chief Schools Officer and school leadership, with particular attention to early warning signs in state assessments, benchmark data, and subgroup performance. Financial progress will be reviewed by the Finance Committee and presented to the full board, including budget-to-actuals, fund balance updates, and any risks identified by EdOps. In addition to regular internal reporting, the board will also review results from the school’s annual independent financial audit and the Louisiana Department of Education’s Fiscal Risk Assessment to inform its understanding of the school’s financial standing and compliance. Any material findings or adverse indicators will prompt immediate follow-up and action planning.

Organizational performance, including enrollment equity, special populations compliance, suspension rates, and operational audits, will be monitored by the Governance Committee and shared with the full board for discussion and decision-making.

If the school trends toward not meeting academic, organizational, or financial goals, the board will initiate a formal intervention protocol. This includes calling a special meeting to assess root causes, requiring a written action plan from school leadership with timeline-based corrective strategies, and increasing the frequency of progress updates. If necessary, the board may direct the CEO to reallocate resources, contract with external support providers, or adjust staffing or programming to address deficiencies. The board’s structured and transparent monitoring process ensures early identification of issues and timely interventions to keep the school on track for success.

32. CEO Evaluation and Oversight Toward Renewal Standards

The F.A.M.E. Board will evaluate the Chief Executive Officer (CEO) annually using a performance framework aligned to the Louisiana Charter School Performance Compact and the organization’s strategic goals. The board has adopted a comprehensive CEO evaluation rubric that includes clear standards for academic, organizational, and financial leadership. These standards ensure the CEO is accountable for maintaining academic excellence, achieving operational efficiency, ensuring fiscal health, and upholding the mission and values of the network.

Evaluation Metrics and Information Collection

The board will assess the CEO's performance using both quantitative and qualitative data. Key indicators include:

- Academic performance: student performance on LEAP 2025, subgroup performance data, growth targets, and progress index outcomes.
- Organizational health: re-enrollment rates, teacher retention, and operational milestones.
- Financial health: results from external audit findings, fiscal health metrics, and budget-to-actual performance.
- Stakeholder feedback/satisfaction: input from staff surveys, family engagement data, and climate/culture assessments.

These data points will be compiled quarterly and formally reviewed by the Governance Committee in preparation for the annual evaluation process.

Timeline and Evaluation Process

The CEO evaluation process occurs annually each summer. The summative evaluation will include a written self-assessment by the CEO, review of data, and a board-led evaluation using the established rubric. Results will be documented, shared with the full board, and archived.

Corrective Action Procedures

If the CEO is not meeting expectations outlined in the evaluation rubric or is failing to demonstrate progress toward renewal standards, the board will initiate a formal corrective action process. This may include the development of a performance improvement plan with clearly defined benchmarks, support structures, and timelines. The board may also require additional reporting or oversight, reallocation of responsibilities, or leadership coaching support. Failure to demonstrate meaningful progress toward corrective measures may result in reassignment or termination, in accordance with board policy and contractual terms.

Through this process, the board ensures the CEO is held accountable for the success and sustainability of the school, while also being supported through structured oversight and clear expectations.

33. Financial Planning, Accounting, Purchasing, and Payroll Policies

Audubon Baton Rouge will follow the established financial policies and procedures of the French and Montessori Education (F.A.M.E.) Board and the Audubon Schools network. These policies align with Louisiana law, Generally Accepted Accounting Principles (GAAP), federal requirements for charter schools, and national best practices. The financial management system emphasizes compliance, transparency, and long-term sustainability through clearly defined roles, layered internal controls, secure data management, and consistent board oversight.

The school will contract with EdOps, a nationally recognized education financial services provider with extensive experience supporting Louisiana charter schools. EdOps, in collaboration with the network-level team, will manage day-to-day fiscal operations, including budgeting, forecasting, payroll, and financial reporting, while ensuring adherence to internal controls and separation of duties. EdOps

personnel hold credentials in finance, accounting, or related disciplines and are trained in nonprofit and charter-specific financial management.

Specifically, annual budget development will be led by EdOps in collaboration with network leadership and reviewed by the Finance Committee before board approval. Accounting procedures include segregation of duties, monthly reconciliations, and use of secure financial software for general ledger, accounts payable/receivable, and payroll. The finance chair reviews reconciliations monthly. Payroll will be processed biweekly with multiple layers of review/approval to ensure accuracy and compliance. Purchasing will follow a tiered approval system, with purchases above \$5,000 requiring competitive quotes and contracts above \$25,000 requiring board approval, consistent with Louisiana Public Bid Law. These controls are reinforced by monthly financial reporting, quarterly Finance Committee reviews, and annual independent audits. Collectively, these detailed procedures ensure fiscal transparency, sustainability, and compliance, and the application narrative will be expanded to reflect this.

Financial Planning and Budget Development

Each spring, the network team and EdOps collaborate to develop an annual operating budget using enrollment projections, per-pupil revenue estimates, anticipated grant funding, staffing models, and operating expenses. Budgets are reviewed by the CEO and presented to the Finance Committee, then approved by the full F.A.M.E. Board. Budget-to-actual reports are updated monthly and monitored for variances. Multi-year financial projections are revised annually to reflect enrollment trends, funding updates, and strategic priorities, ensuring the school's long-term financial viability.

Accounting and Payroll

EdOps uses secure, cloud-based accounting software with role-based access control to ensure system integrity and financial data security. The system manages the general ledger, accounts payable/receivable, and payroll processing. Payroll is processed biweekly with multi-step review processes, including timecard approvals at both the campus and network level, and employee approval before disbursement. Payments are made electronically to reduce fraud risk and manual handling.

Purchasing and Procurement

All purchases follow a tiered approval process based on thresholds. Requisitions must be approved by school leadership or network administrators prior to procurement. Purchases over \$5,000 require quotes from at least three vendors. Contracts exceeding \$25,000 require board approval, and all purchases subject to Louisiana Public Bid Law (LA R.S. 38.2211) follow appropriate competitive bidding or RFP processes. Legal review of vendor contracts is conducted as needed, and all agreements are securely stored. These procurement procedures ensure cost efficiency, transparency, and compliance with public fund requirements.

Internal Controls and Oversight

Audubon Baton Rouge will implement a strong internal control system to ensure accurate reporting, fraud prevention, and resource protection. Key internal controls include:

- Segregation of duties for purchasing, approval, and reconciliation

- Role-based access to financial systems with audit logs
- Monthly bank reconciliations by EdOps and finance staff
- Quarterly financial reviews by the Board Finance Committee
- Annual independent external audits by a licensed CPA firm
- Annual training for board members on fiduciary oversight
- A detailed financial procedures manual covering asset management, cash handling, grant compliance, and travel reimbursements

Board Monitoring and Accountability

The Finance Committee, composed of board members with expertise in nonprofit finance and accounting, meets monthly to review financial statements, cash flow, and key performance indicators. The full board reviews monthly budget-to-actual reports and receives an annual audit report, ensuring transparency and accountability. Any material variance, financial risk, or compliance issue is escalated promptly for corrective action.

Sustainability and Legal Compliance

Through experienced financial oversight, strong internal systems, and its third-party partnership with EdOps, Audubon Baton Rouge is well-positioned to maintain financial health and statutory compliance. Annual audits, regular reviews, and dynamic forecasting support continuous improvement and ensure the school's ability to responsibly manage public funds while scaling to full enrollment.

34. Board Training and Development Plan

The French and Montessori Education (F.A.M.E.) Board recognizes that strong governance requires continuous growth and self-assessment. The board engages in an annual self-evaluation process to identify strengths and areas for development across core domains including academic oversight, financial stewardship, legal compliance, and strategic leadership. This process informs a targeted professional development plan for the year. Board members participate in annual governance training through the Louisiana Association of Public Charter Schools (LAPCS), and additional workshops are scheduled based on identified gaps, such as training in special education law, ethics, charter renewal standards, and financial oversight. The board also receives periodic briefings on updates to BESE policy, Bulletin 126, and other legal/regulatory changes.

New Member Recruitment and Onboarding

The F.A.M.E. Board maintains a strategic recruitment process that prioritizes candidates with expertise in education, finance, legal affairs, fundraising, real estate, and community engagement. When vacancies arise, the Governance Committee conducts a gap analysis to identify priority areas of knowledge or demographics needed to strengthen board diversity and competency. New board members participate in a structured onboarding process, which includes a review of the school's charter, performance compact, bylaws, conflict of interest policies, the Open Meetings Law, and financial responsibilities. New members are paired with a seasoned board mentor and attend initial meetings of the Finance and Governance Committees to observe key oversight functions. Within the first 60 days, they also receive training on their roles and responsibilities as charter school board members in accordance with Louisiana law.

This systematic approach to board development ensures that the governing body remains informed, legally compliant, and well-positioned to provide strategic oversight of Audubon Baton Rouge and the broader network of schools it governs.

35. Board Meeting Frequency and Compliance Procedures

According to Bulletin 126 and the Louisiana Open Meetings Law, there is no statutory requirement specifying the number of board meetings a charter board must hold each year. For this reason, Audubon Baton Rouge's bylaws do not establish a fixed number of meetings. In order to have sufficient oversight, Audubon Baton Rouge's board meets at least once every other month or six times a year, with additional special meetings called as needed. The board's meeting calendar will be published annually on the school's website and included in school newsletters to ensure transparency for all stakeholders.

To ensure full compliance with Louisiana's Open Meetings Law, all meetings will be publicly noticed at least 24 hours in advance with a clear agenda posted online and at the school site. Meetings will be open to the public, held in accessible locations, and be available online for attendance. Minutes will be recorded and made publicly available in accordance with legal requirements. The board will offer designated time for public comment during each meeting, allowing stakeholders to speak in person. Additionally, the board will provide an option for written public comment submissions through an online form prior to each meeting. All comments submitted online will be reviewed and included in the meeting record.

The board will also comply with the Louisiana Public Records Act by maintaining organized records of meeting minutes, policies, contracts, and other documents that the public can access online. All requests for public records will be directed to a designated custodian who will follow the board's procedures for timely and compliant responses, including acknowledgment within three days and fulfillment as required by law.

Board members will receive annual training that includes guidance on Open Meetings and Open Records compliance to ensure continued understanding and adherence.

Section 3: Financial Plan and Capacity

Operational Management and Leadership

36. Applicant Team Qualifications for Operations Plan Implementation

The leadership team for Audubon Baton Rouge brings a depth of experience and proven success in operating high-quality charter schools in Louisiana. At the helm is **Steve Corbett**, Chief Executive Officer of Audubon Schools, who oversees the strategic direction of the organization and ensures mission alignment, academic achievement, financial sustainability, and long-term growth. With decades of experience in charter school management, Dr. Corbett is responsible for ensuring that all operational, instructional, and compliance functions meet the standards required by the Louisiana Department of Education and the school's charter.

Kenya Hill, Executive Director of Baton Rouge, will be the key leader on the ground responsible for executing the daily implementation of the charter at the local level. Ms. Hill brings a strong background in urban education, school leadership, and stakeholder engagement. She will directly supervise the school principal, facilitate local partnerships, and ensure students have a well-rounded and academically rigorous education.

Xavier Rawls-Stromile, Founding Principal of Audubon Baton Rouge, will lead the instructional team and oversee day-to-day school operations. Mr. Rawls-Stromile brings over a decade of leadership experience with a track record of success in student achievement, instructional coaching, and school culture transformation. He will be responsible for implementing the school's academic program, managing faculty and staff, ensuring student and family engagement, and maintaining a safe, inclusive learning environment. His expertise in data-driven instruction and inclusive leadership will be critical in launching and scaling the school successfully.

Adrienne Collopy, Chief Schools Officer, oversees all academic programming across the network, ensuring alignment with state standards and authorizer expectations. Ms. Collopy supervises school leaders, coaches instructional teams, and manages curriculum, assessment, and intervention systems. Her expertise in performance management, academic systems development, and instructional coaching will support Mr. Rawls-Stromile in delivering strong instructional results and driving teacher development.

Alisa Dupre, Chief Operating Officer, is responsible for general operations, facilities management, transportation, food services, and compliance systems. With extensive experience in charter school logistics and operational efficiency, Ms. Dupre will ensure that Audubon Baton Rouge maintains a safe, efficient, and well-resourced environment for teaching and learning.

Kristen Bourgeois, Chief of Talent, leads all staffing, human capital, and professional development functions. She manages recruitment pipelines, oversees teacher and staff evaluation processes, and coordinates onboarding, training, and licensure compliance. Ms. Bourgeois will ensure the school is fully staffed each year with high-quality, certified educators aligned to the school's mission and values.

Collectively, this leadership team possesses deep expertise in all five operational focus areas:

- **Staffing:** Led by Kristen Bourgeois, with support from Principal Rawls-Stromile and Kenya Hill to ensure strong site-level hiring and retention.
- **Professional Development:** Designed by Adrienne Collopy and Kenya Hill and implemented on campus by Xavier Rawls-Stromile through coaching, data meetings, and teacher support systems.

- Performance Management: Managed through formal evaluation systems and regular data review by Adrienne Collopy, Kenya Hill, Xavier Rawls-Stromile, and the school site leadership team.
- General Operations: Led by Alisa Dupre in partnership with the school leadership team to ensure daily operational excellence.
- Facilities Management: Overseen by Dupre and supported by the board's Facilities Committee for capital planning and safety compliance.

This distributed leadership structure ensures that each operational domain is managed by an expert with clear accountability, enabling Audubon Baton Rouge to meet and exceed the expectations set forth in the charter and by the Louisiana Department of Education.

37. Management of Non-Academic Services

Audubon Baton Rouge will implement a strategic and centralized approach to managing non-academic services, drawing on both on-site personnel and network-level operational support to ensure a safe, efficient, and compliant learning environment. The Chief Operating Officer (**Alisa Dupré**) will have executive oversight of all non-academic operations, with support from on-site and network-based staff. Oversight of daily operations will be managed in Baton Rouge by Director of Operations (Baton Rouge) **Kilrain Popleon**, in coordination with the Executive Director of Baton Rouge, **Kenya Hill**. Below is a summary of how each key area will be managed:

Non-Academic Service	Description and Oversight
Transportation	The school will contract with a state-approved transportation provider to offer safe, reliable, and accessible bus service to all students residing in East Baton Rouge Parish. The plan will prioritize timely and equitable service, with routes designed to serve economically disadvantaged students and students with disabilities in compliance with IDEA and Section 504. Special education transportation accommodations, including door-to-door service or specialized equipment, will be coordinated through the student's IEP team. Oversight: COO (Dupré), ABR Operations Director (Popleon)
Food Services	Audubon Baton Rouge will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP), ensuring all students, especially those who qualify for free or reduced-price meals, have daily access to healthy food. The school will ensure all food service personnel meet background check, training, and health compliance requirements. Oversight: COO (Dupré), ABR Operations Director (Popleon)

Facilities	The COO will oversee facility acquisition, maintenance, and compliance in partnership with the Facilities Committee of the Board. The school will ensure all building systems, safety features, and equipment are operational, inspected, and tagged annually. Daily operations will be handled on-site by Williams, with support from vendor partners. Oversight: COO (Dupré), ABR Operations Director (Popleon).
Purchasing Processes	The school will follow established network procurement policies aligned with LDOE guidelines, including vendor vetting, competitive bidding (when applicable), and internal controls. Purchases will be approved in accordance with budget authority levels set by the Board. Oversight: CSO (Collopy), ABR Operations Director (Popleon), with financial support from EdOps.
Student Records	Secure and FERPA-compliant student data entry, maintenance, and reporting will be managed using PowerSchool. Special populations data (SPED, ELL, etc.) will be monitored closely to ensure timely compliance with evaluation, service, and reporting requirements. Oversight: COO (Dupre), ED of BR (Hill), in consultation with the CSO and Special Education Coordinator.
School Safety	The school will implement a comprehensive safety plan that includes emergency drills, visitor management protocols, and coordinated crisis response procedures. Safety procedures will be reviewed annually in coordination with local first responders and transportation partners. Oversight: COO (Dupré), Principal (Rawls-Stromile), and ABR Operations Director (Popleon).

Meeting the Needs of Special Populations through Transportation

Audubon Baton Rouge is committed to ensuring that transportation is not a barrier to access for economically disadvantaged students or students with disabilities. The transportation vendor will be required to provide accommodations as needed for students with IEP-mandated services, such as wheelchair-accessible vehicles, adjusted pickup/drop-off locations, and aides on buses. The school will use data from enrollment, IEPs, and demographic analysis to ensure bus routes are designed equitably and support timely and inclusive access for all students.

All non-academic operations will be reviewed regularly by the COO and Executive Director, with updates provided to the Board's Facilities and Finance Committees to ensure compliance, safety, and high-quality service delivery.

Student Enrollment and Recruitment

38. Student Recruitment and Marketing Plan

Audubon Baton Rouge will implement a robust and equitable student recruitment and enrollment plan designed to attract a diverse student body and ensure full access for families regardless of socioeconomic background, academic ability, disability status, or other barriers. The school will comply fully with Louisiana law (R.S.17:3991(B)(3)) and BESE Bulletin 126, maintaining a non-selective, open-enrollment admissions process.

Recruitment and Outreach Strategy

Marketing efforts will include a mix of digital campaigns, print materials, community events, and direct engagement with local organizations serving families experiencing poverty, housing instability, or other challenges. Outreach will be coordinated by the full-time, bilingual Enrollment & Outreach Manager and supervised by the Executive Director of Baton Rouge (Kenya Hill) with support from the network's centralized school site team. Materials will be translated, and staff will be trained to support enrollment conversations with families of English Learners or students with disabilities.

Specific outreach partners will include Head Start centers, early childhood programs, after-school providers, and health clinics. The school will also work with community-based organizations that serve students in foster care, migrant youth, and youth experiencing homelessness.

Accessible Enrollment Process

Audubon Baton Rouge partners with EnrollBR as our application platform. This is available to families residing in any parish. Audubon Baton Rouge will use a centralized online enrollment system but will offer multiple ways to apply, including paper applications available at the school site, outreach events, and community locations. Dedicated enrollment support will be available by phone, in person, and at pop-up events. The school will offer extended hours and weekend events to accommodate working families. To address transportation barriers, events will be held in neighborhoods across the district and events will be accessible remotely via phone/video conferencing.

Audubon will maintain a documented enrollment timeline aligned with LDOE requirements and will publicize all dates well in advance across multiple platforms including the school's website. Lottery procedures (if needed) will be conducted transparently and publicly in accordance with Audubon's enrollment policies, with appropriate notifications provided to all families. EnrollBR utilizes multiple rounds. The priority round has a deadline in winter, the main round has a deadline in the spring, and rolling applications are accepted thereafter. Audubon Baton Rouge will send registration links/paperwork directly to families once applications are received, processed, and a spot is available. Siblings will be placed into their own lottery system and have priority over new students if applications exceed availability per grade level. New students will be placed into their own lottery system if applications exceed availability per grade level. The date of lottery and date results available will be publicized and communicated directly to eligible families. The lottery is system-generated and random. A waitlist will be generated pending the lottery results and seat acceptance.

Commitment to At-Risk and Special Populations

The school's outreach and enrollment materials will emphasize its inclusive instructional model, including services for students with disabilities and English Learners, and its commitment to supporting academically struggling students through intervention blocks, MTSS, and targeted support services. Staff will receive training to ensure families of students with IEPs, 504 plans, or other needs are fully informed of the school's ability and legal obligation to serve all students. Additionally, enrollment documents will clearly state that Audubon Baton Rouge is a tuition-free public school that welcomes all students.

In sum, Audubon Baton Rouge's student recruitment plan reflects a strong commitment to equity, community engagement, and barrier-free access for all families, especially those most often underserved.

Financial Plan

39. Revenue Sources Outside of State and Federal Funds

In addition to state and federal per-pupil allocations, Audubon Baton Rouge anticipates supplemental revenue from a combination of philanthropy, student fees, competitive grants, and strategic community partnerships. These projections are grounded in conservative assumptions and are structured to maintain legal compliance and financial resilience.

Corporate Partnership and Facilities Funding

Audubon Baton Rouge has secured a major corporate partnership from New Schools for Baton Rouge (NSBR), a well-established education partner committed to expanding high-quality school options in the city. NSBR has committed \$5,000,000 to support facility lease payments for the new campus. These funds are critical to ensuring the school opens in a high-quality, student-ready facility that meets all compliance, safety, and instructional standards. The agreement with NSBR includes clear deliverables and reporting structures to ensure transparency and appropriate use of funds.

This committed support significantly reduces the financial burden of facilities acquisition and renovation, allowing the school to prioritize resources for instructional staff, curriculum, and student services. NSBR's investment also strengthens Audubon's long-term sustainability by supporting capital needs without diverting general operating funds.

Philanthropy and Grants

In addition to NSBR, Audubon Schools is pursuing philanthropic and foundation support aligned with the school's mission. The school anticipates raising approximately \$50,000 in Year 1 from private donors and education foundations. These funds are intended to support startup costs, instructional materials, and early program development. Audubon Schools has a strong track record of managing grant awards, and all external funding will be tracked and reported according to best practices and grantor requirements.

Additionally, the school will pursue competitive grants through funds such as the Louisiana Charter Schools Program Grant (CSP Grant) and other national opportunities through organizations such as the Walton Family Foundation. These efforts are coordinated by the Chief Schools Officer, Executive Director, CEO, and development staff.

Student Fees

Nominal student fees may be collected for optional extracurriculars, arts enrichment, or supplies. These fees will be equitable, legally compliant, and waived for any student with demonstrated financial need. They are not a core revenue source and are excluded from general operating assumptions.

Conservative Financial Planning and Liquidity

Audubon Baton Rouge's budget is fully executable based solely on guaranteed state and federal revenue. The inclusion of philanthropic and partner contributions enhances the school's capacity but is not relied upon for essential operations. The partnership with EdOps ensures accurate forecasting, compliance, and proactive cash management.

There are no material findings in the network's most recent audit, and internal controls are in place to prevent misuse of funds, ensure legal compliance, and uphold fiduciary responsibility.

40. Financial Contingency Plan

Audubon Baton Rouge has developed a contingency plan that is demonstrably likely to succeed in the event of lower-than-expected revenues and/or higher-than-anticipated costs. The plan prioritizes financial prudence, early detection of fiscal risks, and swift, strategic response all supported by experienced partners.

Revenue Shortfall Mitigation

If revenues fall short due to lower enrollment, state funding delays, or unmet grant targets, the school will activate a tiered cost containment strategy. This includes:

- Delaying non-essential purchases and professional development,
- Freezing discretionary hires,
- Reassessing contracted services, and
- Utilizing the contingency line item embedded in the annual budget.

Expense Overrun Protocol

Should expenses exceed expectations, such as unanticipated SPED services or facility maintenance, the CEO, Chief Schools Officer (CSO), Chief Operations Officer (COO), in collaboration with EdOps, will conduct a line-by-line budget analysis to identify offsetting savings. Leadership will prioritize cuts that minimize impact on instruction and student services. The board will review and approve any major budget reallocations or cost-saving plans.

Monitoring and Risk Management

Financial performance is monitored through monthly budget-to-actuals analysis, led by EdOps and the CEO, with quarterly reporting to the FAME Board. Audubon Schools will maintain a required reserve fund. Audubon expects to exceed the required reserve fund balance by the end of the fourth year of operation to have additional funds to access.

Network and Board Support

As a member of the Audubon Schools network, the school benefits from the network team's expertise in operations, legal compliance, and financial forecasting. In the case of sustained fiscal pressure, leadership will work with the CEO and board to revise the financial model, identify new funding opportunities, and adjust the pacing of program/grade level implementation if necessary.

This multi-layered, realistic contingency plan, grounded in conservative forecasting, experienced financial oversight, and responsive governance, ensures that the school will remain operational and mission-aligned under financial stress. It reflects a clear understanding of fiscal responsibility and is demonstrably likely to succeed in maintaining the school's financial health.

41. Back Office Service Provider: EdOps

Audubon Baton Rouge will contract with EdOps, a nationally recognized back-office and financial service provider that specializes in supporting charter schools. EdOps is staffed by a team of highly qualified professionals, including individuals with advanced degrees in finance and accounting, Certified Public Accountants (CPAs), and charter school compliance experts. This partnership ensures that all financial management functions are conducted by individuals with the required expertise as outlined in the Charter School Performance Compact rubric.

Description of Services:

Ed-Ops will provide full-scope financial management services, including but not limited to:

- Strategic financial planning and development of multi-year budgets;
- Ongoing cash flow forecasting and budget monitoring;
- Monthly financial statements with variance analysis;
- Payroll administration and accounts payable management;
- Preparation and audit support;
- Support for annual financial reporting (AFR), quarterly and annual budget submissions, and compliance reporting required by the Louisiana Department of Education's Charter School Office, State Department of Education, Federal Department of Education, or Louisiana's Treasury office.
- Submission of quarterly budget reports and compliance documentation;
- Data reporting support;
- Grant reporting, reimbursement management, and compliance with state and federal guidelines;
- Ongoing support to ensure full alignment with all Louisiana Department of Education financial requirements.
- Continuous support in monitoring expenditures, reconciling accounts, and ensuring timely submission of all reports and financial requirements by the Charter School Division, LDOE, federal and state entities.

By partnering with EdOps, Audubon Baton Rouge ensures a level of financial expertise that meets or exceeds the expectations set forth in the rubric. This approach allows the school to maintain strong financial controls, transparency, and long-term fiscal sustainability while meeting all legal and regulatory compliance obligations.

42. Financial Compliance Status

Audubon Schools is currently meeting all financial requirements and expectations established by its authorizer, as well as all applicable local, state, and federal financial policies. The organization has consistently demonstrated sound fiscal management, timely and accurate financial reporting, and compliance with all regulatory obligations. There are no outstanding findings, corrective actions, or notices of concern related to financial performance for any school in the Audubon network. Audubon's audited financial statements reflect a stable financial position, and the organization maintains adequate internal controls to ensure ongoing compliance and fiscal responsibility.

43. Budget Development and Oversight Process

Audubon Baton Rouge will use a collaborative and data-informed process to develop its annual budget, led by the Chief Executive Officer (CEO), Chief Schools Officer (CSO), Chief Operating Officer (COO) in partnership with the Executive Director of Baton Rouge, school principal, and key network leaders (aka

Budget Team). The process is supported by EdOps, the network's financial service provider, which supplies financial modeling tools, historical spending analysis, and compliance guidance. Each spring, the Budget Team and EdOps initiate the budgeting cycle by collecting projected revenue allocations based on anticipated enrollment and local, state, and federal funding formulas.

Simultaneously, the school leader and department heads identify site-specific needs through analysis of academic performance data, staffing projections, facilities requirements, student supports, and instructional goals. Priorities are aligned to the Super App, School Improvement Plan, Literacy Plan, Numeracy Plan, ELL Plan, Students with Disabilities' Plan, and strategic initiatives approved by the board. Each expense category is weighed against available revenues to ensure fiscal sustainability, with a focus on directing resources toward student achievement and equity.

The draft budget is reviewed and refined through consultation with the Finance Committee of the board, and final approval occurs at a public board meeting prior to the start of the fiscal year. The budget is continuously monitored throughout the year with monthly financial reports provided by EdOps and reviewed by the school leadership and Finance Committee. Modifications to the budget, if necessary, are made through formal amendments and submitted to the board for approval, ensuring full transparency and alignment with the school's operational and academic priorities.

High School Addendum

Audubon does not plan to offer a high school program.

Corporate Partnership Addendum

Corporate Partnership Overview: Audubon Schools and New Schools for Baton Rouge (NSBR)

Audubon Schools has established a strategic corporate partnership with New Schools for Baton Rouge (NSBR) to support the successful launch and long-term sustainability of Audubon Baton Rouge. This partnership is formalized through a Memorandum of Understanding (MOU) that outlines shared commitments to school facility development, leadership and talent support, and overall school success.

Purpose and Facility Support

As part of the partnership, NSBR has committed up to \$5,000,000 in grant funds to finance the acquisition of a permanent school facility located at 7800 Innovation Park Drive, Baton Rouge, LA 70820. These funds will enable 22Beacon Facilities Corporation, a facilities partner working with NSBR, to purchase the property and lease it to Audubon for the operation of the charter school. Audubon and NSBR have entered into this agreement to establish a shared vision for expanding high-quality school options in Baton Rouge and to evidence their intent to collaborate on future projects that benefit students and the broader community.

NSBR Covenants and Responsibilities

Under the MOU, NSBR agrees to:

- Apply the \$5,000,000 grant toward the purchase and lease arrangement through 22Beacon for the school facility;

- Provide strategic support to Audubon in the areas of enrollment, leadership development, and talent recruitment throughout the duration of the corporate partnership;
- Execute all necessary documentation to complete the transactions contemplated by the partnership.

Audubon Covenants and Responsibilities

In turn, Audubon agrees to:

- Operate Audubon Baton Rouge in alignment with its approved Charter Agreement, including full responsibility for academics, staffing, and operations;
- Execute a lease with 22Beacon to occupy and operate the school at the designated facility;
- Complete all necessary documentation to uphold its responsibilities under the partnership.

Autonomy and Governance

While NSBR provides financial and strategic support, Audubon retains exclusive operational control over the charter school, including authority over instructional programming, staffing decisions, and contractual relationships with service providers. This governance structure ensures that the school maintains fidelity to its mission while benefiting from targeted partnership resources to strengthen its infrastructure and capacity.

Strategic Impact

This partnership represents a model for high-impact collaboration between charter operators and local reform-minded organizations. NSBR's investment in facilities and strategic support allows Audubon to open with a strong foundation while maintaining the organizational independence required for long-term success and innovation.

Benefits for Students and the Community

This partnership will provide immediate and long-term benefits for both students and the broader Baton Rouge community. Through NSBR's facility investment, students will attend school in a safe, modern, and purpose-designed facility that supports high-quality Montessori and French immersion programming with integrated arts. NSBR's support for talent development and recruitment ensures that the school is staffed with qualified, mission-aligned educators from day one, an essential component for academic success and whole-child development.

For families in Baton Rouge, this partnership expands access to an innovative, culturally rich public school model not currently available in the district. By bringing together Montessori pedagogy, French language instruction, and robust arts integration, Audubon Baton Rouge will fill a unique niche and contribute to the diversity of high-quality school options. Additionally, the collaboration will foster community engagement through shared goals, inclusive enrollment practices, and a long-term commitment to educational equity and student achievement.

Financial Benefits

The partnership with NSBR provides significant financial advantages that strengthen the school's short- and long-term sustainability:

- **Facility Financing Relief:** The \$5,000,000 grant ensures that Audubon does not need to divert per-pupil revenue or operating funds toward upfront facility acquisition costs. This enables the school to focus its budget on instructional quality, staffing, and student supports in its critical early years.
- **Predictable Long-Term Lease Terms:** Through the lease with 22Beacon, Audubon gains access to a high-quality facility without the volatility or risk typically associated with commercial property negotiations. The structure promotes financial stability and ensures compliance with charter budgeting requirements.
- **Reduced Reliance on Philanthropy for Operations:** By directing philanthropic dollars toward capital expenses rather than day-to-day operations, the school is able to maintain a balanced operational budget with adequate reserves.
- **Improved Liquidity and Risk Mitigation:** The grant-backed facility support reduces the financial burden of debt or lease liabilities on the school's balance sheet, decreasing long-term risk and improving the school's fiscal health as measured by authorizer assessments.
- **Alignment with Financial Performance Compact:** These financial supports and protections align with expectations under the Louisiana Charter School Performance Compact, helping Audubon Baton Rouge demonstrate sound fiscal practices, ensure solvency, and achieve strong financial audit results from Year 1.

Educational Service Provider

Audubon Baton Rouge does not contract with an educational service provider.

References

- Catterall, J. S. (2009). *Doing well and doing good by doing art: A 12-year national study of education in the visual and performing arts*. I-Group Books.
- Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Dual Language Education of New Mexico—Fuente Press.

Attachment Cover Page

Attachment Title: Appendix 1

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Evidence of community support.

Document	Description
Letter of Support	Letter from community member A.B.
Letter of Support	Letter from community member B.B.
East Baton Rouge School Board Meeting Minutes 1-30-25	Meeting minutes with unanimous local school board approval for Audubon as interim operator
Executed Partnership Agreement	Agreement between Audubon Schools and EBR for Audubon Baton Rouge to operate in 2025-2026
IDEA Family Welcome Letter	Letter introducing Audubon Baton Rouge to IDEA Innovation families and invitation to attend the first community meeting
Canvassing Flyer (English)	Flyer used during canvassing in the local school community
Canvassing Flyer (Spanish)	Flyer used during canvassing in the local school community (Spanish translation)
Enrollment Data	Enrollment for 25-26 as of 7-11-25
Sample of Parent Survey Responses/Meeting Attendance	Excerpt of google form responses following parent meeting with prospective families (families indicated interest and if they attended the meeting- they could complete without attending)

To Whom It May Concern,

My name is Adam Beary, and I am a resident of Baton Rouge for the last 15 years and an advocate for expanding access to high-quality educational opportunities in our city. I believe there is a huge base of potential waiting to be engaged so the future of Baton Rouge can be excellent. I write today in strong support of Audubon Baton Rouge's application to open a charter school under the authorization of BESE.

I have followed the success of Audubon Schools in New Orleans for many years. Their unique model—combining rigorous academics with rich artistic and cultural programming—has produced impressive results for a diverse student body. As a board member of the Arts Council of Greater Baton Rouge and Kid's Orchestra, I see the proven benefits of these models and the importance that a balanced curriculum has on elevating our students. Audubon's focus on the whole child, their commitment to excellence, and their proven academic growth are exactly the kinds of qualities we need more of in Baton Rouge's educational landscape. Proven models where success is quantifiable, foundational, and efficient.

As someone who deeply values innovation in education, I believe Audubon Baton Rouge would be a game-changing addition to our community. Their approach has demonstrated results in New Orleans, and I am confident that, if given the opportunity, they will bring the same level of success and impact to families here in Baton Rouge.

I respectfully urge BESE to approve this charter application. Our families deserve more high-quality options—and Audubon Baton Rouge is exactly that.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adam Beary', with a stylized, cursive script.

Adam Beary

CEO Bear Process Safety / Leadership BR Alumnus Cohort 2023

To the Members of BESE,

My name is Beau Bourgeois, and I am writing as a concerned and hopeful resident of Baton Rouge. I have long believed that public education must be both innovative and inclusive to meet the needs of all learners. That's why I strongly support the approval of Audubon Baton Rouge as a BESE-authorized charter school.

The track record of Audubon Schools in New Orleans speaks volumes. Their academic model is not only data-driven but also deeply rooted in the arts, culture, and language—elements that are often left out of traditional curricula. They have consistently shown strong academic outcomes and growth, especially with a diverse population of students. I believe that bringing this proven model to Baton Rouge would benefit students, families, and the broader public school system.

As a member of this community, I want to see more high-quality choices for our children—schools that don't just meet expectations but redefine them. Audubon Baton Rouge represents exactly that kind of opportunity. I urge BESE to support their application and allow them to bring their vision to life here in Baton Rouge.

Thank you for your time and thoughtful consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Beau Bourgeois', with a stylized, cursive script.

Beau Bourgeois

Baton Rouge Resident

East Baton Rouge Parish School Board

Special Meeting Minutes

Thursday, January 30, 2025

A. Meeting Opening

1. Invocation and Pledge of Allegiance

The Invocation was led by School Board Member Mark Bellue, and the Pledge of Allegiance was led by School Board Member Patrick Martin.

2. Call to Order and Roll Call

School Board President Shashonnie Steward called the meeting to order at 5:01 PM.

Members present were Mark Bellue, Dadrius Lanus, Carla Powell Lewis, Shashonnie Steward, Cliff Lewis, Nathan Rust, Michael Gaudet, Emily Soulé, and Patrick Martin.

Others present were LaMont Cole, Superintendent; Gwynn Shamlin Jr., General Counsel; Adam Smith, Deputy Superintendent; Catasha Edwards, Chief Academic Officer; Andrea O'Konski, Chief of Accountability and Assessments; Beanka Williams, Chief Officer-Human Resources; John McCann, Interim Chief Operations Officer; Kelly Lopez, Chief Financial Officer; Laura Williams, Interim Chief of Schools; Stacey Dupre, Chief of Support and Special Projects.

B. Items for Consideration

1. 1. 2024-2025 Amended School Year Calendar

Approval to amend the 2024-2025 school year calendar.

Motion by Nathan Rust, second by Dadrius Lanus.

Final Resolution: Motion Carries

Yea: Bellue, Lanus, Powell-Lewis, Steward, Lewis, Rust, Gaudet, Soulé, Martin

2. 2. Subscription: Alliance Technology Group

Accept the subscription with Alliance Technology Group and authorize the Superintendent and General Counsel to negotiate and enter a contract to provide four metal detectors in an amount not to exceed \$334,708.44 over a four-year period.

Motion by Patrick Martin, second by Dadrius Lanus.

Final Resolution: Motion Carries

Yea: Bellue, Lanus, Powell-Lewis, Steward, Lewis, Rust, Gaudet, Soulé, Martin

3. 3. Partnership Agreement: Third Future Schools

Approval of a professional services contract between the East Baton Rouge Parish School Board and Third Future Schools to operate a school.

Motion by Dadrius Lanus, second by Carla Powell Lewis.

Final Resolution: Motion Carries

Yea: Bellue, Lanus, Powell-Lewis, Steward, Lewis, Rust, Gaudet, Soulé, Martin

4. 4. Partnership Agreement: French and Montessori Education Incorporated d/b/a Audubon Schools

Approval of a professional services contract between the East Baton Rouge Parish School Board and French and Montessori Education Incorporated d/b/a Audubon Schools to operate a school.

Motion by Dadrius Lanus, second by Michael Gaudet.

Final Resolution: Motion Carries

Yea: Bellue, Lanus, Powell-Lewis, Steward, Lewis, Rust, Gaudet, Soulé, Martin

C. Next Meeting Dates/Announcements

1. Announcement of Meetings

D. Adjournment

LaMont Cole

Secretary/Treasurer to the East Baton

Rouge Parish School Board

Committee of the Whole

Shashonnie Steward

School Board President

Partnership Agreement

This Partnership Agreement ("PA" or "Agreement") is executed on this ____ day of _____, 2025, to be effective as of _____, 2025, by and between the East Baton Rouge Parish School Board ("BOARD") and French and Montessori Education Incorporated, d/b/a Audubon Schools ("FME"), a Louisiana non-profit organization.

Section 1. Background

- 1.1 IDEA Public Schools Louisiana ("IPSL") voluntarily surrendered its Type 1 charter to the East Baton Rouge Parish School Board ("BOARD"), effective June 30, 2025, contingent on the BOARD approving charter operators to run schools at the IDEA Bridge and IDEA innovation campuses for the remainder of the charter term. (The final agreement will list the Charter at issue). The BOARD accepted IPSL's surrender and authorized Mr. LaMont Cole, Superintendent of East Baton Rouge Parish School System ("EBR" or the "District"), to negotiate and, following final approval by the BOARD, enter into this Agreement.
- 1.2 The BOARD and FME share a common goal of ensuring a high-quality education for students. FME shall be responsible for operation of a school pursuant to the terms contained herein.

Section 2. Current Agreement

- 2.1 This PA sets forth the terms under which FME shall manage a K-5 school at the facility located at 7800 Innovation Park Drive, Baton Rouge, LA 70820, which formerly housed IDEA Innovation, for the 2025-2026 school year.
- 2.2 FME shall manage the school with oversight from the BOARD, but FME shall be responsible for all personnel, budget and curriculum decisions and implementations, except as otherwise provided in this Agreement.
- 2.3 This Agreement shall be effective upon complete execution for one year to commence on July 1, 2025 and terminate on June 30, 2026.
- 2.4 FME's academic, organizational and financial performance shall be evaluated in conformity with standards set forth by the BOARD.

Section 3. Agreement Liaisons

- 3.1 All official communications and reporting requirements related to this PA from either party shall be directed to the following persons:

LaMont Cole
Superintendent
East Baton Rouge Parish School Board

Lourdes Moran
President
French and Montessori Education
Incorporated

1050 South Foster Drive
Baton Rouge, La 70804

428 Broadway Street
New Orleans, LA 70118

- 3.2 All other communications, including, but not limited to day-to-day operational and oversight issues shall be directed to designated District and FME representatives.

Section 4. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

- 4.1 The BOARD shall reimburse FME the amount of the Minimum Foundation Program (MFP) funds provided by the State Board of Elementary and Secondary Education (BESE), inclusive of Levels 1-4 of MFP, and the corresponding Local per-pupil, based on the October 1, and February 1 enrollment counts, minus an administrative fee of two percent or less as described in Paragraph 4.10 herein, for each year under the duration of this Agreement.
- 4.2 MFP funds shall only be expended for educational purposes. Expenditures for educational purposes are those expenditures related to the operational and instructional activities of the school to include: instructional programs, pupil support programs, instructional staff programs, school administration, general administration, business services, operations and maintenance of plant services, student transportation services, food services operations, enterprise operations, community services operations, facility acquisition, lease, construction services and debt services as defined by Louisiana Accounting and Uniform Governmental Handbook, Bulletin 1929.
- 4.3 Fiscal Year. The fiscal year of FME shall begin on July 1 of each calendar year of the term of this Charter and shall end on June 30 of the subsequent calendar year. Prior to the beginning of each new fiscal year, FME shall follow written procedures required by the BOARD to determine enrollment projections for the upcoming school year.
- 4.4 FME shall be considered an approved public school of the BOARD and shall receive a pupil allocation computed annually pursuant to the most recent legislatively approved minimum foundation program formula determined by the allocation weights in the formula based upon student characteristics or needs, received by the school district in which the student resides from the following sources based on the district's membership count used in the minimum foundation program formula as set forth in La. R.S. 17:3995.
- 4.5 FME shall receive the state-funded per pupil allocation, based upon the weighted student membership count, received by the district pursuant to the most recent legislatively approved minimum foundation program formula, including all levels and allocation weights based upon student characteristics or needs as provided in the formula except any supplementary allocations for specific purposes. Supplementary allocations for specific purposes shall be provided to charter schools based solely on the funds generated by FME within each specific allocation.

- 4.6 As set forth in La. R.S. 17:3995(A), the local revenue on which the per pupil amount will be based will be from the following sources, excluding any portion which has been specifically dedicated by the legislature or dedicated specifically by voter approval;
 - 4.6.1 Sales and use taxes, less any collection fee paid by the school district;
 - 4.6.2 Ad valorem taxes, less any tax collection fee paid by the school district;
 - 4.6.3 Earnings from sixteenth section lands owned by the school district;
 - 4.6.4 All as further set forth in La. R.S. 17:3995.
- 4.7 Initial allocation of the per pupil amount required in Section 4.1.2 shall be based on estimates provided by the state Department of Education using the most recent projected prior year local revenue data and projected pupil counts available. Allocations shall be adjusted during the year to reflect actual pupil counts and actual prior year local revenue collections.
- 4.8 As set forth in La. R.S. 17:3995(C), FME may solicit, accept, and administer donations or any other financial assistance in the form of money, grants, property, loans, or personal services for educational purposes from any public or private person, corporation, or agency and must comply with rules and regulations governing grants from the federal government or from any other person or agency, which are not in contravention of the State constitution and any other applicable law. All funding assistance from any public or private source must be distributed in a nondiscriminatory manner
- 4.9 Monthly Minimum Foundation Program ("MFP") allocations will be transferred to FME within 15 calendar days of receipt by the Board each month or in accordance with the distribution schedule set by the State. FME will report student, staff and financial information in the manner prescribed by the Board in writing and allocations may be adjusted during the year, as necessary, to reflect the actual student count, staff count and prior year local revenues.
- 4.10 The Board shall annually charge FME a fee in the amount equal to or less than two percent of the total per pupil amount, as defined by law, for administrative overhead costs incurred by the Board for considering the charter renewal application and any amendment thereto, providing monitoring and oversight of FME, collecting and analyzing data of FME, and for reporting on school performance. Such fee amount shall be withheld from the per pupil amount in monthly increments and shall not be applicable to any federal money or grants received by FME. In accordance with La.R.S. 17:3995(A)(4)(c), by not later than ninety days following the end of each fiscal year, FME shall be provided by the Board an itemized accounting of all administrative overhead costs. Any administrative overhead costs which are not allocated or accounted for within the ninety day reporting period shall be returned to FME. FME acknowledges that funding will be based on the projected student enrollment and projected per student MFP allocation. The amount of funding will be adjusted throughout the school year to reflect actual student counts, the results of any audits, and the final per student MFP allocation. However, within fifteen (15) days of the receipt of any state, local, or other funding to which FME is entitled or which came as a result of student enrollment, the Board shall ensure that those funds are available for use by FME.
- 4.10.1 Any grants that begin at the LEA level (which does not include any IDEA Basic Grant Funding or other special education funding, which will pass through to TFS) and are required to pass through the Board, as LEA, including but not limited to Charter School Program grants, may be subject to a five (5) percent administrative fee, including but not limited to indirect costs, to be withheld by the Board before funds are sent to FME. To ensure transparency, the Board will direct District

staff to provide FME with all notices from granting agencies and entities showing the award or allocation amounts and include FME in the budgeting process.

- 4.10.2 FME will follow all requirements related to procurement processes for obtaining services paid for by grants and will ensure that personnel who provide services paid for with grant funds are appropriately qualified in accordance with the requirements for charter schools in the state of Louisiana. FME shall not be required to utilize District services to fulfill grant-funded service needs. Nor will FME be required to seek contract approval from District staff prior to utilizing the service in order to be reimbursed for the expenditure if the contractor is obtained through appropriate procurement procedures and meets eligibility requirements under the grant.
- 4.11 FME shall be eligible for any other federal, restricted state, and unrestricted state funding for which the school or its pupils qualify. FME shall receive at a minimum its per pupil share for any state or federal grant program such as any funding provided for technology, teacher supplies, kindergarten through third grade reading and mathematics, summer school, and other remediation funding, as well as any other state or federal grant program where funding is distributed on a per pupil basis and FME is eligible to receive the funding under the terms of the grant. FME shall comply with the terms of the grant. If the funds are of the type that must pass through the BOARD prior to being allocated to FME, the BOARD shall ensure that such funds are made available for use by FME no less than fifteen (15) days after the BOARD receives such funding from the state or the federal government, provided the chartering authority applied for such funding directly. FME may apply for and be awarded funding directly from the state or federal government. The BOARD shall not charge indirect costs or administrative fees for grants or federal funds, including but not limited to IDEA funding, awarded directly to FME. FME acknowledges that it is solely responsible for the management of federal money or grants that it is awarded directly and will fully indemnify the BOARD regarding any findings of mismanagement or fraud related to the receipt of these funds
- 4.12 If the funds are of the type that must pass through the BOARD prior to being allocated to FME, the BOARD shall ensure that such funds are made available for use by FME no less than fifteen (15) days after the BOARD receives such funding from the state or the federal government, provided the chartering authority applied for such funding directly. (FME may apply for and be awarded funding directly from the state or federal government.) The BOARD shall not charge indirect costs or administrative fees for grants or federal funds, including but not limited to IDEA funding, awarded directly to FME. FME acknowledges that it is solely responsible for the management of federal money or grants that it is awarded directly and will fully indemnify the BOARD regarding any claims or findings of mismanagement or fraud related to the receipt of these funds.
- 4.13 Any additional costs to operate the school above and beyond what is provided through the funds specified in this PA shall be absorbed by FME.

Section 5. Responsibilities

5.1 Operation of School

- 5.1.1 FME shall manage and operate a K-5 school for the 2025-2026 school year in the facility located at 7800 Innovation Park Drive, Baton Rouge, LA, 70820.

- 5.1.2 FME will comply with the applicable requirements of federal and State law, written BESE policy and adopted BOARD policy concerning the education of children with exceptionalities, including the requirements of the Individuals with Disabilities Act ("IDEA"), 20 U.S.C. 1401, et seq., Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), the Americans with Disabilities Act (ADA), LDOE Bulletin 1706 and other applicable LDOE regulations, and related provisions of the School Enrollment Policies and Procedures. Pursuant to La. R.S. 17:3995, FME shall be considered an approved public school and shall serve as the local educational agency ('LEA') for purposes of the IDEA, and FME is responsible for ensuring that all federal and State guidelines regarding special education, including for the purposes of IDEA, the BOARD will pass through the IDEA Basic Grant Funding and all other special education funding allocated to the LEA for the purposes of the education of children with exceptionalities at the school.

FME shall be responsible for providing those specialized instructional and related services required pursuant to student Individualized Education Programs ("IEPs"), and the services, modifications, or accommodations required by students' Section 504 Plans. FME shall meet all such guidelines and requirements for students enrolled in the school, including acquiring and maintaining appropriate staffing for implementation of the agreement. FME acknowledges that it is responsible for the management of federal money or grants that it is awarded directly, and FME will indemnify the Board regarding any claims or findings related to these funds.

FME recognizes and agrees that it is solely and exclusively responsible for providing services, including related services, and accommodations to students who have a disability within the meaning of Section 504 and the ADA but are not eligible for special education and related services under the IDEA, and that nothing in the partnership agreement shall be construed to require the BOARD to provide services or accommodations to such students.

- 5.1.3 FME shall not enter into an agreement with a management organization without prior written approval from the representatives of the District.
- 5.1.3 FME shall serve grades K-5 for the school year under the duration of this agreement as outlined in section 5.1.1. FME may enroll up to, but shall not exceed the enrollment maximum of 500. The school shall not enroll more than 120 percent of the total number of students that it has been authorized to enroll.
- 5.1.4 FME agrees to follow all applicable laws and regulations.

5.2 Oversight

- 5.2.1 The representatives of the District shall monitor and review the operations of the school and the compliance of FME with the terms of this agreement.
- 5.2.2 FME leadership and appropriate staff shall meet with representatives of the District at least quarterly to review progress and other issues related to this agreement.
- 5.2.3 FME shall provide the District access to all records, data, information, and property related to this agreement and/or the operation of the school, including contracts with vendors, upon request by the District as soon as is practicable.
- 5.2.4 FME agrees to provide access to all parts of the school facility and property to the District during regular school hours upon request. The District agrees to provide reasonable notice to FME for any scheduled meetings, calls, or site visits, as practicable. The District reserves the right, however, to conduct unannounced site visits, as necessary.

- 5.2.5 FME's academic, organizational and financial performance shall be evaluated annually. If FME fails to meet the performance standards as outlined in BESE Bulletin 126, as applicable, the school shall be subject to intervention.

5.3 Human Capital

- 5.3.1 FME shall make all staffing decisions, but shall report any changes in staffing upon request by the District.

5.4 Financial Management

- 5.4.1 The BOARD shall be the local education agency (LEA) for the school for the purposes of funding, grants, and financial reporting.
- 5.4.2 The BOARD shall transfer the funds identified in Section 4 of this PA to FME. MFP funds shall be transferred to FME on a monthly basis. Grant funds shall be transferred to FME on a reimbursement basis within 15 days of proper, timely submission of a receipt or invoice, as appropriate, unless otherwise dictated by the terms of the grant.
- 5.4.3 The BOARD shall be responsible for submitting applications for grant funding for the school. The BOARD authorizes and requires FME to seek and prepare such applications for the school on behalf of the BOARD. FME shall submit completed grant applications at least 10 business days prior to submission deadline to District staff for review, revision, as necessary, and approval and submission by the BOARD, unless a different timeline is specified in writing by District representatives, FME shall administer all grants and shall maintain all financial and payroll documentation required by such grants.
- 5.4.4 FME shall perform all financial management and operations necessary for the school. FME will provide reports to the BOARD quarterly.
- 5.4.5 FME shall conduct an annual independent audit and submit it to the Louisiana Legislative Auditor, with a copy to the BOARD, said audit to be conducted by a certified public accountant in accordance with La. R.S. 24:513 et seq., the cost of which shall be borne by FME.
- 5.4.6 FME agrees to report all agreements, contracts, and payment arrangements entered into by FME on behalf of the school pursuant to this PA upon request by the BOARD. FME shall provide the BOARD copies of all such agreements, contracts, and payment arrangements within ten (10) business days, upon request.
- 5.4.7 FME agrees to complete all financial management actions necessary to assist the BOARD in the transition of the operation of the school to a new operator should one be identified in the future, even in the event that such actions extend beyond the term of this Agreement.

5.5 Data Reporting, Records, and Privacy

- 5.5.1 The BOARD shall be the local education agency (LEA) for the school for the purposes of state and federal data reporting.
- 5.5.2 The BOARD shall be responsible for submitting data for the school required of LEAs. The BOARD authorizes and requires FME to prepare such data submissions on behalf of the BOARD. FME shall submit completed data submissions at least 10 business days prior to submission deadline to the District staff for review, revision, as necessary, and approval and submission by the BOARD, unless a different timeline is specified in writing by District representatives.

- 5.5.3 FME shall supply in a timely manner all reports, test results, and other information required under this PA, state and federal law, grant requirements, or BESE policy and regulations, or requested by the BOARD, in accordance with timelines and processes established by the BOARD.
- 5.5.4 FME agrees to submit all reports and other information in the manner prescribed by BESE, LDE, or the BOARD which may include the use of a document storage and management system and an oversight and compliance management system.
- 5.5.5 FME and the BOARD agree to share access to any data reporting systems, document storage and management systems, physical records, or digital records necessary to meet the requirements of this PA.
- 5.5.6 Throughout the term of this PA, FME shall (i) comply with applicable provisions of law and perform all obligations necessary thereto, (ii) designate a representative of FME who shall retain responsibility for the security of and access to all the school's records, including student records, (iii) provide the means and capability to access these records, including student records, to the BOARD, as designated in writing, and (iv) fully cooperate with BOARD, who shall have unrestricted and equal access to the school's records, including student records during the period prior to the termination of this PA. Upon termination, FME shall secure all school records, including student records, in the possession of FME and shall grant to the BOARD access to records requested by the BOARD. The BOARD may take possession of such records, and upon taking possession of such records shall thereafter fulfill any and all statutory and contractual duties concerning the school's records, including the student records which are within the possession of BOARD; provided that in performing FME's legal or contractual duties, FME shall comply with applicable law. FME shall take all reasonable steps necessary to collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school so that those records may be transmitted to the BOARD.
- 5.5.7 FME shall comply with any and all recordkeeping requirements of the BOARD, state law, and regulation and shall provide, upon request by the BOARD, any reports or student records, including, but not limited to, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, standardized test results, and documentation required under federal and state law regarding the education of students with disabilities.
- 5.5.8 FME shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.A. 1232g and La. R.S. 17:3914.
- 5.5.9 It is specifically understood and agreed that the obligations of the parties set forth in Section 5.5 shall survive the termination of this PA.
- 5.5.10 FME shall provide for the transfer of the education records, including special education records, of any student who was enrolled at the school upon the written request of any authorized person on behalf of an educational facility within or outside of the state of Louisiana, where the student has become enrolled or is seeking enrollment.
- 5.5.11 The transfer of such records, whether by mail or otherwise, shall occur not later than ten (10) business days from the date of receipt of the written request.
- 5.5.12 If a student has been expelled, the transferred records shall include the dates of the expulsion and the reasons for which the student was expelled.

- 5.5.13 FME shall maintain records of all students transferring into the school and withdrawing from the school.

5.6 Facilities

- 5.6.1 FME shall maintain either ownership of, a lease for, or other suitable agreement covering the use of all facilities, and shall ensure that the facilities comply with all State and local health and safety standards and other applicable laws, regulations, and rules.
- 5.6.2 FME shall provide a copy of the lease, purchase agreement and/or facility agreement upon request by the BOARD. FME shall continue to obtain and maintain all applicable use permits or certificates of occupancy necessary for the facilities owned or leased by it to be used and occupied as a school. The BOARD shall have access at all reasonable times to any such facilities for purposes of inspecting the same.
- 5.6.3 In the event that an adequate facility agreement and/or necessary certificates and permissions are not maintained by FME and FME cannot cure such deficiencies within sixty (60) days or if the nature of such deficiency is such that it cannot be reasonably cured within sixty (60) days or in the event that such facility agreement and/or certificates and permissions are terminated, revoked, suspended, or expire at any subsequent point thereafter, FME may not provide instruction at the facility. In such an event, the BOARD reserves the right to enforce its revocation rights set forth herein.

5.7 Parent Communications

- 5.7.1 FME should develop and implement a plan for communicating the plans for management of the school for the 2025-2026 school years to current students and parents.

Section 6. Termination & Renewal

- 6.1 This Agreement shall terminate on June 30, 2026, unless terminated earlier pursuant to Section 6.2 of this Agreement, or unless renewed in advance.
- 6.2 The BOARD may terminate the Agreement at any time, for cause, based upon the failure of FME to comply with the terms and/or conditions of the PA, provided that written notification is provided by the BOARD to FME specifying such failure and provided that, within sixty (60) days of receiving such notice, FME has not corrected such failure to the satisfaction of the BOARD. Upon such a termination, FME agrees to immediately turn over the management of the school to the BOARD.
- 6.3 Either party may terminate this Agreement without cause after providing final written notice of termination at least sixty (60) days prior to the date of such termination. Upon such a termination, FME agrees to immediately turn over management and operation of the school to the Board. FME further agrees to provide all appropriate assistance with the transition of management and operation of the school to facilitate a smooth transition of student services.
- 6.4 In the event that the BOARD terminates the Agreement pursuant to Section 6.1 or 6.2, FME shall immediately refund all equipment and cash on hand attributable to funding provided under this PA to the BOARD, shall not pay any debts with such funds, and shall make no other disposition whatsoever of such funds or equipment.

- 6.5 Upon cessation of any operations, FME shall (i) comply with applicable provisions of law and perform all obligations necessary thereto, (ii) provide the means and capability to access school records, including student records, to the BOARD, and (iii) fully cooperate with BOARD, who shall have unrestricted and equal access to records, including student records, during the period prior to the termination of the agreement. Upon termination, FME shall secure all records, including student records, in the possession of FME and shall grant to the BOARD access to records requested by the BOARD. FME shall take all reasonable steps necessary to collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school so that those records may be transmitted to the BOARD.

Section 7. Operation of the Contract

7.1 Entire Agreement

- 7.1.1 FME acknowledges that it is without authority to extend the faith and credit of the BOARD to any third party. FME shall clearly communicate to vendors and other entities and individuals outside the BOARD that the obligations of FME under agreement or contract are solely the responsibility of FME and are not the responsibility of the BOARD.

7.2 Indemnification and Disclaimer of Liability

- 7.2.1 The Charter Operator and the BOARD intend this Agreement, including all of the Exhibits, to represent a final and complete expression of their agreements. The parties hereto recognize that amendments to this Agreement may be approved by the parties hereto from time to time hereafter. All prior representations, understandings, and discussions are merged herein, and no course of prior dealings between the parties hereto shall supplement or explain any terms used in this Agreement.

7.3 Indemnification and Disclaimer of Liability

- 7.3.1 The parties hereto acknowledge that FME is not acting as the agent of, or under the direction and control of the BOARD, except as required by law or this Agreement and that the BOARD does not assume liability for any loss or injury resulting from the acts or omissions of FME, its directors, trustees, agents, or employees.
- 7.3.2 Each Party agrees that to the extent allowable under the Louisiana Constitution and federal and Louisiana law, it will defend, indemnify, and hold harmless the other Party, and its directors, officers, employees, agents, and other representatives harmless for, from and against any and all claims, actions, and causes of action of third parties, and all associated loss, cost, expense (including attorneys' fees and other costs and expenses of litigation, defense and appeal), damage, injury, and liability whatsoever arising from or in any way related to (i) a Party's gross negligence or willful acts or omissions in performing any of its obligations under this Partnership Agreement; or (ii) a material breach by a Party of this Partnership Agreement.
- 7.3.3 This Agreement is not an employment contract. No officer, employee, agent, or subcontractor of FME is an officer, employee, or agent of the BOARD and no officer, employee, agent, or subcontractor of the BOARD is an officer, employee, or agent of FME.
- 7.3.4 The parties hereto acknowledge that the BOARD is not liable for the debts or financial obligations of FME.

7.4 Applicable Law

7.4.1 This Partnership Agreement shall be governed by and construed in accordance with the laws of the State and all applicable federal laws of the United States of America.

7.5 Severability

7.5.1 The provisions of this Partnership Agreement are severable. Any term or condition deemed illegal or invalid shall not affect any other term or condition, and the remainder of the Partnership Agreement shall remain in effect unless otherwise terminated by the parties hereto.

7.6 Material Amendment

7.6.1 Any material amendment to this Agreement will be effective only with approval of both the BOARD, or its designee, and FME.

Section 8. Assets

8.1 Any assets acquired by FME are the property of FME for the duration of this PA. Upon termination of this Agreement pursuant to Section 6.1 of this Agreement, FME may retain cash on hand and assets necessary to carry out closeout operations for the school as permitted by applicable law, policy, and grant restrictions. FME shall transfer or dispose of assets and cash on hand attributable to public funding as directed by the BOARD.

8.2 FME shall maintain records of any cash and assets acquired with any private funds that shall remain the property of FME. If FME's accounting records fail to clearly establish whether cash or a particular asset is attributable to public funds or private funds, the asset shall be attributed to public funds and shall be transferred or disposed of as directed by the BOARD.

8.3 FME shall maintain a complete and current inventory of all school property and shall audit the school property inventory annually per state and federal regulations.

8.4 FME shall be responsible for adequately safeguarding all assets purchased with any public funds and shall produce evidence of such upon request by BOARD.

8.5 FME shall manage the school fund maintained pursuant to La. R.S. 17:414.3 and the amounts therein in accordance with the provisions of La. R.S. 17:414.3 and any policy adopted pursuant thereto.

Section 9. Liability

9.1 The parties acknowledge that FME is not acting as the agent of, or under the direction and control of the BOARD, except as required by law or this PA, and that the BOARD shall not assume liability for any loss or injury resulting from the acts or omissions of FME, its directors, trustees, agents, or employees.

9.2 FME acknowledges that it is without authority to extend the faith and credit of the BOARD to any third party. FME shall clearly communicate to vendors and other entities that the obligations of FME under agreement or contract are solely the responsibility of FME and are not the responsibility of the BOARD.

9.3 Each Party shall defend, indemnify, and hold harmless all other Parties, their officers, directors, agents and employees from any and all claims, demands, suits, actions, proceedings, losses, costs, and damages of every kind and description, including but not limited to, attorneys' fees and/or

litigation expenses which may be brought or made against or incurred by the State, BESE, the BOARD, the LDE, or FME on account of any action of any Party, its employees, agents or assigns.

- 9.4 The parties acknowledge that the BOARD, the LDE, and the State of Louisiana are not liable for the debts or financial obligations of FME.

Section 10. Miscellaneous

- 10.1. **Discrimination Clause.** The parties agree to abide by the requirements of the following as applicable:

- *Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972*
- *Federal Executive Order 11246*
- *Federal Rehabilitation Act of 1973, as amended*
- *Vietnam Era Veterans Readjustment Assistance Act of 1974*
- *Title IX of the Education Amendments of 1972*
- *Age Act of 1975*
- *Americans with Disabilities Act of 1990*

The parties agree not to discriminate in their employment practices, and shall render services under this PA without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by either party or failure to comply with these statutory obligations when applicable shall be grounds for termination of this PA.

THUS DONE AND SIGNED at Baton Rouge, Louisiana, on the day, month and year first written below.

IN WITNESS WHEREOF, the parties have executed this Agreement as of this ____ day of _____, 2025.



LaMont Cole
Superintendent
East Baton Rouge Parish Public Schools

2-26-25
Date



Lourdes Moran
President
French and Montessori Education Incorporated
d/b/a Audubon Schools

03/04/25
Date



Welcome IDEA Innovation Families to Audubon Baton Rouge

February 6, 2025

Dear IDEA Innovation Families,

We are thrilled to introduce Audubon Schools, a high-performing school network with a proven track record of success, and share some exciting news about our upcoming partnership with IDEA Innovation and the East Baton Rouge Parish School District. Starting in the 2025-26 school year, ACS will collaborate with IDEA Innovation and the East Baton Rouge Parish School District to expand opportunities for our students to thrive in both academic excellence and artistic expression. Audubon Baton Rouge will serve students in K-5 in 2025-26, then grow one grade a year until it is K-8.

At Audubon Schools, we are committed to providing a learning environment that balances rigorous academic instruction with a robust arts program, fostering a community filled with joy and creativity. Our proven educational strategies, built on strong academic foundations and an integrated arts curriculum, will ensure that all students not only excel academically but also have the opportunity to explore their creative potential.

We are excited to bring our innovative teaching methods to the Innovation campus for the 2025-26 school year. This partnership will empower students to reach their full academic potential while engaging in creative expression through visual arts, music, theater, and dance. Our integrated approach ensures that every child's growth is supported, both intellectually and artistically.

We invite you to join us for our first community meeting on February 17th at 6:00 pm at the IDEA Innovation campus. If you are unable to attend in person, you can also participate virtually via Zoom by using the following link: <https://us06web.zoom.us/j/81832288358>.

This meeting will be an opportunity to learn more about Audubon Charter Schools, ask any questions you may have, and hear about the exciting changes coming to the IDEA Innovation campus in the 2025-26 school year.

We are excited to work alongside you to create an environment where your child can succeed academically and grow creatively. Together, we will make a lasting impact on their future.

Sincerely,

Dr. Steve Corbett
CEO, Audubon Schools



AUDUBON
• BATON ROUGE •

ACADEMIC EXCELLENCE • ARTISTIC EXPRESSION



Hello, Baton Rouge!

We are Audubon.

Audubon Baton Rouge aims to foster a culturally rich and academically rigorous program by incorporating high-quality instruction with a comprehensive arts curriculum.

Why Choose Audubon?

Academic Excellence! Over 40 years of educational success – Audubon Baton Rouge has a proven track record of nurturing young minds and preparing them for a bright future. Our unique approach to education, which combines academic excellence with a strong focus on the arts and social-emotional growth, sets us apart from other schools.

After-School Enrichment – Our programs range from academic clubs to sports teams, offering something for every interest. Our athletics program encourages physical fitness and teamwork.

Free Before and After-School Care – We offer extended care at no cost, supporting families with flexible scheduling.

For more information, reach out to Vanesa Uribe-Amador, Enrollment Manager,
vuribe-amador@auduboncharter.org / 225-955-2374

Scan the QR Code to
Register and Secure your
Spot Today!





AUDUBON
• BATON ROUGE •

ACADEMIC EXCELLENCE • ARTISTIC EXPRESSION



HOLA, Baton Rouge!

Somos Audubon.

Audubon Baton Rouge tiene como objetivo fomentar un programa culturalmente enriquecido y académicamente riguroso mediante la incorporación de una enseñanza de alta calidad junto con un plan de estudios integral en las artes.

¿Por qué elegir Audubon?

¡Excelencia Académica! Con más de 40 años de éxito educativo, Audubon Baton Rouge cuenta con una trayectoria comprobada en el desarrollo de mentes jóvenes y en la preparación para un futuro brillante. Nuestro enfoque único en la educación, que combina la excelencia académica con un fuerte énfasis en las artes y el crecimiento socioemocional, nos distingue de otras escuelas.

Programas de Enrichment Después de Clases – Nuestros programas incluyen desde clubes académicos hasta equipos deportivos, ofreciendo opciones para todos los intereses. Nuestro programa de atletismo fomenta la actividad física y el trabajo en equipo.

Cuidado Antes y Después de Clases Sin Costo – Ofrecemos cuidado extendido sin costo alguno, apoyando a las familias con horarios flexibles.

Para más información, comuníquese con Vanesa Uribe-Amador, Gerente de Inscripciones, al correo electrónico vuribe-amador@auduboncharter.org o al teléfono 225-955-2374.

¡Escanea el código QR
para registrarte y asegurar
tu lugar hoy mismo!





AUDUBON

· BATON ROUGE ·

		Kindergarten	1st	2nd	3rd	4th	5th	Total
	Returning Student*	0	34	57	61	68	62	282
	New Student	33	21	12	14	27	22	129
	Total	33	55	69	75	95	84	
	Seats Available **	52	28	16	10	-10	1	
Date Updated	7/11/25					Grand Total Enrollment		411

* = Students are automatically rolled up if they do not complete a drop slip per EBR.

** = Seat Availability reflects a 13% increase over the 10/1 target of 75 per grade to account for attrition

Sample of Prospective Parent Survey Results/Meeting Attendance

Form Responses1					
Timestamp	Email Address	Student Name (Nombre del estudiante)	Please enter your student's CURRENT grade!! Por favor ingrese el nivel de grado ACTUAL de Select your answer (Selecciona tu respuesta)	Did you attend the family meeting on 2/17? ¿Asististe a la reunión familiar el 17/2?	What most interests you about Audubon Baton Rouge? (¿Qué es lo que más te interesa de Audubon Baton Rouge?)
2/17/2025 17:55:55			Kindergarten	Yes (Si)	Arts
2/17/2025 18:08:01		4th Grade	Yes (Si)	French language	
2/21/2025 8:00:49		1st Grade	Yes (Si)	Other: sense of community and culture	
2/21/2025 15:26:48		3rd Grade	Yes (Si)	Arts	
2/24/2025 9:48:44		4th Grade	Yes (Si)	Arts	
2/24/2025 15:49:28		2nd Grade	Yes (Si)	Montessori Philosophy	
2/24/2025 16:16:22		3rd Grade	No (No)	Montessori Philosophy	
2/25/2025 7:35:13		3rd Grade	Yes (Si)	Arts	
2/26/2025 14:38:51		1st Grade	No (No)	French language	
2/26/2025 14:44:09		1st Grade	No (No)	Other: letting kids be kids :)	
2/27/2025 8:44:39		4th Grade	Yes (Si)	Other: feels like neighborhood school	
2/27/2025 12:37:15		2nd Grade	Yes (Si)	Arts	
2/28/2025 14:05:37		Kindergarten	Yes (Si)	Arts	
2/28/2025 14:07:42		1st Grade	Yes (Si)	Arts	
3/4/2025 13:58:42		3rd Grade	Yes (Si)	Arts	
3/10/2025 13:24:55		2nd Grade	Yes (Si)	Rigorous Academics	
4/4/2025 7:16:45		4th Grade	Yes (Si)	Rigorous Academics	

Attachment Cover Page

Attachment Title: Appendix 2

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Draft School Model Master Plan (in accordance with R.S. 17:252)

Audubon Baton Rouge School Master Plan for Discipline

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Audubon Baton Rouge (ABR) School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). ABR School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

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

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

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

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

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

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

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

Audubon Baton Rouge School Master Plan for Discipline

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

1. ____ Be kind. _____
2. ____ Respect _____ yourself _____ and _____ others. _____
3. ____ Follow _____ directions _____ the _____ first _____ time. _____
4. _____
5. _____

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

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

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

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

Safe School Planning

____ ABR _____ School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

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

Parental and Community Involvement

____ ABR _____ School is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. _____ ABR _____ School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

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

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

Inter-Agency Cooperation

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

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

Student Records

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

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

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

Audubon Baton Rouge School Master Plan for Discipline

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

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

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

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

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

Statements of compliance

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

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

Signatures:

Xavier Rauls-Stromile

Principal

Cee Schilling

Leadership Team Member

Leadership Team Member

Leadership Team Member

Michelle Goudeau

Leadership Team Member

Leadership Team Member

Attachment Cover Page

Attachment Title: Appendix 3

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Draft Grievance Policy

Complaint and Grievance Reporting Procedure

School's faculty, staff, and governing board share a commitment to the same accountability that we ask of our parents and students. School will address all concerns promptly and fairly.

Current students and parents or legal guardians of current students may present a complaint, concern or appeal regarding a school situation or decision through the process outlined below. Please be aware that the school has special procedures for presenting complaints in areas such as discipline and special education.

1. If a complaint or concern arises from a school situation or decision, the student or parent/guardian should first discuss the matter with the teacher or staff member most directly involved in the decision. School encourages students and parents/guardians to express their concerns as early as possible to allow for early resolution with all parties involved.
2. If the student or parent/guardian believes that the discussion with the teacher or staff member did not lead to a satisfactory resolution, they may proceed to discuss the matter with an Assistant Principal [or other appropriate staff member]. The Assistant Principal will review all supporting documents, discuss the matter with the involved teacher or staff member if necessary, and attempt to reach a resolution. The Assistant Principal will document the complaint, discussion and/or resolution.
3. If the student or parent/guardian believes that the situation has not been resolved by the Assistant Principal, concerns should be taken to the Principal who will review all supporting documents and work with all parties involved to reach a resolution. The Principal will document the concern, discussion and/or resolution.
4. If the student or parent/guardian believes that the situation still has not been resolved by the Principal, a written request for an appeal may be brought to the CEO or Designee. The CEO or Designee will first investigate the matter to ensure that the previous steps have been appropriately documented and completed. The CEO or Designee will record the complaint and/or appeal and will address any concerns regarding the appeal of a decision or any action or inaction taken by the school administration. The CEO will make a decision on the appeal and provide written notice of the CEO's decision to the parent or guardian.
5. After receiving written notice from the CEO, if the parent or guardian believes that their matter has still not been properly addressed, they may submit a written appeal to the President of the School's Board of Directors. The President of the Board may appoint an ad hoc hearing committee to investigate the complaint and determine whether the decision made by the CEO was appropriate. Following the committee's review, the student and/or parent/guardian will be notified of the committee's review by the Board President in writing.

When reporting complaints and communicating with School faculty, staff, or administration at any level, students and parents/guardians shall reach out to school faculty, staff and administration through their official school email addresses or, if in person, during school hours or by appointment.

School expects students, parents and guardians, as well as all school faculty and staff, to act courteously and conduct all conversations and meetings in a civil matter. If at any point any party becomes combative, verbally or physically aggressive, or uses foul language, the

discussion or meeting will be promptly terminated. If this occurs on campus, the offending party will be required to leave campus, and it will be determined by the administrative team whether or not that party will be allowed to return to campus. The school retains the authority to prohibit any individual from campus who engages in inappropriate conduct.

Attachment Cover Page

Attachment Title: Appendix 4

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Resumes for every member of the proposed school leadership team and a table for each member that includes their name, proposed role, expertise, and bullet-point rationale.

Appendix 4: School Leadership Team Capacity

Name	Title	Expertise	Rationale for Role
Xavier Rawls-Stromile	Principal	- Instructional leadership - Curriculum design - Staff development - Data-driven decision making	Xavier brings a strong instructional vision and a track record of raising student achievement in a turnaround setting with similar demographics in East Baton Rouge—critical for launching a school with similar challenges.
Cee Schilling	Assistant Principal	- Student discipline and support - Instructional coaching - Restorative practices - Family and community engagement	Cee supports school culture and teacher growth, ensuring students are safe, supported, and learning in an inclusive and engaging environment.
Kilrain Popleon	Director of Operations	- School facilities and logistics - Budgeting and compliance - Operational planning - Procurement and vendor management	Kilrain’s operational expertise, including multiple years serving the community in the local school as the operations director, ensures smooth day-to-day execution of school systems—essential for a well-run, scalable charter school model.
Michelle Goudeau	Special Education Coordinator	- IDEA compliance - IEP facilitation - Inclusion strategies - Staff training on accommodations and modifications	Michelle ensures all students, including those with exceptional needs, receive the services and support necessary to thrive in an inclusive educational setting.

Xavier Rawls-Stromile

Qualifications

Highly motivated and experienced School Administrator that is currently enrolled at Southeastern Louisiana University pursuing a doctoral degree in higher learning and educational leadership. Oversee multiple departments while utilizing instructional coaching to foster an academic culture to impact all student learning outcomes. Strategic focused and data-driven decision making. Exceeds expectations in leadership, program development, organizational, communication, effective professional practice, and strategic planning.

Education

2022-present Southeastern Louisiana University Hammond, LA

Major: *Doctor of Education in Educational Leadership and Higher Education*

Dissertation: "TBA"

Awarded Plus 30

May 2010 Southern University A&M College Graduate School Baton Rouge, LA

Masters of Elementary Education

Thesis: "A STUDY OF FACTORS CONTRIBUTING TO STRESS AMONG ELEMENTARY SCHOOL TEACHERS AND MIDDLE SCHOOL TEACHERS."

December 2008 Southern University A&M College Baton Rouge, LA

Bachelors of Arts in Elementary Education

Coaching

2004-2007 University of Arkansas-Monticello

Certifications

- K-12 Educational Leader Level III Principal Certification
- K-12 Health & Physical Education
- K-5 Elementary Education
- Aspiring Instructional Leaders Cohort

Professional Experience

Park Forest Middle School, Baton Rouge, LA
Principal

August 2024 – Present

Tara High School, Baton Rouge, LA
Assistant Principal

June 2021 – May 2024

- ❖ Significant improvement in school-wide ACT index to 64% through partnerships with universities and strategic planning.
- ❖ Increased the number of students taking advanced courses (Advance Placement, Dual Enrollment, Industry Base Certification).
- ❖ Constructed a strategic plan to increase student graduation rate to impact the school performance score from a “F” in 2021, to “D” in 2022, and “C” in 2023 based on calculations of the state SPS calculator.
- ❖ Oversaw and facilitated the professional learning of the Social Studies, CATE, and Elective departments.
- ❖ Freshman Academy Administrator - Increased percentage of 9th graders on track to 4-year graduation from 32% to 92%.
- ❖ Lead & served as a member of the Instructional Leadership Team - implementation of researched based instructional strategies.
- ❖ Provided instructional coaching, teacher development, and leadership to empower teachers to impact student achievement.
- ❖ Oversaw school wide PBIS and State testing vision
- ❖ Lead, organized, and implemented equitable grading policies school-wide.
- ❖ Decreased the school-wide suspension rate by 52%.
- ❖ Was responsible for managing school-wide tutoring plan, ACT initiatives, mentoring/tracking student academic progress, and state standardized testing implementation.
- ❖ Partnered with several stakeholders to provide a safe school environment.
- ❖ Directed and oversaw daily school operations with evaluating teachers and students.
- ❖ Lead and served to implement project based learning using AVID strategies.

East Baton Rouge School Systems, Baton Rouge, LA
Summer School Principal

2021 - Present

- ❖ Served as the educational leader and administrator of the District's summer school; responsible for the planning
- ❖ Provided leadership for the summer school programs.
- ❖ Is responsible for the planning, organization, implementation and evaluation of all summer school programs.
- ❖ Coordinated the planning and implementation of summer school with departments and sites participating in summer school programs.
- ❖ Coordinated the establishment of class schedules and procedures.
- ❖ Provided projected staffing needs to the Assistant Superintendent.
- ❖ Coordinated the planning and implementation of the curriculum and assessments.
- ❖ Coordinated the staff development needs of summer school organizing, implementation, and evaluation of all of the summer school program.

Istrouma High School, Baton Rouge, LA
Administrative Dean of Students

2019 - 2021

As Dean of Students, or Administrator, I was in charge of overseeing student educational experiences on campus. My duties included providing support for students, addressing student behavior, and coordinating daily school operations.

- ❖ Served as the Head of the Discipline Committee.
- ❖ Served as the PBIS Coordinator.
- ❖ Implemented school-wide tutoring program
- ❖ Developed school-wide systems and procedures for daily operations.
- ❖ Served on the Instructional Team Leader- oversaw the Social Studies and Elective departments.
- ❖ Severed on the School Data and Curriculum Committee.
- ❖ Directed the school bus procedures.
- ❖ Led and partnered with the 6th-7th grade English teacher for classroom instruction practices.

Glen Oaks High School, Baton Rouge, LA
Dean of Students

2016 - 2019

- ❖ Served as the edgenuity coordinator for credit recovery.
- ❖ Parent Involvement Committee Chair.
- ❖ Assisted the Test Coordinator.
- ❖ After School Restorative Practice Committee Leader.
- ❖ Served as the PLC Elective Leader.
- ❖ Supported the Administrative Leadership Team.
- ❖ School Data and Curriculum Committee Team.
- ❖ Co-Founder-Lamp Lighters Mentoring Program.
- ❖ Assistant Head Football (Offensive Coordinator), Head Boys Track, Head Strength & Cond. Coach

Belaire High School, Baton Rouge, LA
T.O.R. Moderator/Dean of Students

2015 - 2016

- ❖ School Data Committee Team
- ❖ PBIS Team Leader
- ❖ Extracurricular school activities-Co-sponsor
- ❖ After School Tutoring Program Leader
- ❖ Assistant Head Football Coach (Offensive Coordinator) Head Boys Track, Head Boys Cross Country, Head Strength & Cond.

Marksville High School, Marksville, LA
Physical Education/Health Teacher

2014 - 2015

- ❖ Physical Education and Health Teacher
- ❖ Assistant Football (DC/OC), Boys Basketball, Girls Softball

Redemptorist High School, Baton Rouge, LA **2013**

Donaldsonville High School, Donaldsonville, La **2012 - 2014**
Physical Education Teacher

- ❖ Led and implemented writing in all elective classes
- ❖ Utilized Tap instructional strategies and rubric for success
- ❖ Assistant Football Coach (OC/DC), Girls Basketball

Lowery Middle School, Donaldsonville, LA **2012 - 2014**
Athletic Director

- ❖ Physical Education Teacher, Head Football, Head Basketball and Track coach

Inspire Charter Academy, Baton Rouge, La **2010 - 2012**
Athletic Director

- ❖ Physical Education, Head Boys Football, Basketball, & Track coach

Scotlandville Elementary, Baton Rouge, LA **2008-2010**

- ❖ 5th grade teacher

Buchanan Elementary School, Baton Rouge, LA **2007-2008**

- ❖ 4th grade teacher

Awards, Honors & Fellowships

- ❖ Professional Organizations: Omega Psi Phi Fraternity Inc.
- ❖ 5 time teacher of the month.
- ❖ Awarded an athletic scholarship to attend the University of Arkansas-Monticello.
- ❖ Honor Society.
- ❖ Recognition from the EBR school board for 9th grade academy success

OBJECTIVE

Results-driven professional with 5 years of experience in project management seeking a challenging role in a dynamic organization.

Detail-oriented and highly organized administrative assistant with strong communication skills seeking a position where I can contribute to the success of the team.

EXPERIENCE

Baton Rouge, Louisiana

Jan 2022 - Present

Sr. Director of Operations

IDEA Public Schools Enterprise

- Led cross-functional teams through strategic planning and execution.
- Managed multi-million dollar budgets and achieved cost savings through efficient operations.
- Implemented process improvements resulting in increased productivity and profitability.
- Built and maintained strong relationships with key stakeholders and partners.
- Developed and implemented KPIs to measure and track operational performance.
- Led change management initiatives to drive organizational transformation.
- Managed large-scale projects from conception to completion, exceeding client expectations.
- Mentored and trained team members to enhance their skills and maximize productivity.

Baton Rouge, Louisiana

Apr 2022 - Present

Baton Rouge, Louisiana

Apr 2022 - Present

Behavioral Health Provider

Restore Outreach Center

- Managed caseload of clients with varying mental health issues, providing individual and group therapy sessions.
- Implemented treatment plans based on assessments and clinical evaluations to address clients' mental health needs.
- Documented client progress and treatment outcomes in an electronic health records system in compliance with HIPAA regulations.
- Facilitated psychoeducation groups on topics such as coping skills, stress management, and healthy relationships.
- Documented client progress and treatment outcomes in electronic health records system in compliance with HIPAA regulations.
- Collaborated with interdisciplinary team members to coordinate and deliver comprehensive care for clients.
- Participated in regular trainings and workshops to stay current on best practices in the field of behavioral health.
- Provided clinical supervision and guidance to interns and less-experienced staff members.
- Conducted crisis interventions and suicide assessments to ensure client safety and well-being.

Baton Rouge, Louisiana

Jul 2021 - Jan 2023

6th Grade Teacher

IDEA Public Schools

- Developed and implemented lesson plans to meet the needs of diverse learners.
- Utilized technology to enhance student engagement and learning outcomes.
- Collaborated with colleagues to create interdisciplinary units and projects.
- Assessed student progress through various forms of formative and summative assessment.
- Facilitated small group instruction to provide targeted support for struggling students.
- Participated in professional development workshops to enhance teaching practices.
- Mentored new teachers and student teachers in instructional best practices.
- Communicated regularly with parents to provide updates on student progress and behavior.

Port Allen, Louisiana

Oct 2016 - Jul 2021

Customer Service Supervisor

Walmart

- Managed a team of customer service representatives and ensured high levels of customer satisfaction.
- Developed and implemented training programs to improve team performance and efficiency.
- Resolved customer complaints and issues in a timely and professional manner.
- Monitored and analyzed customer service metrics to identify areas for improvement.
- Collaborated with cross-functional teams to improve overall customer service operations.
- Implemented new processes and technologies to streamline customer service operations.
- Maintained accurate and up-to-date customer records and information.
- Provided regular feedback and coaching to team members to enhance their skills and performance.

Port Allen, Louisiana

Summer Teacher

Abounding Love Ministries S.T.A.R.S Porgram

- 3 years of experience teaching elementary school students in English and Math subjects.
- Worked as a summer camp counselor, leading educational activities and overseeing recreation for children ages 6-12.
- Tutored high school students in Science and History for 2 years, helping them improve their grades and test scores.
- Volunteered at a local library, assisting with children's reading programs and organizing educational events.
- Served as a mentor for at-risk youth, providing academic support and guidance on career goals.
- Interned at a non-profit organization, developing educational materials and leading workshops for underserved communities.
- Taught English as a second language to adult learners, creating lesson plans and assessing student progress.
- Facilitated a summer enrichment program for middle school students, focusing on STEM education and hands-on learning activities.

Plaquemine, Louisiana

Jun 2014 - Aug 2017

Student Worker

Iberville Parish School Board

- Completed an internship with a non-profit organization, supporting fundraising efforts and event planning.
- Worked as a receptionist at a medical office, scheduling appointments and handling patient intake forms.
- Assisted in research projects at a university lab, collecting data and analyzing results.
- Coordinated logistics for a fundraising event, collaborating with vendors and managing a team of volunteers.
- Volunteered at a community shelter, organizing events and providing support to residents in need.
- Managed inventory and customer inquiries at a retail store, achieving high customer satisfaction ratings.
- Served as a teaching assistant for a communications course, facilitating group discussions and grading assignments.
- Interned at a local marketing agency, assisting with social media campaigns and content creation.

Port Allen

Nov 2014 - May 2015

Cashier

Burger King

- Trained new staff on cash handling procedures and customer service protocols.
- Collaborated with team members to maintain a clean and organized store environment.
- Managed customer inquiries, resolved complaints, and ensured a positive shopping experience.
- Handled cash transactions, balanced cash drawer, and assisted with inventory management.
- Operated cash register, processed payments, and provided customer service in a fast-paced retail environment.

EDUCATION

Baton Rouge, Louisiana

Aug 2023 - Present

Baton Rouge, Louisiana

Baton Rouge, Louisiana

Aug 2017 - May 2021

Baton Rouge, Louisiana

2020

Baton Rouge, Louisiana

Jun 2019 - May 2020

Baton Rouge, Louisiana

Jun 2018 - May 2019

Plaquemine, Louisiana

Aug 2014 - May 2017

Doctorate in Public Policy

Southern University A&M College

Master's of Public Administration

Southern University A&M College

Bachelor of Arts History

Southern University A&M College

H.O.P.E.,Doctorate in Psychology

Bible Institute Baker La

H.O.P.E.,Master's in Theology and Religious

Bible Institute Baker La

H.O.P.E.,BA in Theology and Religious

Bible Institute Baker La

Diploma

Iberville Math Science and Arts Academy

SKILLS

- , Cleaning Skills, Problem Solving, Children, Customer Service, Cash Handling, and Multitasking. Excelling in the arts of history, theology, and biblical psychology; it is my ultimate passion to educate the youth to understand the origins of man and has endless possibilities for the future. Education is a way to prime the mind of the young so they strive for the future. My motto for teaching is, Extend the young minds to those of yesterday, open their eyes to society today, and prime their attitude to understand that they are the world tomorrow.
- www.linkedin.com / in / kilrain-popleon-109899270

LANGUAGES

English

Native

Cee Schilling, M. Ed

Highly effective Administrative Dean seeking Administrative position where I can utilize my teaching experience, leadership skills, creative problem solving and strong organizational skills to meet all students' and teachers' educational needs and social development needs. Dedicated to encouraging and supporting teachers while we work together to create and nurture life long learners.

EXPERIENCE

Belaire High School, Baton Rouge— *Administrative Dean*

August 2024 - PRESENT

Data manager, ILT and PLC coordinator and leader, and Teacher Coach. Responsible for completing master schedule and completing schedule and transcript audits. Responsible for duty coordination, accountability plans and all audits, coaching plans, walkthrough and feedback monitoring, as well as monitoring testing.

Belaire High School, Baton Rouge— *Instructional Specialist*

January 2022 - August 2024

Data manager, ILT and PLC coordinator and leader, 10th, 11th and 12th Grade Pathways Team Lead, 12th grade Mentor Program Lead, AP/Workkeys Testing Coordinator, Magnet Coordinator and Teacher Coach. Created/organized and implemented the school wide literacy plan. Created, organized, and implemented the district's first Dual Language Program. Designed Belaire's career and pathways, built schedule template, responsible for completing master schedule and completing schedule and transcript audits.

Dutchtown High School, Geismar — *Teacher*

August 2021 - August 2022

Academic English IV Teacher. Sponsored the DECA club and placed 1st in two categories in the state championship, 2nd and 3rd. Started the first ever Pride club at Dutchtown, Griffins Got Pride, and co-sponsor the Diversity, Equity, and Inclusion Club. Organized and produced the school's first ever Black History Month Program. Organized Dutchtown's first Winterfest, the largest Festival in the school's history.

McKinley Senior High School, Baton Rouge — *Administrative Intern*

January 2021 - August 2021

Created and edited Master Schedule, coordinated standardized testing for WorkKeys Exam, led the ACT/WorkKeys Quadrant PLC, trained, observed and supported new teachers, worked with ESL coordinator to improve student/teacher relationships with ESL students, organized and implemented schoolwide CTEC recruitment, organized and implemented senior checkout, met with community partners, and formed Cosmetology DE program for Fall 2021 school year.

SKILLS

Google Certified
Microsoft Office
Canvas/Moodle
SEL
Adaptability
Organization
Teacher Development
Leading PD
Safe Space Training
Highly Effective Teacher,
2016–2021
Highly Effective Administrator,
2022–2024

AWARDS

Allcity Poetry Finals 1st Place,
2016 and 2018. Coach of the
McKinley High Slam Team

Allcity Poetry Finals 2nd
Place, 2017. Coach of the
McKinley High Slam Team

Teacher of the Year 2020

CERTIFICATIONS

EDL 1 67467

173 Score on SLLA 6990

Member of ILT Cohort XII

McKinley Senior High School, Baton Rouge — *Teacher*

August 2015 - August 2021

Traditional English IV teacher, Publications I & II, Harvard DE Poetry, Yale DE Psychology and Slam Poetry Workshop Teacher. Head of the Senior Committee. Head of ACT/WorkKeys Quadrant Team. Led PDs on Google Suite, Classroom Management, Edgenuity, Bitmoji Classrooms, and other tech programs. Member of the COVID Safety Committee. Elected to the Superintendent's Teacher Advisory Council by my peers.

Brookstown Middle Magnet, Baton Rouge — *Teacher*

August 2014 - July 2015

6th Grade ELA Teacher

EDUCATION

University of Louisiana Monroe, Monroe - *Master of Education, Educational Leadership*

August 2019 - May 2021

iTeachLouisiana, Baton Rouge — *Alternative Teaching Certificate*

July 2013 - May 2014

EDTC 5100-5600

Louisiana State University, Baton Rouge — *Bachelors of Science, Psychology*

August 2006 - May 2011

References letters available upon requests.

Attachment Cover Page

Attachment Title: Appendix 5

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Resumes for every member of the charter board

Lourdes Moran

428 Broadway Street • New Orleans, LA 70115

lmoran@auduboncharter.org

Professional Experience

Accounts Receivable Manager

Altus Global Trade Solutions – July 2006 to Present

- Over 19 years of experience managing accounts receivable operations.
- Responsible for overseeing client billing, collections, and financial reporting.

Board Member, District 4

Orleans Parish School Board – 2004 to 2012

- Served two terms representing District 4.
- Contributed to governance, policy development, and oversight of public school operations.

President

New Orleans Public Schools – Jan 2011 to Dec 2011

- Elected by board colleagues to serve as President.
- Led the board during a critical phase of post-Katrina recovery and reform.

Accounting Professional

Helis Oil – June 2002 to Nov 2005

- Managed general accounting functions and reporting.
- Worked in a fast-paced energy sector environment.

Accounting Professional

Phelps Dunbar LLP – 1985 to 1987

- Supported legal accounting and financial processes at a major law firm.

Education

University of New Orleans

Attended 1978 – 1980

KEVIN N. WILKINS

Experience 2013 - Present

TREPWISE, LLC

NEW ORLEANS, LA

Founder & Managing Director. Growth consulting firm *that powers organizations to maximize their potential* by leveraging innovative approaches to create sustained competitive advantage and impact for clients. Engaging in comprehensive discovery, strategy design, and implementation support, we set clients on a pathway to organizational excellence. *Our vision is thriving communities where good ideas spread.* Whether it is strengthening institutions that provide essential services to individuals and families, helping to build a robust economy with organizations that are hiring and paying well, or creating opportunities for individuals to access prosperity through starting and growing organizations – it all starts with good ideas.

2011 - 2013

THE IDEA VILLAGE

NEW ORLEANS, LA

COO & Entrepreneur-In-Residence. Focused on identifying, supporting and retaining entrepreneurial talent in the New Orleans region. Responsible for all operations, program development and implementation. Managed staff. Served as advisor for over 60 early stage companies in New Orleans across a broad variety of industries. Responsibilities include:

- Redesign and implementation of new org structure, metrics, systems, finance and programming to scale Idea Village.
- Advised entrepreneurs to capitalize on their respective growth opportunities by addressing issues such as technology development, organization design, marketing planning and implementation, financial models, operational efficiencies, product and channel diversification, and measurement.
- Facilitated strategic planning sessions for any company in the city that needs support.
- Lead the development of business plans and investor pitch presentations.
- Coached presentation and public speaking skills.

2007 – 2010

NEIGHBORHOOD PAY SERVICES, LLC

BOSTON, MA

Investor & COO. Managed the next phase of growth for Property Management Service Provider. Responsibilities included:

- Developed business plan, go-to-market plan, service model, operational infrastructure model, strategic alliances, organizational design, HR policies and training plans.
- Managed implementation of the go-to-market expansion plan.
- Lead fund raising efforts.

2006 – 2007

BANK OF AMERICA

BOSTON, MA

Managing Director, Business Retirement Solutions. Contracted for 12 months to turn-around a division. Responsible for \$55B Institutional Retirement Division that includes: Defined Benefit, Defined Contribution, Custody, ESOP, and Fiduciary Services. \$65 Million in Revenue. Manage staff of 550 people across 9 regional offices. Efforts transformed unprofitable division to profitable with fewer resources in 8 months.

- Led strategic assessment resulting in a 3-year growth plan for the Institutional business.
- Defined and gained agreement to organizational re-design - restructured all functions including Sales, Service, Underwriting, Operations, Product Management, and Communications. Model implemented 1/1/07.

2005 - 2006

WAVELENGTH CAPITAL

Operating Partner. Established, structured, and funded an investment boutique focusing on fixed-income alternative investments for High Net Worth individuals. Developed marketing plan and service model, and designed and implemented front, middle, and back office processes. Gathered \$20 million and 33 clients in first six months of operation.

1997 – 2005

2003 – 2005

STATE STREET RESEARCH AND MANAGEMENT COMPANY

BOSTON, MA

President, SSRM Distribution. Responsible for the Retail, Sub-Advisory, Energy, Real Estate, and Institutional Businesses as well as all distribution support functions. Served as Chief Liaison with MetLife parent company. Managed staff of 290 people. Exceeded 2004 asset, revenue, and margin goals for all businesses.

- Restructured Institutional and Sub-Advisory businesses including Sales, Service, Consultant Relations, Operations, and Marketing.
- Generated net positive Institutional and Sub-Advisory sales for the first time in 12 years, doubling gross sales to \$4.5B.
- Continued positive Retail, Energy and Real Estate momentum, placing record \$6B in new assets and maintaining top service rankings (DALBAR: #1 of 60; NQR: five stars).
- Led strategic planning process for MetLife.

2000 – 2003

Managing Director, Head of State Street Research Investment Services. Responsible for the Retail Business, including Sales, Marketing, Product Development, and Operations (products include mutual funds, annuities, turnkey 401(k), and SMA products). Also responsible for corporate functions including Marketing, Strategic Planning, and Public Relations. Managed staff of 170 people. Key accomplishments include:

- Grew Retail net sales ten-fold in three years.
- Led firm-wide strategic planning process resulting in rationalization of business lines and product mix for better focus – reducing head count by 20% and quadrupling operating margin.
- Consolidated distribution support functions across the firm, yielding over \$3 million expense reduction through automation and streamlined processes.

1997 – 2005 1998 – 2000	STATE STREET RESEARCH AND MANAGEMENT COMPANY Senior Vice President, Retail Marketing and Operations. Responsible for all non-sales aspects of the Retail Business. Managed staff of 120 people. Key accomplishments include: • Led restructuring of customer service model (phones and back office) – ranked #2 of 39 by DALBAR for overall service, #1 of 81 for statements. • Managed electronic commerce efforts, re-designing of shareholder, financial professional, and 401(k) sites. • Managed firm-wide Public Relations, increasing firm exposure by 90% across print and broadcast media. • Built service delivery model for fledgling Private Client group, including SMA product development, back office procedures, and client communication platform.	BOSTON, MA
1997 – 1998	Vice President, Retail Marketing. Responsible for Product Management/Development, Marketing, Creative Services, and Reporting for the Retail business. Key accomplishments include: • Designed and built new organization to efficiently deliver against Retail goals – re-vamped people, process, budgeting, and reporting. • Led gap analysis of current mutual fund product offerings – launched 11 new products and services in 2 years, including startup offshore business. • Created in-house production capabilities such as desktop publishing, reducing related promotion cost by 20%.	
1992 – 1997 1996 – 1997	FIDELITY INVESTMENTS Vice President, Fidelity Charitable Services. Responsible for general management of <i>Charitable Advisory Services</i> – a discretionary money management service targeting smaller non-profit organizations. Developed startup business plan and managed cross-company team to execute on product development, marketing, service, and operational requirements. Exceeded sales goal by 25% in first year.	BOSTON, MA
1995 – 1996	Director, Strategic Planning/Customer Acquisition Group. Responsible for efficiently acquiring new target households to the Retail franchise. Managed \$115 million promotion budget, supporting print advertising, direct mail/telephone campaigns, and brand television launch. Conducted firm's in-depth market research on target investors, resulting in new needs-based segmentation scheme.	
1994 – 1995	Director, Product Management/Domestic Stock Funds. Responsible for marketing of domestic equity product line (46 mutual funds with \$180 billion in assets). Managed \$14 million promotion budget, supervising marketing and retention efforts	
1992 – 1994	Senior Marketing Manager, High Net Worth Services. Responsible for marketing of discretionary money management services for affluent investors. Conducted in-depth industry analysis of wrap accounts, leading to the repositioning of <i>Portfolio Advisory Services</i> and creation of <i>Personal Trust Services</i> . Led cross-functional team to launch new programs in record time – assets grew from \$200 million to \$1.2 billion in 18 months.	
Summer 1991	THE HBS CLASS OF 1993 “PROSPECTUS” CONCESSION General Manager. Competed for and awarded license from Harvard Business School to manage the Class of 1993 year book. Developed comprehensive business plan that resulted in pre-tax profit of \$65,000, a 30% increase over prior year.	BOSTON, MA
1987 – 1990 1988 – 1990	THE PROCTER AND GAMBLE COMPANY Brand Manager/Assistant Brand Manager, New Products. Led cross-functional business team that introduced new product into test market. Project was #1 Division priority and first new brand introduction in 8 years. Developed comprehensive marketing plans; managed advertising development process for national campaign that achieved record testing scores in the Division.	CINCINNATI, OH
1987 – 1988	Brand Assistant - Top Job. Managed \$15 million brand budget. Developed and implemented successful promotion plan which achieved a 5% volume growth and record profits despite a national introduction of a major competitor.	
Education		
1990 – 1992	HARVARD GRADUATE SCHOOL OF BUSINESS Master in Business Administration, June 1992. General management curriculum. <i>With Honors.</i> Vice President of Student Association. Tutor: Marketing; Strategy; Macroeconomics.	BOSTON, MA
1983 – 1987	DARTMOUTH COLLEGE Bachelor of Arts, <i>summa cum laude</i> in Political Science and Sociology, June 1987. Recipient of the <i>Dean of the College Award</i> honoring a graduating senior for outstanding contributions to the College. Palaeopitus Leadership Society (President); Fire & Skoal Senior Society (Vice-President); and Green Key Society (Treasurer).	HANOVER, NH
Memberships	Member of Young President's Organization (YPO); Non-profit boards include: <i>City Year New Orleans, Collegiate Academies, The Foundation for Science and Mathematics Education, Tulane Hillel, Institute of Mental Hygiene, Be Well Nutrition, Montclair Kimberley Academy, Touro Synagogue;</i> Recent awards include: <i>Young Leadership Council's Role Model of the Year, 2019; Louisianian of the Year, 2020.</i>	

Harold “Trey” LeBlanc, III

PROFESSIONAL EXPERIENCE

Pan-American Life Insurance Group

New Orleans, LA

Director International Tax

August 2021 - Present

- Partner with all departments to ensure strategic, operational, and customer service objectives are executed within both U.S. International and foreign tax law requirements.
- Use strategic planning to assess new requirements, analyze critical issues, assess tax impacts for proposed transactions, and provide options to implement strategic and process initiatives that maximize U.S. GAAP net income and are aligned with corporate tax department objectives.
- Review and analyze quarterly and annual foreign affiliate tax provisions and consolidate into global U.S. GAAP tax reporting.
- Lead international tax accounting processes and accounting entries including uncertain tax position and contingency analysis and related documentation.
- Research and draft technical memorandum on various international tax issues and positions.
- Lead planning and implementation of international-related changes in the tax and financial accounting systems.
- Assist tax leadership in the development, implementation, and training relative to corporate tax policy and procedures.
- Manage and coordinate various tax related audits of company records including working with external auditors, various departments of insurance personnel and federal and foreign revenue agents.

Deloitte Tax, LLP

New Orleans, LA

Tax Senior Manager

May 2021 – August 2021

- Deliver a diverse range of tax services to both public and private clients in various industries, including manufacturing, private equity, and public utility sectors.
- Preparation and review of federal and state tax returns, including partnerships, individual, and multi-national corporations. Manage the preparation and completion of international tax forms included with consolidated corporate filings (i.e., Forms 926, 5471, 5472, 8858, 8993).
- Perform review of quarterly and year-end tax provision calculations, including FIN48 positions, ASC 740 tax expense accrual, and international tax accounting.
- Assist with the analysis and election of various tax accounting methods to minimize cash taxes and maximize effective tax rate planning.
- Help clients navigate the scope and impact of new international tax legislation.
- Perform research and document significant tax restructuring transactions as well as material tax return positions to comply with federal, international, and state tax reporting requirements.
- Manage workflow streams including remote teams working in multiple domestic and international offices.
- Advise finance teams of foreign parent companies in the application and impacts of U.S. international tax law to their U.S. subsidiaries.

Tax Manager

December 2017 – May 2021

Senior Tax Associate

August 2014 – December 2017

Tax Associate

October 2012 – August 2014

EDUCATION

University of Mississippi, Patterson School of Accountancy

Oxford, MS

Bachelor of Accountancy (*Accounting Major, Finance Minor*)

May 2010

University of New Orleans, College of Business Administration

New Orleans, LA

Master of Science (*Tax Emphasis*)

May 2012

ADDITIONAL LEADERSHIP ACTIVITIES AND CERTIFICATIONS

Memberships and Associations:

American Institute of Certified Public Accountants *Member*

Louisiana Society of CPAs *Member*

French and Montessori Education, Inc. (d/b/a Audubon Schools) *Board Treasurer and Finance Committee Chair*

Tax Executives Institute *Gulf States Chapter Audit Committee Member*

Louisiana Youth Seminar *Executive Committee – VP of Alumni Relations and Hall of Fame Recipient*

Technical Skills:

Proficient in Microsoft Office Suite including SharePoint Platforms, Adobe, Onesource Income Tax and Tax Provision, CCH Axxess

Certifications:

Certified Public Accountant, State of Louisiana (Lic. 0028421)

DARLEEN MIPRO

EDUCATIONAL DIAGNOSTICIAN

CONTACT



CERTIFICATIONS

LOUISIANA DEPARTMENT OF EDUCATION

- Pre-K- 8th grade
- Academically Gifted
- Reading Specialist
- Special Education Mild/
- Moderate Educational Diagnostician

EDUCATION

Bachelor of Arts in English

Tulane University

Masters in Education

University of New Orleans

RELEVANT SKILLS

- Conversant with Adobe and Google suites
- Able to assess academic needs for special education
- Able to write special education reports, working with members of the educational community, such as school psychologists, speech pathologists, social workers, teachers, and other service providers
- Utilize specialized instructional strategies and assistive technology to support students with disabilities.
- Conduct comprehensive educational assessments to diagnose learning difficulties and disabilities.
- Generates detailed diagnostic reports to guide educational planning and decision-making.
- Is current with best practices in educational assessment and diagnoses

OBJECTIVE

Dedicated and experienced educator with over two decades of teaching experience in diverse educational environments. Proficient in educational technology and software, including the Adobe and Google suites. Skilled in assessing academic needs for special education and collaborating with interdisciplinary teams to produce comprehensive special education reports. In-depth knowledge of tier 1, 2, and 3 curricula, particularly in English Language Arts (ELA) and literacy best practices.

WORK EXPERIENCE

New Orleans Public Schools, Evaluation Coordinator

August 2020- Present

- Assess academic ability of students in order to determine eligibility for special education
- Assess and monitor intervention in order to evaluate the need for a special education assessment
- Use the state's Special Education reporting system in order to obtain and add special education information for students
- Develop intervention programs for Tier 3 instruction as an integral part of each evaluation
- Collaborate with school psychologists, speech pathologists, social workers, teachers, and other service providers to assess and address academic needs of students with special education requirements
- Author detailed special education reports, ensuring compliance with legal and educational standards
- Design and implement tailored instructional strategies to support students with diverse learning needs

Morris Jeff Community School

August 2019- Summer 2020, Teacher

- Extensively used Google Suite, including Google Classroom, in order to deliver instruction and monitor student performance
 - Implemented Louisiana Tier I curriculum, consisting of Wit and Wisdom, Eureka Math, Louisiana guidebooks Taught in a full inclusion classroom that included students with vast range of ability levels Implemented the LEAP 360 diagnostic and interim assessment
 - Worked closely with the SAT (Student Assistance Team) to refer students and to develop IEPs and 504 accommodation plans, as well as RtI
 - Developed curriculum in math, ELA, social studies, and science to address the academic needs of students
-

DARLEEN MIPRO

Louise S. McGehee School

August 2013- May 2019, Science Teacher

- Differentiated instruction based on students' needs and learning styles
- Created and implemented hands-on, experiential science activities

Lycee Francais de la Nouvelle Orleans

August 2011- November 2012, Special Education Coordinator, ELA Chairperson. LA4 Coordinator, Testing Coordinator

Professional Memberships

Louisiana Educational Diagnosticians Association

References to be provided upon request

Ben Levine

LEGAL EXPERIENCE

July 2020 - Present

LCMC Health – Legal Department

Assistant Counsel

- Performs as in-house associate under general counsels of member hospitals and physician groups
- Drafts physician contracts and assists with hospital compliance and risk management issues
- Represents member hospitals in court in judicial commitment and interdiction proceedings
- Serves as lead Research Counsel for all research performed at LCMC Health hospitals
- Reviews and approves vendor contracts system-wide

Tulane Civil Rights and Federal Practice Clinic

July 2019 – May 2020

Student Attorney

- Represented clients in civil rights matters including housing and employment discrimination
- Argued in front of U.S. Fifth Circuit in a §1983 civil rights case involving a deadly police shooting
- Awarded Outstanding Clinic Student Award as part of team in a housing discrimination case

Pan-American Life Insurance Group

July - August 2019

Legal Intern

Egenberg APLC New Orleans, LA

May - July 2019

Summer Associate

New Orleans Civil District Court New Orleans, LA

May - July 2018

Summer Law Clerk, Division G, Judge Giarrusso

- Constructed memos for rules hearings on motions for summary judgment and no cause of action
- Submitted reasons for judgments and participated in pre-trial conferences and in-chamber meetings

EDUCATION

Tulane University Law School, New Orleans, LA

August 2017 – May 2020

Juris Doctor, *Cum Laude*; *Certificate in Civil Law*

Tulane Maritime Law Journal, *Managing Editor*; Patent Lab, *Student Attorney*

Activities: Disability & Health Law Society, VP, Jewish Legal Society, *1L Rep*; Civil Law Society

Clinic Legal Education Association Outstanding Clinic Student Award

GPA: 3.711; Rank: 37 of 205

Tulane University, New Orleans, LA

Tulane Medical School

August 2010 - May 2012

Med School Student, 2010-2012

Tulane University School of Science and Engineering

August 2009 - May 2010

Master of Science, Cell Molecular Biology

University of Miami, Miami, FL

August 2005 - May 2009

Bachelor of Science, Major: Health Science

OTHER EXPERIENCE

Children's Hospital, New Orleans, LA

September 2012 - August 2017

Medical Coder and Human Resources Assistant

Audubon Charter Schools/F.A.M.E. Board, New Orleans, LA

May 2022 – Present

Member – Board of Directors, Chair - Academic Committee

Chan Tucker, P.E.

Director, Project Engineering

CONTACT



SUMMARY

Acquire a position as a Vice President/Director where strong technical skills, problem solving, and project management can be applied towards the successful achievement of business goals and objectives.

EDUCATION

Bachelor of Science
Mechanical Engineering
Louisiana Tech University |
Ruston, LA
May 2000

Master of Business
Administration
Bellevue University |
Bellevue, Nebraska
January 2010

WORK EXPERIENCE

Director, Project Engineering
Entergy Services, Inc | New Orleans, LA | August 2022 - Present

- Responsible for leaderships, direction, and oversight of the technical design for substation, relaying, transmission, and distribution line projects throughout the Entergy Service territory.
- Proven ability to operate in a matrixed organization to promote engineering standards and practices to accomplish reliability and resiliency objectives.
- Accountable for tracking and controlling the engineering phase of project costs, project schedules, and engineering quality to meet all project deliverables.
- **Key Results:**
 - Lead a team of (175) employees and (300) contractors including engineers, engineering assistants, designers, specialist, document management and leadership team composed of Sr. Managers, managers, and supervisors.
 - Developed human capital metrics and ensuring that programs reflect professional practices and drive the right quality outcomes.
 - Executed rotational development program for engineering staff which had a 70% promotion success rate for participants.
 - Developed, executed, and continuously managed innovative sourcing strategies to create and maintain a steady pipeline of high performing candidates.
 - Sustained organizational health (1st quartile) by effectively assessing underlying mindsets that impact performance.

Director, Transmission Engineering
Entergy Services, Inc | New Orleans, LA | January 2019 – July 2022

- Led, developed, motivated, and monitored a staff of 145 employees capable of dealing with business and technical issues to achieve high value results that support the project strategies and goals; includes contractors and external key stakeholders.
- Identified emerging issues and recommend appropriate actions/projects that produce shareholder value and met customer needs.
- **Key Results:**
 - Help develop climate resiliency portfolio of projects to help withstand and quickly recover from future extreme weather events.
 - Developed and implemented a comprehensive diversity strategy to increase the representation of underrepresented groups.
 - Executed a tiered engineering contracting service strategy which provided clear performance measures while providing cost savings.

SKILLS

- Professional Engineer
- Leadership Effectiveness
- Contract Management
- MS Office Suite
- Managing Budgets
- Interpersonal
- Project Management
- Presentation Technology

Chan Tucker, P.E.

Director, Project Engineering

WORK EXPERIENCE CONTINUED

LANGUAGES

- ENGLISH

Sr. Manager Customer Service

Entergy Arkansas | Pine Bluff, AR | April 2016 – December 2019

- Responsible for all customer service, engineering and distribution operations in Southeast, Arkansas service territory.
- Led a staff of (110) employees and (100) contractors.
- Improved external customer commitment dates by 20% and improved reliability metrics by 30%.
- Maintained effective strategic relationships with key community leaders, local elected officials, and key business customers.

Manager, Substation Operations

Entergy Arkansas | Little Rock, AR | March 2014 – March 2016

- Responsible for the safe and efficient operation, maintenance, installation, and modification of (400) substations for Entergy Arkansas.
- Led a team of (12) employees and (4) contractors including engineers, analyst, planner and schedulers and transmission specialists.
- Executed a \$50M asset renewal plan and stayed within allocated spend.

Manager, Distribution Large Projects

Entergy Arkansas | Little Rock, AR | March 2012 – February 2014

- Responsible for technical and managerial oversight for all large power distribution projects
- Supervised a staff of 13, involving safety audits, work scheduling, quality control, conflict resolution and review process.
- Implemented changes how we collaborated with AHTD which generated schedule and cost savings.

Supervisor, T&D Substation Operations

Entergy Arkansas | Little Rock, AR | August 2008 – February 2012

- Responsible for managing activities associated with the planning, design, construction, and maintenance of (110) substations in central Arkansas.
- Supervised a staff of 16, involving safety audits, work scheduling, quality control, conflict resolution and review process.
- Managed workflow by scheduling work, providing work direction, setting goals, and developing productivity measures for craft employees.
- Awarded letter of recognition from CEO for no OSHA recordable incidents in department

Engineer, Substation Design

Entergy Services Inc. | New Orleans, LA | April 2005 – August 2008

- Produced high quality electrical and relay IFC packages for Entergy Operating Companies.

Engineer, Substation Grid Operations

Entergy Arkansas | Little Rock, AR | June 2000 – March 2005

- Coordinated and prioritized multiple projects which improved system reliability for the Arkansas Transmission Grid.

PROFESSIONAL DEVELOPMENT

Foundation Leadership Program

Advanced Leadership Program

Selected to 1st Entergy Executive Leadership Program "Power Up"

1st Place participant in Entergy Strategy Workshop

NICHOLAS PEDDLE

Scrappy Growth Marketing + Demand Gen Leader

Data-driven marketing leader with a proven track record in leading successful growth initiatives for SaaS companies. Expertise in defining target audience, setting ambitious goals, building a marketing strategy, and executing multi-channel demand generation campaigns.

Work Experience

VP, Marketing & Growth

Jul 2023 - Feb 2025

Sightview Software

Kick-started growth for \$30m ARR SaaS company with previously dormant sales. Implemented go-to-market strategy and led the team that generated demand, pipeline, and revenue.

- **Strategic Initiatives.** Defined Sightview's ideal customer profile (ICP), target segments, and buyer personas. Managed product marketer who performed competitive analysis and voice-of-customer research to create value proposition and product differentiators.
- **GTM Strategy.** Rebuilt go to market function from scratch-established KPIs, pricing strategy, criteria for qualifying leads, and processes for sales & marketing teams. Led HubSpot implementation and created reporting dashboards for leading and trailing indicators.
- **Demand & Pipeline.** Developed and executed multi-channel demand generation campaigns that consisted of paid ads, organic, content, webinars, email marketing, and outbound prospecting. Increased organic website traffic by 88.9% and improved conversion rates. Increased pipeline by 70x and revenue closed by 3x in first year.
- **Trade Shows.** Oversaw strategic trade show planning and managed events marketer who was responsible for event execution. Utilized trade shows to generate new pipeline and strengthen reputation. Increased average leads per show by 167%.
- **Customer Marketing.** Partnered with Customer Success to improve customer retention and the customer experience. Established a consistent communication cadence and launched targeted email campaigns for each stage of the customer lifecycle.
- **Company Brand.** Spearheaded brand transformation, which included a new company name, visual identity, website, messaging strategy, PR, and customer communications. Managed corporate communications through Chapter 11 bankruptcy and ownership transition, ensuring clarity, stability, and consistency for stakeholders.

Director of Demand Generation

Apr 2022 - Jun 2023

Automation Hero

Generated pipeline and revenue for Series B SaaS startup offering intelligent automation. Led team of digital and content marketers to drive global demand for artificial intelligence/AI and automation among an enterprise audience.

- Leveraged intent data and ABM best practices to increase quarterly pipeline by an average of 22%. Identified target accounts, improved BDR outreach strategy, increased inbound leads, and optimized conversion rates throughout the customer journey.
- Maximized digital presence including website and social media. Oversaw 50% YoY increase in organic traffic, 10% monthly increase in organic leads, and 25% increase LinkedIn followers. Converted traffic into leads, meetings, and pipeline.
- Managed all reporting initiatives related to sales and marketing. Identified and reported on KPI, created dashboards, and led weekly meetings with company executives.
- Administered HubSpot CRM and marketing platform company-wide. Managed data governance, email automation, reporting, and all other workflows.

Head of Demand Generation

Feb 2021 - Mar 2022

Robocorp

Implemented comprehensive customer acquisition strategy—consisting primarily of product-led growth strategy (PLG) for seed-funded startup in its initial go-to-market effort. Generated \$2 million of pipeline in first year.

- Increased organic traffic by more than 400% in 2021 to generate product signups among Python developers.
- Created, tested, and optimized ever-evolving nurture campaigns as part of PLG strategy to increase conversions of trials to demos, and of MQLs to SQLs. Built seamless hand-off process with sales.
- Utilized product signups to launch ABM campaigns to reach additional members of the account's buying committee. Campaigns consisted of BDR outreach, paid & remarketing, email, social, and events + sponsorships.
- Stood up tech stack and built marketing team consisting of content, design, and digital marketers.

Marketing Manager

Aug 2020 - Feb 2021

Sling (Acquired by Toast)

Architected sustainable marketing strategy for the scheduling app's future growth with an emphasis on the entire customer lifecycle.

- Managed content marketing program that drove organic traffic and product signups as part of company's product-led growth plan
- Designed and launched outbound sales and marketing strategy to move company upmarket. Tailored company and product messaging to new audiences, created landing pages and content, and built sales workflows

Marketing Manager + Director of Marketing

Nov 2018 - Aug 2020

IDScan.net

Led marketing strategy and content development for fast-growing SaaS company. Generated leads, drove revenue, and retained customers, expanded reach, and optimized cross-departmental processes.

Growth Marketing Consultant

Mar 2018 - Nov 2018

Self-Employed

B2B Marketing Manager

Sep 2012 - Mar 2018

LCI Workers' Comp

Core Skills

Marketing Leadership, SEO, Salesforce, HubSpot, Email Marketing & Automation, Marketing Technology, Account-based Marketing (ABM), Google Analytics, WordPress, Google Ads, LinkedIn Ads, Team Leadership, Mentoring & Coaching

Education

Tulane University

Post-Baccalaureate Certificate Marketing

Bowdoin College

Bachelor of Arts German, Economics

MICHAEL A. NEWCOMER

ARTFUL ANALYST, ANALYTICAL ARTIST



New Orleans, LA

SUMMARY

Creative and results-oriented professional with a passion for the arts. Skilled in crafting innovative strategies, managing budgets, and building high-performing teams. Proven ability to navigate complex challenges and achieve organizational goals. Passionate about the arts and committed to leveraging diverse experiences to elevate the theatre's impact.

WORK EXPERIENCE

Crescent City Stage

Executive Director & Co-Founder • 2020 - Present

- Spearheaded a comprehensive organizational creation plan resulting in 300% growth
- Successfully managed a multi-faceted budget, ensuring financial stability and long-term viability, secured 501(c)3 designation through strategic planning and organizational development
- Championed innovative artistic programming, focusing on sustaining wages and diversity, overseeing the selection and production of three main stage shows annually and operation of Crescent City Stage Studio educational series
- Achieved growth year over year in grant income, audience development, individual and foundation giving, and artist compensation

ACE Equities, LLC & Reve, Realtors®

Project Manager & Licensed Real Estate Agent in Louisiana • 2015 - Present

- Sales volume over \$40 million in residential real estate representing both buyers and sellers
- Manage all aspects of real estate projects to include lead generation, marketing, procurement, negotiating, financial and legal processes
- Utilize backend CRM programs to create contractual workflow and management of team, process and deliverables
- Project manager for renovation projects from purchase to sale including all SOWs, budgeting, design and managing contractors

Small Business Consultant

Business Development and Consultant • 2010 - Present

- Developed small business growth and productivity systems and strategies to include marketing, financial, and employee engagement, resulting in higher return in new and expanded customer bases and returns on investment
- Coordinated end-to-end logistics for creative artists to include marketing, talent development, individual and financial processes reducing risk and capitalizing on revenue
- Current client - Interior Designer (creating systems for financial management, project deliverables, and SOWs)
- Current client - Enneagram and Human Design Consultant (manage financials, contracts, and overseeing marketing plan and implementation)

Agency Pure

Account Executive • 2015 - 2017

- Managed creation and execution of digital, print, OOH, television, radio, and social media marketing for agency accounts
- Project managed execution of SOWs with internal creative teams, external vendors, and contractors
- Developed and delivered social media strategies for organic and paid visibility
- Short and long form digital content creation to include copywriting and copyediting

EDUCATION

Bachelor of Science

Interdisciplinary Studies, Theatre Minor

Slippery Rock University of Pennsylvania

ADDITIONAL EXPERIENCE

Member of Actors' Equity Association (26 years)

Member of SAG-AFTRA (18 years)

National Labor Union Governance Experience

Member of the F.A.M.E. Audubon Charter Board

Attachment Cover Page

Attachment Title: Appendix 6

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Draft of the proposed charter board's governing bylaws

**BY-LAWS OF
FRENCH AND MONTESSORI EDUCATION INCORPORATED**

**ARTICLE I
ARTICLES OF INCORPORATION**

The Name, Purposes, Limitations, Duration, and Board of Directors of French and Montessori Education Incorporated sometimes hereinafter referred to "the Corporation," are stated in its Articles of Incorporation.

**ARTICLE II
OFFICES**

- (1) Principal Office. The principal office of the French and Montessori Education Incorporated shall be located in New Orleans, LA.
- (2) Other Offices. The Corporation may have such additional offices within the State of Louisiana as the Board of Directors may establish.

**ARTICLE III
STRUCTUR
E**

- (1) Members. The Corporation shall not be a membership organization, and shall have no members.
- (2) Stock. The Corporation shall be organized on a non-stock basis.

**ARTICLE IV
DIRECTOR
S**

(1) General Powers. Subject to the limitations contained within the provision of the Louisiana Non-Profit Corporation law (R.S. 12:201 et seq.), the Articles of Incorporation, these By Laws, and all policies established by the Corporation's Board of Directors, the Board of Directors shall set the policies of the Corporation, shall supervise, manage, and control the affairs and activities of the Corporation, and may adopt positions on issues of substance related to the purposes of the Corporation. All powers of this Corporation shall be exercised by, or under the authority of, the Board of Directors. Without prejudice to such general powers, but subject to the same limitations, it is hereby expressly declared that the Board of Directors shall have the following powers, to wit:

First -- To select and remove the Principal and Secretary of this Corporation, to prescribe such powers and duties for them as may not be inconsistent with the Louisiana Non-profit Corporation law, the Articles of Incorporation, or these By Laws, and to employ, discharge, and fix the compensation of, other Corporation personnel.

Second -- To conduct, manage, control and establish policies concerning the affairs and business of the Corporation; to determine on an annual or other basis the substantive areas in which the Corporation's activities are to be concentrated; to establish on an annual or other basis the priorities of the Corporation; and to oversee generally the implementation of the Corporation's program.

Third -- To borrow money and incur indebtedness for the purpose of the Corporation, and to cause to be executed and delivered therefor, in the name of the Corporation, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, or other evidences of debt and securities therefor.

Among the policies to be set by the Board shall be policies prescribing the obligations of Board members with respect to fundraising and financial contributions, attendance at Board meetings, and commitment of time and effort to the affairs of the Corporation.

(2) Number and Qualification of Directors. The authorized number of Directors, to be set by the Board of Directors, shall be no less than seven (7), and no greater than eleven (11). The Board of Directors shall at all times include one French Program Parent Representative Director and one Montessori Program Parent Representative Director. In addition, the French Consul General of New Orleans, or his/her representative designated by written proxy, will sit as an ex officio, nonvoting member of the Board of Directors whose presence or absence will not affect the determination of a quorum for any meeting. The Corporation may also have one or more advisory Directors who shall have no voting power or authority but shall serve in an advisory capacity only.

(3) Election and Term of Office. The terms of the initial Board of Directors, who are also the incorporators of the Corporation, shall expire on December 31, 2006 with the election and qualification of their successors. With the exception of Parent Representative Directors and the French Consul General, Successor Directors shall be elected for a three year term by majority vote of those presently serving as Directors at an annual, regular, or special meeting of the Board called for that purpose. With the exception of Parent Representative Directors and the French Consul General, no Director may serve more than two [2] consecutive terms. A Director wishing to serve on the Board of Directors subsequent to the expiration of two [2] consecutive terms must wait one year before being reelected.

At the time of his or her election, each Director, except for the Parent Representative Directors, shall be assigned to Class A, Class B, or Class C and an effort shall be made to keep each class of Directors of approximately equal size. It shall be the duty of the Secretary to create, maintain, and update records concerning which Directors belong to each class.

- a. Directors in Class A shall have their term expire in 2016 (and every three years thereafter);

- b. Directors in Class B shall have their term expire in 2017 (and every three years thereafter); and
- c. Directors in Class C shall have their term expire in 2018 (and every three years thereafter).

The French Program Parent Representative Director and Montessori Program Parent Representative Director shall be elected by a majority of French Program attendees and Montessori Program attendees respectively at a PTO General Meeting called for that purpose.

(4) Vacancies. Any vacancies occurring in the Board of Directors shall be filled by the majority vote of the Directors then in office at an annual, regular, or special meeting called for that purpose unless the vacancy occurs in a Parent Representative Director position, in which case the French or Montessori Program Parent Representative Director vacancy shall be filled by a majority vote of the respective program at a PTO General Meeting called for that purpose. A Director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office. A Director elected to fill a vacancy resulting from an increase in the number of Directors shall serve until the next annual meeting of the Board of Directors.

(5) Resignation and Removal. Any Director may resign at any time by notifying the Chairman or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. After reasonable notice and an opportunity to respond, a Director may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the Corporation would be served. A Director may be removed at any time if the Director fails to attend (or makes it known that they will fail to attend) at least two-thirds (2/3) of the regular meetings of the Board of Directors scheduled in a Fiscal Year, by a simple majority vote of the Board of Directors then serving. Notwithstanding the above, a Director may not be removed by a simple majority vote of the Board of Directors for failure to attend a certain number of regular meetings in a Fiscal Year if the Board of Directors previously agreed to grant an exemption to such Director from the requirement to attend at least two-thirds (2/3) of the regular meetings of the Board of Directors for the Fiscal Year in question.

(6) Compensation. Directors shall not receive any salaries or fees for their services as Directors, provided, however, that, to the extent permitted by law, nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor or from being reimbursed for ordinary and necessary expenses that he or she may incur in transacting business on behalf of the Corporation.

(7) Indemnification of Directors. To the fullest extent permitted by law, the Corporation shall indemnify its Directors and Officers, or former Directors and Officers, against judgments and fines (whether civil, criminal, administrative, or investigative) and amounts paid in settlement, costs, and expenses (including reasonable attorneys' fees) actually and necessarily incurred by him or her in connection with the defense of any pending or threatened action, suit, or proceeding in which he or she is or may be made a party by reason of having been such Director or Officer, or acts or omissions committed within the scope of activity as a Director or Officer, provided that the Board of Directors determines that the person or persons to be indemnified reasonably believed that he or she was acting in the best

interests of the Corporation, and did not act willfully, with gross negligence, or with fraudulent or criminal intent.

ARTICLE V

OFFICERS OF THE BOARD

(1) Officers. The Officers of the Corporation shall be a Chairman, Vice Chairman, Secretary, and Treasurer. The Corporation may also have, at the discretion of the Board of Directors, such other Officers as may be appointed by the Board of Directors.

(2) Election. The Officers shall be elected annually by the Board of Directors and each shall hold office until he or she resigns, is removed, or otherwise is disqualified to serve, or until his or her successor is elected. Officers may serve more than one term. Vacancies (due to removal, resignation, disqualification, death, or otherwise) may be filled for the unexpired portion of the term, or new offices created and filled, at any meeting of the Board of Directors, by majority vote of the Board of Directors.

(3) Resignation and Removal. Any Officer may resign his or her office at any time by notifying the Chairman or Secretary in writing. Such resignation shall take effect on the date of receipt of such notice or at any other time therein specified, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. Officers may be removed at any time, for cause, by a vote of two-thirds (2/3) of the Board of Directors then serving if in their judgment the best interests of the Corporation would be served thereby.

(4) Chairman. The Chairman shall, if present, preside at all meetings of the Board and of the Executive Committee and shall exercise and perform such other powers and duties as may be assigned to him or her from time to time by the Board or prescribed by these By-Laws.

(5) Secretary. The Secretary shall keep on behalf of the Corporation a book of minutes of all meetings of the Board of Directors, and the Executive Committee and any committees having the authority of the Board of Directors, with the time and place of holding, how called or authorized, the notice thereof given, the names of those present, and the proceedings thereof. The Secretary shall also see that all notices are duly given in accordance with these By Laws or as required by law. The Secretary may direct that the foregoing responsibilities be carried out by a qualified member of the staff of the Corporation. The Secretary shall be the custodian of the corporate records of the Corporation, and, in general, shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Board of Directors or the Principal.

ARTICLE VI

COMMITTEES OF THE BOARD

(1) Executive Committee. There may be an Executive Committee of the Board of Directors composed of all Officers, and such other Directors as shall be elected to the Executive Committee by majority vote of the Board of Directors. Meetings of the Executive Committee may be called by the Principal, by any two members of the Executive Committee, or by the Board of Directors upon written notice to the members of the committee of the time, place and purpose of such meeting. Subject to any limitation imposed by law, the Articles of Incorporation or by resolution of the Board of Directors, the Executive Committee is empowered to authorize the initiation of any action or activity by the Corporation, or interpret and communicate the position of the Corporation on issues

related to the Corporation's purposes and activities, where in its judgment an urgent situation exists which requires prompt action on the part of the Corporation. The Executive Committee also may conduct other business of the Corporation requiring urgent attention, provided that it does not take any action contrary to any policy adopted by the Board.

(2) Other Board Committees. In addition to the Executive Committee that is established by these By Laws, the Board of Directors may create and organize itself, and to include persons who are not Directors, into various other committees in order to better fulfill its responsibilities. Any such committee shall not be authorized to act on behalf of the Corporation, but shall serve solely in an advisory capacity in making such recommendations to the Board of Directors as it concludes are desirable or expedient.

ARTICLE VII

MEETINGS OF THE BOARD

(1) Annual Meetings. There shall be an annual meeting of the Board of Directors at such time and place as the Board shall determine at the final regular meeting of the year. Notice shall be sent by the Secretary at least fourteen (14) days prior thereto to each Director, either by mail, telecopy, or electronic mail directed to his or her address, telecopy number, or electronic mail address as shown upon the records of the Corporation.

(2) Regular Meetings. The Board of Directors shall meet at such times as shall be determined by the Board at its annual meeting. The Secretary shall send notice by mail or electronic mail to all Directors at least seven (7) days in advance, including therein a request for motions and issues on the agenda. All Directors shall then be entitled to submit by motion, via mail or electronic mail, those issues that he or she wishes the Board to address at the upcoming meeting. They must be submitted at least three (3) days before the scheduled meeting. Those motions submitted shall form the agenda of the meeting, a copy of which the Secretary shall send to all Directors two (2) days beforehand, either by mail, telecopy, personal delivery, or electronic mail. Issues outside of this agenda may not be raised at the meeting, except upon a approval of two-thirds vote of Directors present at the meeting. At any meeting, any Director may move for new issues to be immediately placed on the agenda for the next meeting.

(3) Special Meetings. Special meetings of the board of Directors for any purpose may be called at any time by the Chairman or by any three members of the Executive Committee, or by any group of Directors comprising at least one-third (1/3) of the Board of Directors then serving. The person or persons calling a meeting shall submit a written motion to the Secretary by mail, telecopy, or electronic mail at least three (3) days before the desired meeting. These motions shall set forth the purpose of the meeting, as well as the time and place. The Secretary shall then send notice of the meeting to all Directors at least two (2) days prior thereto. The Directors in attendance may raise new issues at the meeting.

(4) Committee Meetings. Written notice of the time and place of all Committee meetings shall be given to each member or sent to each either personally, by mail, addressed to his or her address as it is shown upon the records of the Corporation, or by mail, addressed to his or her address as it is shown upon the records of the Corporation, or by electronic mail. In case such notice is mailed it shall be deposited in the United States mail at least seven (7) days prior to the time of the holding of the meeting.

In case such notice is given by telecopy or facsimile, such notice shall be transmitted at least five [5] days prior to the time of the holding of the meeting.

(5) Waiver of Notice. Any Director may waive notice of any meeting. The attendance of any Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business on the ground that the meeting is not lawfully called or convened. The transactions of any meeting of the Board of Directors, or of the Executive Committee or any other committee of the Board, however called and noticed or wherever held, shall be deemed valid as though a meeting had been duly noticed and held if, before or after the meeting, Directors who are not present sign a written waiver of notice or a consent to holding such meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with the corporate records or made a part of the minutes of the meeting.

(6) Quorum. Not less than one-half (1/2) of the Directors currently serving, shall be necessary to constitute a quorum for the transaction of business at any meeting of the Board of Directors, and not less than one-half (1/2) of the Directors presently serving on the Executive Committee or any other committee shall be necessary to constitute a quorum for the transaction of business at any such committee meeting, but in no event shall a quorum consist of fewer than three Directors.

(7) Manner of Acting. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors, or of the Executive Committee or other committee of the Board (if the act or decision is done or made by committee), except where these By Laws require decisions by a majority or more of the Directors presently serving.

(8) Notice to Public. Notice of board and committee meetings shall be provided to the public as set forth in Louisiana Revised Statutes 42:4, *et seq.*

(9) Adjourned Meetings and Notices thereof. Any Meetings of the Board of Directors, annual, regular, or special, or of the Executive Committee or any other committee of the Board, whether or not a quorum is present, may be adjourned by majority vote of the Directors present, but in the absence of a quorum no other business may be transacted at such meeting. When any meeting of the Board of Directors, annual, regular, or special, or of the executive Committee or any other committee of the Board, is adjourned for thirty days or more, notice of the adjourned meeting shall be given as in the case of an original meeting, except it shall not be necessary to give any notice of an adjournment or of the business to be transacted at an adjourned meeting other than by announcement at the meeting at which such adjournment is taken.

(10) Notice of Adjournment. Notice of the time and place of the holding of an adjourned meeting shall, if feasible, be given to absent Directors if the time and place is fixed at the meeting adjourned.

ARTICLE VIII

MISCELLANEOUS

S

(1) Tax Returns and Financial Statements. The Corporation shall file timely its annual federal income tax as required by the tax regulations and instructions.

(2) Execution of Documents. The Board of Directors may authorize any officer or officers, agent or agents to enter into any contract or execute any instrument in

the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or other person shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or to any amount.

(3) Inspection of by Laws. The Corporation shall keep in its principal office

the original or a copy of these By Laws, as amended or otherwise altered to date, certified by the Secretary, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

(4) Fiscal Year. The fiscal year of the Corporation shall begin on the *first* day of July and end on the last day of June unless otherwise determined by the Board of Directors.

(5) Accountant. The Corporation shall have the right to have an accountant.

ARTICLE IX

AMENDMENT OF BY-LAWS

(1) Alteration, Amendment, or Repeal. These By-Laws may be altered, amended, or repealed by the vote of a two-thirds (2/3) majority of the Directors of the Corporation presently serving.

Attachment Cover Page

Attachment Title: Appendix 7

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Resume of Financial Manager contracted via Ed-Ops.

DARIUS A. MUNCHAK

EXPERIENCE

SCHOOL FINANCE MANAGER, ED-OPS, NEW ORLEANS, LA / WASHINGTON DC 7/2022 - Present
SCHOOL FINANCE SPECIALIST, ED-OPS, NEW ORLEANS, LA / WASHINGTON DC 3/2020-6/2022

- Contracted CFO for a portfolio of 10 charter schools
- Presenter on “Strategic Budgeting for Non-Profit Boards” and “Maximizing Federal Relief Funds” to national audiences

DIRECTOR OF SPECIAL PROJECTS, ENRICHED SCHOOLS, NEW ORLEANS, LA 8/2019-3/2020

- Management of partner, guest educator, and vendor relationships
- Compliance and background check oversight for 14 cities
- Development of on-demand personnel reporting to Louisiana DOE for school partners
- Accounting systems oversight

CHIEF OPERATING OFFICER, EINSTEIN CHARTER SCHOOLS, NEW ORLEANS, LA — 6/2018 - 6/2019

BUSINESS MANAGER, EINSTEIN CHARTER SCHOOLS, NEW ORLEANS, LA — 2015-2018

- Leader of Finance and Operations Team
- Responsible for multiple school sites with an annual budget of \$19.5 million
- Five consecutive years of operation with zero annual audit findings
- Additional responsibilities include: student transportation, school food service, Microsoft Excel wizardry, annual budget planning and submission, risk management and vendor contracting, nonprofit board reporting, Louisiana Grants Management System, Louisiana Educational Accountability Data System reporting, facilities management, payroll processing and human resources oversight for 250 employees

DIRECTOR OF FINANCE & OPS, BROADMOOR CHARTER SCHOOL BOARD, NEW ORLEANS — 2011-15

- Developed and implemented the transition of board’s Finance and Operations from a contracted service provider to an internal system
- Responsible for all financial and operational functions of an entity with a \$6.5 million annual budget

DEAN OF STUDENTS, LANIER CHARTER SCHOOL, BATON ROUGE, LOUISIANA — 2010-2011

SCIENCE TEACHER, ALICE M. HARTE CHARTER SCHOOL, NEW ORLEANS, LOUISIANA — 2008-2010

TEACHER, SCRANTON HIGH SCHOOL, SCRANTON, PENNSYLVANIA — 2006-2007

EDUCATION

DEPAUL UNIVERSITY, CHICAGO, IL — M.S. PUBLIC SERVICE MANAGEMENT 2011

TULANE UNIVERSITY, NEW ORLEANS, LA — B.A. SOCIOLOGY/POLITICAL SCIENCE 2006



Attachment Cover Page

Attachment Title: Appendix 8

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

List of the types of insurance coverage the school will secure, a brief description of each, and the levels of coverage. Includes provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.

Appendix 8: Insurance Coverage Plan for Audubon Baton Rouge

Audubon Baton Rouge will maintain a comprehensive portfolio of insurance coverage to ensure the safety, financial stability, and legal protection of the school, its staff, students, and board. All insurance policies will be reviewed annually and secured through a licensed broker.

Types of Insurance Coverage

- Workers' Compensation

Description: Provides wage replacement and medical benefits to employees injured on the job in compliance with Louisiana law.

Employer's Liability Information

Each Accident	\$1,000,000.00
Disease-Policy Limit	\$1,000,000.00
Disease-Each Employee	\$1,000,000.00

- General Liability (within Package Policy)

Description: Covers bodily injury, property damage, and personal injury occurring on school premises or as a result of school operations.

LIMIT

\$1M/\$3M	Each Occurrence Limit / General Aggregate Limit
\$3,000,000	Products & Completed Operations Aggregate Limit
\$1,000,000	Personal & Advertising Injury Limit
\$100,000	Damage to Premises Rented to You
\$5,000	Medical Expense Limit – any one person
\$1m / \$3m	Employee Benefits Liability – Deductible \$1,000

- Property Insurance

Description: Covers loss or damage to school buildings and contents due to fire, weather, vandalism, and other perils. Includes coverage for all locations and TRIA (Terrorism Risk Insurance Act).

Limits of Liability: \$42,988,090.00

- Directors and Officers / Executive Package

Description: Protects board members and school leaders from personal liability arising from decisions made in their official capacities.

Limits of Insurance

Each Wrongful Act Limit	\$1,000,000.00
Aggregate Limit	\$3,000,000.00
Aggregate Defense Expense Amount- Non-Monetary Relief	\$ 100,000.00

- Excess Liability Coverage

Description: Provides additional liability coverage beyond the standard general and legal liability limits

Limits of Insurance

Each Occurrence/Event	\$10,000,000.00
Annual Single Aggregate Limit per policy	\$10,000,000.00
Includes all coverages:	

General Liability	\$1000,000 per occurrence/\$2,000,000 aggregate
Business Auto Liability	\$1,000,000 Combined Single Limit
Sexual Misconduct	\$1,000,000 per occurrence/\$2,000,000 aggregate
Employers Liability	\$1,000,000 per occurrence/aggregate
Foreign Liability	\$1000,000 per occurrence/\$2,000,000 aggregate
Employee Benefits	\$1000,000 per occurrence/\$2,000,000 aggregate

- Commercial Auto Insurance

Description: Covers school-owned or leased vehicles, including liability and physical damage protection.

Combined Single Limit	\$1,000,000.00
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- Cyber Liability

Description: Protects against data breaches, cyberattacks, and loss of sensitive information, including student and employee records.

Aggregate Policy Limit of Liability	\$1,000,000.00
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- Crime & Fiduciary Liability

Description: Protects against loss due to employee theft, embezzlement, or fraudulent acts related to benefit plans and school funds.

Employee Theft	\$1,000,000
Forgery or Alteration	\$1,000,000
Inside the Premises(Theft of Money & Securities)	\$ 300,000
Outside the Premises	\$ 50,000
Computer & Funds Transfer Fraud	\$1,000,000

- | | |
|----------------------------------|-------------|
| Money Orders & Counterfeit Money | \$1,000,000 |
| Deductible | \$ 1,000 |
- Security Risk Management (SRM)

Description: Provides consulting, training, and support services related to school safety, crisis response, and risk mitigation.

Limit	\$1,000,000/\$3,000,000
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- Student Accident Insurance

Description: Provides coverage for student injuries sustained during school-related activities.

Student Accident Insurance (Base)	Limit
Aggregate Limit	\$ 500,000
Accidental Death & Dismemberment	\$ 5,000
Accident Medical Expense	\$5,000,000
Student Accident (CAT)	
Accidental Death & Dismemberment	\$ 5,000
Accident Medical Expense	\$ 25,000

Fire Prevention and Safety Equipment

Audubon Baton Rouge will establish and enforce procedures for the routine inspection, maintenance, and operation of all fire prevention and safety equipment. These provisions include:

- Regular inspections of fire extinguishers, alarms, sprinkler systems, and emergency exits by certified professionals.
- Annual fire safety audits and documentation to comply with state and local regulations.
- Training for staff in fire response procedures and emergency evacuation protocols.
- Coordination with local fire and emergency departments for inspections, drills, and compliance verification.

Attachment Cover Page

Attachment Title: Appendix 12

Charter School Name: Audubon Baton Rouge

Brief Description of Attachment Contents:

Corporate Partnership MOU

MEMORANDUM OF UNDERSTANDING

This **MEMORANDUM OF UNDERSTANDING** (“MOU”) is made and entered into as of July 2, 2025 by and between French and Montessori Education Inc., d/b/a Audubon Baton Rouge, a Louisiana nonprofit corporation (“Audubon”), and New Schools For Baton Rouge, a Louisiana nonprofit corporation (“NSBR”, and collectively with Audubon, the “Parties”).

RECITALS

WHEREAS, Audubon is a Louisiana nonprofit corporation formed for the purpose of operating charter schools in the State of Louisiana;

WHEREAS, Audubon is applying for a Type 2 Charter School Operating Agreement (the “Charter Agreement”) to operate a charter school in East Baton Rouge Parish, Louisiana (the “Charter School”);

WHEREAS, NSBR desires to apply Five Million and 00/100 Dollars (\$5,000,000.00) in grant funds (the “Grant Funds”) toward financing so that 22Beacon Facilities Corporation (“22Beacon”) may purchase and lease real property located at 7800 Innovation Park Drive, Baton Rouge, LA 70820 (the “Property”);

WHEREAS, 22Beacon desires to enter into a lease agreement (the “Lease”) with Audubon for the Property at which Audubon will operate the Charter School; and

WHEREAS, Audubon and NSBR desire to enter into this MOU in order to establish a corporate partnership based on the foregoing Recitals and other terms and conditions provided for herein, to evidence their intent to execute the Lease, and to enter into future agreements of benefit to the Parties.

AGREEMENT

NOW, THEREFORE Audubon and NSBR enter into this MOU to evidence their intent to execute a Lease and other mutually beneficial future agreements:

Section 1. Covenants of NSBR. NSBR covenants and agrees:

(a) to apply the Grant Funds for financing so that 22Beacon may purchase and lease the Property;

(b) to provide enrollment, talent and leadership support to Audubon in connection with the operation of the Charter School throughout the term of the corporate partnership; and

(c) to execute any and all documents necessary to consummate the transactions contemplated herein.

Section 2. Covenants of Audubon. Audubon covenants and agrees:

- (a) to operate the Charter School in accordance with its Charter Agreement;
- (b) to execute the Lease with 22Beacon for the Property and to use the Property in the operation of the Charter School; and
- (c) to execute any and all documents necessary to consummate the transactions contemplated herein.

Section 3. The Charter School. The Parties agree that, subject to the terms and conditions of the Charter Agreement, Audubon will have exclusive control over all operational aspects of the Charter School, including, but not limited to, academics, human resources, and contracts with service providers.

Section 4. Enforcement.

Section 4.1. MOU is a Preliminary Understanding. The preliminary understandings expressed in this MOU are subject to and conditioned upon (a) NSBR securing the Grant funds for the purchase and lease of the Property, (b) the successful purchase of the Property by 22Beacon, (c) the negotiation and execution by the Parties of a mutually-acceptable Lease, and (d) Audubon obtaining and maintaining the Charter Agreement.

Section 4.2. Remedies for Breach. The term of this MOU shall coincide with the term of the Charter Agreement, unless terminated sooner in accordance with this Section. In the event that any party breaches this MOU, the sole and exclusive remedy will be termination of this MOU; provided that the party breaching this MOU shall be given written notice and a reasonable opportunity to cure its breach (such opportunity to cure not to exceed 90 days from receipt of written notice of breach).

Section 5. Miscellaneous.

Section 5.1 Assignment. This MOU is personal to each of the Parties hereto, and neither party may assign or delegate any rights or obligations hereunder without first obtaining the written consent of the other party.

Section 5.2 Amendments, Supplements, and Modifications. No amendment of or modification to this MOU shall be valid unless and until executed in writing by the duly authorized representatives of each party to this MOU.

Section 5.3 Third Party Beneficiaries. This MOU is entered into for the exclusive benefit of the Parties, and the Parties expressly disclaim any intent to benefit anyone not a party hereto.

Section 5.4 Negation of Partnership, Joint Venture and Equity Interest. Nothing contained in this MOU shall constitute or be construed to be or to create a partnership, joint venture or other venture among Audubon, NSBR and/or 22Beacon.

Section 5.5 Headings. The headings of this MOU are for convenience of reference only and shall not form part of, or affect the interpretation of, this MOU.

Section 5.6 Severability. In the event that any provision of this MOU is invalid or unenforceable under any applicable statute or rule of law, then such provision shall be deemed inoperative to the extent that it may conflict therewith and shall be deemed modified to conform with such statute or rule of law. Any provision hereof which may prove invalid or unenforceable under any law shall not affect the validity or enforceability of any other provision hereof.

Section 5.7 Execution in Counterparts. This MOU may be executed in several counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

Section 5.8 Governing Law. This Agreement shall be construed and enforced in accordance with the laws of the State of Louisiana.

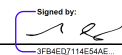
Section 5.9 Recitals. The foregoing recitals are hereby incorporated into and made a part of this MOU, including all defined terms referenced therein.

[Signatures to Follow]

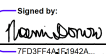
[Signature Page to MOU]

IN WITNESS WHEREOF, the undersigned have executed this MOU as of the 2nd day of July, 2025.

FRENCH AND MONTESSORI EDUCATION INC.

By:  Signed by: 3FB4ED0714E54AE
Name: Steve Corbett
As Its: 7/3/2025

NEW SCHOOLS FOR BATON ROUGE

By:  Signed by: 7FD3FF44C5982A
Name: Noemi Donoso
As Its: 7/3/2025



TCK Education Consultants

Charter School Evaluation Report

Final Recommendation			
Non-Profit Information			
Non-Profit:	French and Montessori Education, Inc. (F.A.M.E.)	Education Service Provider (ESP)	No
		Operator Track	Experienced
School Information			
Proposed School Name	Audubon Baton Rouge	Type	2
Proposed School Location	East Baton Rouge	Model	Montessori-informed, French language, arts
Proposed Grade Configuration Year 1	K-6	Proposed Grade Configuration Year 5	K-8
Enrollment Year 1	575	Enrollment Year 5	875
High School Addendum	No	Corporate Partner:	NSBR

Purpose of the Third-Party Evaluation

In accordance with Louisiana Bulletin 126, Chapter 3, this evaluation was conducted by TCK Education Consultants as an independent, third-party review commissioned by the authorizer to ensure a transparent, objective, and standards-based assessment of the charter proposal.

The purpose of this evaluation is to determine whether the applicant demonstrates the capacity and readiness to successfully open and operate a high-quality public charter school consistent with Louisiana law, BESE policy, and the authorizer's framework. Specifically, TCK's review examines the extent to which the proposal:

1. Meets the **academic**, **organizational**, and **financial** criteria established in Bulletin 126 and the local authorizer's evaluation rubric;
2. Demonstrates alignment between **mission**, **design**, and **community need**, ensuring that proposed goals and outcomes are attainable and evidence-based; and
3. Reflects a **sustainable governance** and **management structure** capable of maintaining compliance, financial stewardship, and continuous improvement.

Through this process, TCK Education Consultants provides the authorizer with an independent, evidence-informed recommendation that supports high-quality decision-making and strengthens the overall integrity of Louisiana's charter authorization process.

Program Overview

Audubon Baton Rouge is a proposed Type 2 public charter school located at 7800 Innovation Park Drive in East Baton Rouge Parish. The school is currently operating under an MOU with the East Baton Rouge Parish School Board to complete the prior operator's contract at the same site, serving students in the Gardere community. The proposed charter would formalize operations under the F.A.M.E. Board, replicating a model successfully implemented at Audubon Uptown and Audubon Gentilly in New Orleans.

At full enrollment, the school is projected to serve approximately 575 students in grades K–8, beginning with grades K–6 in Year 1 and expanding through grade 8 by Year 4. The anticipated student population reflects the demographics of the Gardere community—approximately 85 percent economically disadvantaged, 15 percent students with disabilities, 30 percent English language learners, and 98 percent students of color, including 52 percent African American/Black and 44 percent Hispanic.

The school's establishment addresses a documented community need for high-quality, inclusive educational options. According to the Louisiana Department of Education, over 78 percent of students in East Baton Rouge public schools are economically disadvantaged, and the prior operator at this site, IDEA Innovation, earned an "F" rating. Audubon's expansion introduces a model with a proven record of academic growth and subgroup progress across New Orleans campuses—particularly for English Learners and economically disadvantaged students.

Audubon Baton Rouge will implement a Montessori-informed, French language, and arts-integrated model that combines Tier 1 Louisiana curricula with individualized instruction, mixed-age collaboration, and cultural enrichment. The academic framework includes a Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS), an English Learner Academy for upper grades, and comprehensive special education and intervention systems.

This holistic, bilingual, and arts-rich approach is designed to support both academic excellence and social-emotional growth. Through differentiated instruction, a strong family engagement framework, and intentional partnerships such as New Schools for Baton Rouge (NSBR) and EdOps for finance and operations, Audubon Baton Rouge demonstrates readiness to deliver equitable, high-quality educational opportunities that advance student achievement and strengthen the Gardere community.

Evaluation Summary

Education Program and Capacity: *Summary of: school establishment; academic plan; and culture, social emotional learning, and behavior management.*

French and Montessori Education, Inc. seek to expand the Audubon Schools network by adding a new campus—Audubon Baton Rouge—replicating its proven Montessori-informed, French language, and



Evaluation Summary

arts-integrated model in East Baton Rouge Parish. Building on two established campuses in New Orleans—Audubon Uptown and Audubon Gentilly—the proposed Baton Rouge school adapts this holistic, bilingual framework to a new context through bilingual staffing, community partnerships, and targeted supports for English Learners and students with disabilities. The design emphasizes academic rigor, cultural competence, and social-emotional development through differentiated instruction, Tier 1 curricula, and arts integration.

The applicant demonstrates a record of academic improvement and sustained student growth within its existing network. Audubon Uptown has earned consistent “A” ratings for both Overall and Progress indices, while Audubon Gentilly improved from an “F” to a “C” in overall performance and achieved an “A” for progress within two years. These results illustrate the organization’s ability to use data and instructional supports to accelerate learning and close gaps for historically underserved student populations, particularly English Learners and economically disadvantaged students.

The proposed academic plan includes clear and measurable goals aligned with the Charter School Performance Compact and Louisiana Student Standards. However, evaluators noted that the plan would benefit from greater specificity regarding interim benchmarks, data-driven decision-making cycles, and how instructional leaders will monitor progress and adjust supports throughout the year. The school’s culture and behavior management framework integrates Positive Behavioral Interventions and Supports (PBIS) and restorative practices but would be strengthened by more emphasis on proactive SEL instruction and student voice in shaping school climate.

Audubon’s community engagement efforts—through outreach meetings, partnerships, and letters of support—reflect meaningful efforts to build local relationships, though evidence of broad family endorsement remains limited. Continued focus on deepening parent engagement and ensuring local representation on the governing board will be critical for long-term sustainability and enrollment growth.

Overall, the proposal demonstrates organizational readiness and educational capacity consistent with a high-quality operator. The Baton Rouge expansion is grounded in a proven model with strong systems for instructional leadership, special populations, and fiscal management. To achieve full readiness, the school will need to strengthen data-use systems, articulate clear interim milestones, and deepen authentic community investment to ensure successful launch and long-term impact in the Gardere community.

Organizational Plan and Capacity: *Summary of the school leadership team capacity; professional development; charter board governance; corporate partnerships (if applicable); educational services provider (if applicable); organizational goals; and staffing.*

Audubon Baton Rouge presents a clear and comprehensive organizational plan grounded in the existing governance, management, and operational systems of French and Montessori Education, Inc. a proven Type 1 charter operator in New Orleans. The plan delineates clear roles for the F.A.M.E. Board, network leadership, and school-based administrators, ensuring strong oversight and accountability.



Evaluation Summary

The F.A.M.E. Board will retain full governing authority during the Baton Rouge school's early years, maintaining responsibility for governance, compliance, and financial oversight while extending its record of effective school performance. A Baton Rouge Advisory Board will be established in Year 1 to provide local input, strengthen community engagement, and help integrate Audubon's model within the Baton Rouge community. At charter renewal (Year 5), the plan is to expand the F.A.M.E. Board by adding the Baton Rouge Advisory Board President to ensure sustained community representation in governance.

The proposed **school leadership team** demonstrates strong collective expertise in instructional leadership, operations, finance, and community engagement. Identified leaders have direct experience in managing high-performing charter schools and implementing the Audubon model. Staff recruitment, development, and retention will follow established network systems emphasizing structured induction, mentorship, and ongoing professional learning aligned with school priorities.

Operationally, the school will contract with EdOps, a national financial and back-office service provider, to manage budgeting, payroll, and compliance functions—ensuring transparency and fiscal sustainability. The staffing plan outlines appropriate teacher-student ratios and includes assistant teachers and interventionists to support small-group and individualized instruction.

Audubon Baton Rouge also proposes a corporate partnership with New Schools for Baton Rouge (NSBR) to support facility acquisition, leadership development, and enrollment initiatives. The Memorandum of Understanding clearly outlines the terms of collaboration and meets the requirements of *La. Bulletin 126, Chapter 39*, providing significant capacity-building resources and long-term facility support through NSBR and 22Beacon Facilities Corporation.

While Audubon outlines a performance framework aligned to the Louisiana Charter School Performance Compact—with defined standards, metrics, and an annual evaluation timeline—the plan does not fully describe how the board will monitor progress toward renewal standards or the specific corrective actions that will be employed if the CEO is trending toward not meeting accountability measures. This limits the clarity of how the evaluation process will ensure continuous monitoring and board intervention when performance falls below expectations.

Overall, the organizational plan demonstrates strong governance capacity, clear operational systems, and experienced leadership. Continued attention to establishing explicit corrective action protocols and deepening local governance and community representation will be essential to ensure sustained performance and long-term organizational stability.



Evaluation Summary

Financial Plan and Capacity: *Summary of financial readiness.*

Audubon Baton Rouge presents a sound and comprehensive financial plan that aligns with the organizational model, projected enrollment, and network governance structure. The school's financial management will operate under the oversight of the F.A.M.E. Board, which has a proven record of fiscal compliance and clean audits in New Orleans. Day-to-day financial operations will be contracted to EdOps, a nationally recognized back-office provider experienced with Louisiana charter schools. This partnership ensures that financial planning, accounting, payroll, and purchasing are handled by professionals with expertise in charter finance and regulatory compliance.

The budget and five-year financial projections include clear revenue assumptions based on conservative enrollment estimates and standard per-pupil allocations. Expenditures are appropriately weighted toward instruction, staffing, and student supports, with embedded allocations for professional development, audit services, and back-office operations. The plan demonstrates the ability to maintain a balanced budget and achieve a projected reserve fund of approximately 25 percent by Year 5, meeting authorizer expectations for sustainability.

Audubon's budget development process is collaborative and data-driven, involving the CEO, Chief Schools Officer, Chief Operations Officer, EdOps, and the Finance Committee of the board. Budgets are reviewed and approved publicly, with monthly financial reporting, quarterly committee reviews, and annual audits ensuring transparency and accountability. Internal controls—including segregation of duties, multi-layered approval systems, and adherence to Louisiana Public Bid Law—are clearly articulated and align with best practices.

The contingency plan outlines realistic measures to address revenue shortfalls or cost overruns, such as delaying non-essential purchases, freezing discretionary hires, or reallocating funds with board approval. While the plan is credible and tiered, evaluators noted that audit and service-contract cost estimates may be slightly understated and should be revisited prior to opening to ensure full coverage of anticipated expenses.

Strong internal controls, experienced financial partners, and a disciplined budgeting process demonstrate readiness to manage public funds responsibly. The school's financial sustainability is further strengthened by a \$5 million corporate partnership with NSBR to support facility lease payments, significantly reducing start-up and capital costs. In addition, projected philanthropic and grant funding provide supplemental resources for instructional materials and program development without reliance on non-guaranteed revenue for core operations.



Section	Evaluation Findings
Executive Summary	
	ES.1 - Mission & Vision Audubon Baton Rouge meets the standard for ES.1 by presenting a clear and cohesive mission and vision that express both the school's purpose and its long-term impact. The mission is to provide a culturally rich and inclusive learning environment that fosters academic excellence, creativity, and independence. The vision describes a school where all students, regardless of background, gain the knowledge, confidence, and curiosity to succeed in high school and contribute meaningfully to their communities. The mission and vision are supported by an educational philosophy grounded in Montessori principles, French language instruction, and arts integration—reflecting Audubon's long-standing commitment to whole-child development and the successful model established in New Orleans. The response also demonstrates a strong understanding of the East Baton Rouge context, where families value both academic rigor and cultural relevance, providing a clear and compelling rationale for replication.
	ES.2 - Anticipated Student Population The applicant describes the needs of the East Baton Rouge community by naming the language barriers and limited access to literacy and math skills which compound social and emotional learning challenges and academic struggle. They also include their assertion that students and families experiencing poverty can lead to issues of food and housing scarcity that can cause trauma. The applicant provides specific demographic data to support their claims. This is important and it demonstrates the applicant's awareness of the community it intends to serve and its willingness to provide the type of learning environment and



Section	Evaluation Findings
	operational conditions required to operate effectively. This response aligns to the rubric and supports the overall application.
	ES.3 - Education Plan • Audubon Baton Rouge provides a clear and comprehensive overview of its proposed educational program. The applicant outlines a coherent instructional model that integrates Montessori-inspired and French language approaches with Tier 1 Louisiana curricula to address the academic and non-academic needs of the targeted Gardere-area student population. The plan specifies the grade-level rollout, beginning with K–5 in Year 1 and expanding to K–8 by Year 4, with defined minimum and maximum enrollment targets per grade that align to staffing and facility capacity. • The educational model reflects deliberate adaptation of proven elements from existing Audubon schools in New Orleans. The proposal articulates how Montessori strategies—choice-based work cycles, mixed-age collaboration, and individualized pacing—will cultivate independence and engagement while maintaining alignment with Louisiana State Standards. The inclusion of a French language program culminating in a French I high school credit and a robust creative arts curriculum supports the school’s stated mission to offer a culturally rich, inclusive learning environment. • The plan addresses the specific needs of the intended student population, which includes high proportions of English Learners and economically disadvantaged students, through a RTI/MTSS system, a dedicated EL Academy for upper grades, and access to bilingual instructional staff. These features demonstrate the applicant’s understanding of community needs and a credible plan to provide rigorous, differentiated instruction. • The applicant meets the standard for ES.3 by presenting a clear, logically structured educational plan that specifies grade configurations, enrollment projections, and instructional methods. The proposed program builds on a track record of successful implementation of the Audubon model and is demonstrably suited to



Section	Evaluation Findings
	meet the needs of the targeted student population in East Baton Rouge Parish.
	ES.4 - Impact • Audubon Baton Rouge effectively meets the standard for ES.4 criteria by presenting a well-articulated plan that connects the proposed instructional model to measurable improvements in student outcomes. The design reflects a thoughtful synthesis of academic rigor, arts integration, and individualized supports/ approaches that have already demonstrated success within the Audubon New Orleans network. By coupling Tier 1, standards-aligned instruction with enrichment that cultivates curiosity and engagement, the applicant provides a credible, evidence-based path to accelerating student achievement in East Baton Rouge Parish. • The proposal also demonstrates how the model’s combination of academic and non-academic support directly addresses the needs of the target community. Through implementation of a multi-tiered system of supports, targeted interventions, and bilingual instructional design, the school aims to reduce opportunity gaps for English Learners and economically disadvantaged students who have been previously underserved. • Further, the integration of French language instruction and arts programming enhances cognitive flexibility and cultural awareness—skills closely linked to improved academic persistence and social-emotional development. These components reinforce the school’s mission to educate the whole child while building a sense of identity, creativity, and confidence.
	ES.5 - Previous Charter Applications • Audubon has not previously submitted a Type 2 application to the Louisiana Department of Education; the organization demonstrates an understanding of the authorizing process and a readiness to expand under state oversight. The response meets expectations outlined in the rubric for ES.5.



Section	Evaluation Findings
Educational Plan & Capacity	
School Establishment	EPC.6 - Overview of Community Demographics ● The applicant provides a rationale for selecting the East Baton Rouge community, noting that families in this area have limited access to public schools that consistently deliver both strong academic outcomes and inclusive, enriching learning environments. Many East Baton Rouge families are seeking alternatives to current options such as homeschooling, private schools, and existing charters, and the applicant responds with a detailed description of a school model and program offerings designed to meet those needs. Many EBR families are seeking alternatives to current options, including homeschooling, private schools, and existing charters, and the applicant responds to these needs with a detailed description of a school model and program offerings designed to address them. ● Performance data from the applicant's existing charter schools indicate the organization's capacity to significantly outperform current EBR district averages, demonstrating its ability to serve the target population effectively. In addition, the applicant plans to partner with EdOps for financial services and with New Schools for Baton Rouge for facility and grant support. These partnerships reflect collaboration with established nonprofit organizations that will strengthen the school's operational capacity. This response meets rubric expectations for EPC.6, as it provides a rationale, comparative performance evidence, and explanation of key partnerships central to the proposed school's operations.
	EPC.7 - Overview of the Student Population ● The description of the student population demographics is provided in detail with specific data points including race/ethnicity, economically disadvantaged described as free or reduced lunch eligible, students with disabilities, students experiencing homelessness and the students who have been identified as English



Section	Evaluation Findings
	Language Learners. This signifies the applicant's awareness of the student population and the need to organize and prepare the necessary services it will need to administer, thereby meeting the criteria expectations.
	EPC.8 - Stakeholder Engagement The applicant describes engagement with a broad cross-section of community stakeholders and outlines strategies for outreach and data collection. The narrative highlights efforts to connect with the community, but provides limited detail on the depth of support, differing perspectives, or how stakeholder feedback is informing the school's design. Clarifying how community input is shaping the model would only strengthen the application, particularly as the organization seeks to replicate its approach in a new and distinct context. The response does not meet expectations outlined in the rubric.
	Appendix 1: - Evidence of Community Support Audubon provides multiple artifacts intended to demonstrate community engagement, including two letters from community members, minutes from the meeting approving the applicant as an interim operator, partnership agreements, flyers inviting families to informational meetings, and a sample of survey results from a parent meeting with prospective families. While these materials reflect outreach efforts, they offer limited evidence of actual community support for the proposed school. The documentation does not clearly demonstrate the depth of parent, business, or community endorsement of the school's mission, vision, and model as required by the rubric. This response does not meet rubric expectations for Appendix 1, as the evidence provided illustrates engagement rather than verified support from key stakeholders.
Academic Plan	EPC.9 - Key Design Elements



Section	Evaluation Findings
	• Audubon provides a clear and concise overview of its proposed school model, which integrates Montessori-informed instruction, French language immersion, creative arts integration, Tier 1 curricula, MTSS system, and social-emotional learning structures. These design elements align closely with the school’s mission and vision to deliver a holistic, inclusive, and student-centered educational experience. • The applicant offers a rationale for the selection of these design elements, citing the organization’s proven record of success in two New Orleans schools that serve similar student populations and have demonstrated positive academic outcomes under this model. • Audubon also clearly identifies key differences between the proposed Baton Rouge campus and existing schools, including a phased grade rollout, an enrollment coordinator to support navigation of the city’s decentralized enrollment system, and a commitment to bilingual staffing through an EL Academy. These modifications demonstrate thoughtful adaptation to the Baton Rouge context while maintaining fidelity to the core Audubon model. • Overall, the response meets EPC.9 rubric expectations by providing a coherent overview of the proposed school model, articulating a clear evidence-based rationale, and describing distinct elements that differentiate this school from other campuses within the operator’s portfolio.
	EPC.10 - Curriculum • Audubon has selected Tier 1 curricula in English Language Arts, Math, Science, and Social Studies that meet Louisiana grade-level standards and progression requirements. The inclusion of LanguageNutz further supports alignment with Louisiana World Language Standards, reinforcing the school’s bilingual mission. • The plan provides evidence that all core materials meet LDOE instructional materials review quality indicators, ensuring consistency with statewide expectations for rigor and accessibility. Importantly, this selection matters because it establishes a clear, standards-aligned foundation for French language immersion and Montessori-informed instruction, both central to Audubon’s model.



Section	Evaluation Findings
	By combining Tier 1 materials with performance-based assessments and rubrics aligned to national and state standards, Audubon demonstrates a credible approach to ensuring students meet grade progression and readiness benchmarks. The response meets EPC.10 rubric expectations by showing how curriculum choices will directly support mastery of Louisiana State Standards and the school's dual-language academic focus.
	EPC.11 - Hybrid Plan - The applicant provides a hybrid learning plan that clearly identifies the circumstances under which the model would be implemented, ensures a 1:1 student-to-technology ratio, and outlines support for families lacking internet access. The plan specifies how attendance will be tracked and monitored, identifies the learning management system to be used, and describes training and technical support for students, staff, and families. Communication protocols for virtual settings are also defined. - This response meets rubric expectations because it presents a comprehensive plan addressing all required components—implementation conditions, technology access, attendance monitoring, LMS support, and communication procedures. This level of preparation ensures the school can sustain high-quality instruction and equitable access to learning during emergencies or periods requiring remote or blended operations.
Academic Goals	EPC.12 - Academic Goals Audubon Baton Rouge establishes clear and measurable academic goals aligned to the Charter School Performance Compact and state expectations, including subgroup targets for English Learners and benchmarks for literacy and LEAP performance. The applicant outlines annual goals for DIBELS, LEAP 2025 Top Growth, and School Performance Score, supported by a comprehensive plan for data collection, analysis, and reporting in compliance with R.S. 17:3911. The plan details the use of DIBELS, i-Ready, and LEAP benchmarks to guide instruction and monitor progress, and professional development is structured around



Section	Evaluation Findings
	data-driven instruction and regular analysis cycles. While the plan could more explicitly describe how interim results will trigger specific instructional adjustments, the response overall meets rubric expectations by providing a coherent system for setting goals, monitoring progress, and building staff capacity to respond to data.
Louisiana Accountability System - Academic Performance	EPC.13 - Performance Data Explanation • The applicant provides a detailed narrative analyzing past performance across its existing campuses, including both overall and subgroup outcomes. The data show that Audubon Uptown has maintained high performance, earning “A” ratings for both Overall School Performance Score (SPS) and Progress Index, while Audubon Gentilly has demonstrated significant improvement, progressing from an “F” to a “C” in SPS and an “A” in the Progress Index over two years. The applicant identifies specific areas of deficiency—particularly persistent gaps in mathematics achievement—and describes targeted, data-informed strategies to address them, such as adoption of Tier 1 math curricula, strengthened RTI/MTSS systems, math-focused professional development, and contracted expert support. The response also explains how lessons learned and growth trends justify replication in Baton Rouge, emphasizing the network’s demonstrated capacity to accelerate learning for high-need subgroups. • This response meets rubric expectations because it includes a comprehensive analysis of performance data, acknowledges deficiencies, details corrective strategies, and uses outcome trends to justify expansion. The applicant’s responsiveness to its identified weaknesses and evidence of sustained growth across campuses indicate a strong capacity to monitor data, implement improvement strategies, and replicate success in a new, comparable community context.
Assessments	EPC.14 - Assessments



Section	Evaluation Findings
	• The applicant provides a comprehensive and coherent assessment framework that includes diagnostic (DIBELS, Numeracy Screener), formative (exit tickets, fluency checks), interim (i-Ready benchmarks), and summative (LEAP 2025, ELPT) assessments aligned with Louisiana standards. Each assessment's purpose and rationale are clearly described, and the plan outlines how data will be securely collected, disaggregated by subgroup, and reviewed in PLCs and leadership meetings to inform curriculum pacing, small-group instruction, and professional learning in compliance with R.S. 17:3911. Exit standards are well-defined, including mastery on LEAP, French I proficiency, and alignment with the National Core Arts Standards. This response meets rubric expectations by demonstrating how assessment data will be analyzed and used to guide instruction, monitor subgroup progress, and support continuous improvement across all grade levels.
Diverse Learners and Student Supports	EPC.15 - Diverse Learner and Student Supports • Audubon Baton Rouge presents a comprehensive and legally compliant plan for identifying and supporting students with disabilities, English Learners, and those who are academically behind or advanced. The plan aligns with Louisiana Bulletins 1508 and 1530 and establishes clear procedures for eligibility determinations, IEP and ILP development, and ongoing progress monitoring • The applicant outlines an MTSS system that ensures early identification, equitable access to interventions, and continuous monitoring of student progress. For students with disabilities, the plan details referral and IEP processes, quarterly goal tracking, and safeguards to prevent over-identification. English Learners are identified through the Home Language Survey, ELPS, and ELPT assessments and served through an embedded English Language Development model that supplements Tier 1 instruction. Students performing below grade level receive targeted Tier 2 and Tier 3 interventions using CKLA, Zearn, and i-Ready, while advanced learners are identified under Bulletin 1508 and provided enriched, accelerated learning opportunities.



Section	Evaluation Findings
	This response meets EPC.15 rubric expectations by presenting detailed procedures, safeguards against disproportionality, and a coherent MTSS framework that integrates identification, monitoring, and intervention systems to promote inclusion and equitable outcomes for all learners.
Behavior Management	EPC.16 - Behavior Management - The applicant outlines a comprehensive discipline framework centered on prevention, restorative practices, and Positive Behavioral Interventions and Supports (PBIS). The plan includes clear communication with families, tiered interventions, counseling supports, due process protections for students with disabilities, monitoring of disproportionality, and a defined supervision plan for alternate settings. These elements demonstrate alignment with state and federal requirements and reflect a proactive approach to fostering a positive, inclusive school culture. - However, the response provides limited evidence of how these systems will be adapted for the Baton Rouge context or aligned to the Montessori model in a new K–6 environment. The plan would be strengthened by detailing how restorative practices, SEL, and culture-building strategies will be integrated to meet the developmental needs of older incoming students and ensure coherence with the school's mission. - This response meets rubric expectations by addressing all required components of EPC.16, though additional detail on contextual adaptation and culture-building would strengthen implementation readiness.
	Appendix 2: School Model Master Plan The applicant submitted a comprehensive draft School Model Master Plan that meets the requirements of R.S. 17:252, addressing all required components, including positive behavior supports, safe school planning, family



Section	Evaluation Findings
	engagement, interagency coordination, student records, FINS procedures, and a statement of compliance. The plan outlines a PBIS-based discipline framework with clear procedures for intervention, documentation, and collaboration with families and community partners. While the plan demonstrates strong procedural compliance, it focuses more on describing policies than on how they will be implemented to foster a positive culture and restorative environment aligned with the school's mission. Nonetheless, the response meets rubric expectations because it includes all required elements and demonstrates readiness to implement state-aligned systems for safety, compliance, and student support.
Parent and Community Engagement	EPC.17- Parent and Community Engagement • The applicant presents a well-developed plan for family and community engagement that meets rubric expectations for accessibility, partnership, and structured input. The plan includes culturally responsive strategies such as family literacy nights, student exhibitions, flexible conferences, home visits, and communication through ParentSquare. Audubon also commits to launching a PTO in Year 1 to strengthen collaboration and leadership opportunities for families. • Formal structures—including a Parent Advisory Council, Special Education Advisory Council, annual climate surveys, and a family board liaison—ensure that family and community voice informs continuous improvement and governance. The plan establishes inclusive and authentic mechanisms for engagement that extend beyond compliance to sustained partnership.
	Appendix 3: Grievance Policy



Section	Evaluation Findings
	The applicant provides a clear and accessible grievance policy available to students, parents, guardians, and staff that outlines a defined sequence for resolving complaints. The process begins with the classroom teacher, then escalates to the assistant principal or appropriate staff member, principal, and CEO or CEO designee. If the concern remains unresolved, it advances to an ad hoc committee of the board of directors for review. Each stage specifies points of contact and maintains documentation to ensure consistency and accountability. This response meets rubric expectations because it establishes a transparent, multi-level procedure that allows all members of the school community to raise and resolve concerns in a fair, orderly, and well-documented manner.
Growth Plan	GP.18 - Growth Plan The applicant states that no changes will be made to existing policies and practices during replication and provides detailed descriptions of systems governing promotion and graduation, instructional leadership, evaluation, hiring, food services, and transportation. These structures replicate those used successfully across the organization’s current schools and reflect a deliberate approach to maintaining coherence as the network expands within the East Baton Rouge community. This response meets rubric expectations because it presents a well-defined plan for scaling that relies on consistent, tested systems and leadership practices.
	GP.19 - Impact on Louisiana - Audubon presents a clear and mission-aligned rationale for expanding its French and Montessori Education model to East Baton Rouge. The proposal emphasizes holistic learning, bilingual education, and arts integration as distinctive components that expand access to diverse, high-quality educational options for families in the region. The plan aligns with the organization’s statewide vision to cultivate creative, globally competent learners and to strengthen its presence beyond New Orleans through strategic, sustainable growth. - By establishing a Baton Rouge campus, Audubon demonstrates how replication of its proven model will



Section	Evaluation Findings
	enhance the organization’s overall capacity to serve students across Louisiana, increasing both access and programmatic reach. The proposal articulates how this school will operate as a regional anchor for bilingual and Montessori education, supporting long-term organizational learning and impact. • The response meets GP.19 rubric expectations by providing an evidence-based rationale that clearly explains how the proposed school will expand the organization’s ability to serve students statewide in alignment with its mission and goals.
	GP.20 - Non-Profit History • The applicant provides a complete and transparent account of its organizational history, disclosing resolved and pending legal matters and confirming that none have resulted in findings of fault, contract termination, or nonrenewal. All schools remain in good standing with their authorizers. This response meets the GP.20 rubric expectations.
Organizational Plan and Capacity	
Staffing	OPC. 21 - Staffing Roles and Responsibilities • The applicant clearly defines the roles and responsibilities of the governing board, network leadership, and school-based administrators which meets the rubric standard.
	OPC.22 - Reporting and Accountability • Audubon demonstrates strong organizational capacity through an experienced network leadership team and a clear operational structure that distributes oversight across academics, finance, operations, and talent. The applicant presents evidence of successful school management within the existing New Orleans network and a



Section	Evaluation Findings
	record of improving performance across multiple campuses. Roles for the Chief Executive Officer, Executive Director of Baton Rouge, and campus-based leaders are well defined, ensuring coherent lines of supervision and support. • The F.A.M.E. Board and network leadership exhibit the expertise and systems necessary to launch and sustain the Baton Rouge campus, supported by established partnerships with EdOps for financial management and the Louisiana Association of Public Charter Schools for governance training. • Overall, the applicant meets the OPC 22 standard by demonstrating organizational readiness and experienced leadership.
	OPC.23 - Teacher-Student Ratio • The applicant identifies a student-to-teacher ratio of 16:1 and an overall adult-to-student ratio of 9:1, consistent with existing Audubon campuses. These ratios align with the school's instructional model and support individualized attention within the Montessori framework. • This response meets rubric expectations because it specifies clear staffing ratios that are feasible, sustainable, and aligned with the proposed educational program and instructional approach.
	OPC.24 - Staff Hiring and Dismissing • Audubon Baton Rouge presents a comprehensive and equitable recruitment and hiring process aligned with state and federal requirements. The plan details a multi-step process that begins each January, incorporating outreach through teacher preparation programs, alternative certification providers, and professional networks such as Teach225. Candidate selection emphasizes experience in urban education, Montessori pedagogy, dual-language instruction, and a demonstrated commitment to equity—reflecting the school's mission and instructional model.



Section	Evaluation Findings
	• The applicant also describes clear onboarding and compliance procedures, including credential verification, fingerprint-based background checks, and adherence to Louisiana Department of Education certification standards. Documented dismissal procedures ensure due process and compliance with Louisiana labor law. • The response meets EPC.24 rubric expectations by presenting a transparent, mission-aligned, and legally compliant framework for recruiting, hiring, and retaining qualified staff.
	OPC.25 -Teacher Turnover • The applicant outlines a multi-tiered approach to maintaining instructional continuity in the event of teacher turnover. Contracted substitute teachers will provide short-term coverage, while cross-trained instructional staff may offer interim support without disrupting core instructional responsibilities. For long-term vacancies, expedited hiring is identified as the primary strategy. • However, the plan does not address potential challenges related to teacher or substitute shortages, nor does it specify contingency measures to ensure instructional quality if staffing gaps persist. Consequently, this response does not meet rubric expectations because, while procedures are described, the plan lacks evidence of a comprehensive strategy to mitigate workforce shortages or ensure instructional stability under extended vacancy conditions.
	OPC.26 - Recruitment Plan and Timeline for Hiring • The applicant provides a detailed, multi-year recruitment plan with clear timelines outlining hiring processes from job postings through onboarding. Staffing projections extend through Year 6, with annual increases aligned to enrollment growth. The plan demonstrates a strong understanding of organizational capacity, referencing prior hiring patterns, a 76% retention rate, and a robust human capital infrastructure that includes a centralized talent team, applicant tracking system, and established recruitment pipelines.



Section	Evaluation Findings
	This response meets rubric expectations by presenting a clear and feasible recruitment timeline and demonstrating the organization’s proven capacity to meet hiring demands during expansion.
School Leadership Team Capacity	Appendix 4: Leadership Team Resumes - Audubon provides résumés for its identified leadership team that reflect experience across key functional areas—including instruction, special education, staff development, finance, and facilities management. Team members also demonstrate prior experience working with student populations similar to those the proposed school will serve. - While the documentation highlights relevant roles and credentials, it would be strengthened by clearer evidence of the impact each leader has had on student achievement or school performance outcomes. - Overall, the response meets Appendix 4 rubric expectations by identifying a leadership team with prior experience in high-responsibility roles across academic and operational domains and experience serving comparable student populations.
Charter Board Governance	OPC.27 - Charter Board Governance The applicant identifies eight board members whose collective expertise spans legal, financial, educational, operational, and community engagement domains. The board’s composition demonstrates professional diversity and aligns with rubric expectations for governance capacity to provide effective oversight and informed decision-making. The response meets rubric expectations.
	Appendix 5: Board member Resumes Audubon submitted rosters including each person’s role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations), therefore the response meets Appendix 5 rubric expectations.



Section	Evaluation Findings
	OPC.28- Conflicts of Interest • This response meets rubric expectations because it establishes clear, proactive systems to identify, disclose, and manage conflicts of interest, ensuring integrity and accountability in board governance. Audubon's response demonstrates this through a comprehensive conflict of interest policy aligned with the Louisiana Code of Governmental Ethics. The policy requires annual ethics training, annual disclosure forms, and recusal and documentation procedures for any identified conflicts. It also includes safeguards for potential relationships with Educational Service Providers, prohibiting board members from holding financial or leadership interests in affiliated entities.
	OPC.29 - Board Purpose, Structure, and Role • This response meets rubric expectations because it demonstrates that the governing board is organized to provide effective oversight, accountability, and strategic leadership while avoiding involvement in day-to-day operations. This structure supports transparency, consistency, and alignment between the board's governance role and the school's operational management. • The applicant delineates a clear distinction between governance and school management, demonstrating understanding of the board's oversight responsibilities versus the administrative functions of the CEO and school leadership. The response describes the structure and purpose of four standing committees (Executive, Finance, Governance, and Facilities) each with defined roles and responsibilities. It also explains the board's process for evaluating the CEO, including use of the Charter School Performance Compact and measurable performance indicators.
	OPC.30 - Measurable Organizational and Financial Goals



Section	Evaluation Findings
	• The response meets OPC.30 rubric expectations by providing measurable organizational and financial goals aligned with the Charter School Performance Compact. The applicant outlines clear, quantifiable targets for enrollment, attendance, suspension rates, special education compliance, subgroup performance, governance, legal compliance, and fiscal health. • While the goals are presented as consistent annual benchmarks rather than distinct year-by-year projections, they collectively establish a comprehensive accountability framework for the charter term and demonstrate readiness to monitor performance across organizational and financial domains.
	OPC.31- Monitoring Progress Towards Goals • Audubon’s description establishes a structured, data-driven oversight system for tracking academic, organizational, and financial performance. The board receives regular dashboards and reports from leadership that include key indicators such as assessment data, subgroup performance, audit results, and fiscal risk scores. Academic, financial, and operational updates are standing agenda items, and the plan specifies review processes by the Finance and Governance Committees as well as annual audits and LDOE Fiscal Risk Assessments. The inclusion of a formal intervention protocol (with requirements for action plans, resource reallocation, and increased monitoring) demonstrates accountability and responsiveness to performance concerns. • This response meets rubric expectations because it presents a comprehensive and proactive monitoring framework that ensures early identification of underperformance and supports timely corrective action.
	OPC.32 - Evaluation of Leadership and Progress Monitoring for Charter Renewal • Audubon provides a performance framework adopted from the Louisiana Charter School Performance Compact that includes standards for academic, organizational, and financial leadership, along with a defined annual evaluation timeline. The framework specifies data sources such as student achievement, subgroup



Section	Evaluation Findings
	growth, financial audits, and stakeholder feedback, aligning CEO accountability with renewal standards and the organization's strategic goals. While the response describes evaluation metrics and review frequency, it does not specify detailed corrective actions or benchmarks that would trigger board intervention in cases of underperformance. As a result, this response does not meet rubric expectations because, although the evaluation framework aligns to renewal standards, it lacks a complete system for corrective action and continuous monitoring necessary to ensure accountability for results.
	OPC.33 - Management and Accounting Practices The applicant's response meets OPC.33 rubric expectations by providing a comprehensive description of policies and procedures for financial planning, accounting, purchasing, and payroll that align with Louisiana law, GAAP, and national best practices. - The plan identifies EdOps, a nationally recognized financial services provider with extensive Louisiana charter experience, to manage fiscal operations in partnership with the network leadership and Finance Committee. The budgeting process integrates enrollment projections, staffing models, and operating costs to ensure fiscal alignment with the school's mission and strategic priorities. - Robust internal controls—including segregation of duties, multi-level approval processes, and regular audits—demonstrate the applicant's capacity to sustain financial health, ensure reporting accuracy, and maintain compliance with all statutory requirements.
	OPC.34 - Board On-Boarding and Training Audubon describes a comprehensive and ongoing process for board training and development. The F.A.M.E. Board conducts an annual self-assessment to identify strengths and areas for improvement across governance domains, which informs a targeted professional development plan. Members receive annual



Section	Evaluation Findings
	training through the Louisiana Association of Public Charter Schools, as well as specialized workshops on finance, renewal standards, and compliance topics. • The Governance Committee maintains a strategic recruitment process that uses gap analyses to identify areas of needed expertise and diversity. New members complete a structured onboarding process that includes review of governing documents, legal requirements, and financial responsibilities, along with mentorship and committee observation. • This response meets rubric expectations by outlining a logical system for board self-assessment, targeted training, and new member recruitment and onboarding aligned to Louisiana law and best practices.
	OPC.35 - Meeting Schedule • Audubon’s response establishes a meeting schedule of at least six meetings per year, with provisions for additional sessions as needed. The plan outlines compliance with Louisiana’s Open Meetings Law and the Public Records Act, including requirements for public notice, accessibility, published agendas, recorded minutes, and opportunities for public comment both in person and online. The response also includes procedures for maintaining and responding to public record requests and provides for annual training on compliance requirements. • Because it demonstrates adherence to state law, ensures transparency and stakeholder access, and includes sufficient meeting frequency and procedural safeguards to maintain public accountability, the response meets rubric expectations for OPC.35.
	Appendix 6: Bylaws • The applicant’s response meets Appendix 6 rubric expectations through submission of draft bylaws that include all key structural requirements—meeting frequency, officer roles, committee authority, and the number of board members.



Section	Evaluation Findings
	While the bylaws establish a sound governance framework, they provide only general language regarding committees, noting that such bodies may be formed at the discretion of the board. Given that the application references standing Finance and Executive Committees elsewhere, explicitly codifying those committees in the bylaws would strengthen clarity and alignment between governance practices and board policy.
Financial Plan and Capacity	
Operational Management and Leadership	FPC.36 - Operational Management and Leadership - Audubon presents an experienced leadership team with defined roles aligned to key operational domains, including staffing, professional development, performance management, operations, and facilities oversight. The team's composition demonstrates the professional expertise necessary to implement the operational plan effectively. The response meets rubric expectations because it identifies a qualified, well-structured leadership team with demonstrated experience and clearly delineated responsibilities to support successful school launch and ongoing operational effectiveness.
	FPC.37 - Non-Academic Services Audubon presents a structured plan for managing all major non-academic services, including transportation, food service, facilities, purchasing, student records, and school safety. Oversight responsibilities are clearly assigned to the Chief Operating Officer, the Baton Rouge Director of Operations, and relevant board committees, ensuring accountability across service areas. Transportation and food services will be outsourced to approved vendors, with explicit provisions for equitable access and accommodations for students with disabilities in compliance with IDEA and Section 504. The plan also details systems for procurement,



Section	Evaluation Findings
	compliance, and safety management, supported by network-level monitoring and board oversight. ● The response meets rubric expectations because it demonstrates a well-defined approach to managing non-academic operations, with clear lines of authority, compliance procedures, and alignment to budgeted resources.
Student Enrollment and Recruitment	FPC.38 - Student Enrollment and Recruitment ● Audubon presents a comprehensive and equitable recruitment plan emphasizing open enrollment, community partnerships, and accessibility for all families, including English Learners, students with disabilities, and those experiencing economic hardship. The plan includes strategies to mitigate barriers related to language, transportation, and technology, and outlines inclusive outreach through multiple platforms and venues. ● While the plan references alignment with LDOE requirements and participation in the EnrollBR system, it does not include a defined timeline or milestones for outreach, application, lottery, and registration phases. This omission limits the clarity of how recruitment progress will be monitored to ensure full enrollment by opening. ● This response meets rubric expectations overall by outlining a legal and inclusive enrollment process, though it would be strengthened by adding a defined timeline and measurable recruitment benchmarks.
Financial Plan	FPC.39 - Financial Plan ● Audubon identifies foreseeable implementation risks and presents credible mitigation strategies supported by the stability and capacity of its existing network. The financial, operational, and leadership structures already in place across the Audubon network reduce the likelihood of early performance or compliance challenges. Startup costs are supported by a verified \$5,000,000 facilities commitment from NSBR, and budget projections are conservative and balanced across the first three operating years.



Section	Evaluation Findings
	- Operational feasibility is reinforced by an experienced leadership team and established partnerships with EdOps for financial management and NSBR for facilities support. Staffing, enrollment growth, and facilities plans are well integrated and realistic for the proposed model, demonstrating a strong foundation for effective implementation. - The applicant presents a comprehensive financial plan with projected revenue and expense assumptions, but the proposed governance structure may present some notable feasibility risks. The absence of community-based representation on the F.A.M.E. Board may diminish their capacity to monitor school operations in real time or to cultivate community partnerships critical to enrollment and fundraising. - Overall, Audubon meets the FPC 39 standard by presenting a financially sound, operationally feasible plan supported by clear mitigation strategies, established partnerships, and a demonstrated capacity to manage complex start-up operations, with continued attention warranted to timely development of local governance.
	FPC.40 - Contingency Plan - The applicant's response meets FPC.40 rubric expectations by providing a clear, multi-layered contingency plan that is demonstrably likely to succeed in the event of lower-than-expected revenues or higher-than-anticipated costs. - The plan outlines specific and actionable strategies—such as delaying non-essential purchases, freezing discretionary hires, reassessing contracts, and activating contingency reserves—to ensure fiscal stability without compromising instruction. In the case of expense overruns, EdOps and school leadership will perform detailed budget analyses, recommend adjustments, and present revisions for board approval. - Monthly financial monitoring, reserve fund targets, and board oversight further reinforce fiscal accountability and early risk detection. Collectively, these elements reflect a realistic and well-governed approach that ensures the school can remain financially viable and mission-aligned under adverse conditions.



Section	Evaluation Findings
	FPC.41 - Financial Manager • The applicant’s response meets FPC.41 rubric expectations by identifying EdOps as the contracted financial management and back-office service provider. EdOps is a nationally recognized firm specializing in charter school financial services and staffed by professionals with advanced degrees in finance and accounting, including CPAs. • Audubon provides a comprehensive description of EdOps’ responsibilities, including budgeting, payroll, cash flow forecasting, financial reporting, grant management, audit preparation, and compliance with all Louisiana Department of Education financial requirements. • This partnership demonstrates a clear plan for financial oversight that aligns with best practices, state law, and Charter School Performance Compact expectations, ensuring fiscal stability and transparency.
	Appendix 7: Financial Manager or Back Office Service Provider Resume • The applicant identifies EdOps as its contracted financial management provider, a nationally recognized firm specializing in charter school finance and staffed by CPAs and experienced professionals. Because the school contracted with an organization rather than an individual, a résumé was not required. The response meets the expectations.
	FPC.42 - Financial Requirements/Expectations • The applicant’s response meets FPC.42 rubric expectations by confirming that all Audubon Schools are in full compliance with authorizer, state, and federal financial requirements. The applicant states that there are no outstanding findings, corrective actions, or notices of concern, indicating effective financial oversight and accountability across the network. • While the applicant references audited financial statements and internal controls to demonstrate compliance,



Section	Evaluation Findings
	copies of the audited statements were not included in the submission for verification. Nonetheless, the organization outlines sound fiscal practices and maintains plans for long-term financial stability, including a reserve fund target of 24.74 percent by Year 5. • Additionally, the applicant identifies a \$5 million facility contribution from NSBR through a fully executed MOU.
	FPC.43 - Annual Budgeting Process • The applicant meets rubric expectations by outlining a clear, collaborative budgeting process led by the CEO, CSO, COO, and school leadership in partnership with EdOps. The process begins with projected revenues and site-based needs aligned to strategic priorities, followed by Finance Committee review and board approval. EdOps provides monthly financial reports to ensure transparency and oversight. • While audit costs appear slightly understated, the plan overall reflects a data-informed and sustainable budgeting framework aligned with fiscal responsibility and educational goals. The expectation meets rubric requirements.
	Appendix 8: Insurance Coverage • Audubon's response meets Appendix 8 rubric expectations by providing a comprehensive list of insurance policies with clear descriptions, coverage limits, and thresholds. The plan includes general liability, directors and officers, workers' compensation, property, automobile, and umbrella coverage, each aligned with industry standards and state requirements. • Audubon also specifies compliance with fire prevention and safety inspection protocols, ensuring full adherence to Louisiana policy expectations. The documentation demonstrates adequate risk management planning and financial protection for school operations.



Section	Evaluation Findings
High School Addendum (If Applicable)	
High School Addendum	HSA.1 - Non-Essential Courses
	HSA.2 - Diploma Pathways
	Appendix 9: Course Offerings- completion of chosen Pathway
	Appendix 10: Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses by Grade Level
	HSA.3 - Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses Rationale
	HSA.4 - Industry-Based Certification Offered
	HSA.5 - Access to Internships
	HSA.6 - Systems and Structures for At-Risk Students
Corporate Partnership	



Section	Evaluation Findings
Addendum (if applicable)	
Corporate Partnerships Addendum	CPA. 1 - Description of Corporate Partnership and MOU/Contract The applicant submitted a signed MOU dated July 2, 2025, between F.A.M.E. and NSBR establishing a corporate partnership through which NSBR will provide \$5 million in grant funds to support facility acquisition and improvements at 7800 Innovation Park Drive, along with enrollment, talent, and leadership support. The agreement clearly defines the scope of collaboration, confirms Audubon's operational independence, and outlines each party's financial and operational commitments. This submission meets expectations for CPA.1 by providing verified evidence of a formal corporate partnership with defined terms in support of the proposed school.
	Appendix 11: Letter of Intent of the intended partner The applicant submitted a signed Memorandum of Understanding between F.A.M.E. and NSBR outlining financial and operational commitments. This document fulfills the Appendix 11 requirement for a letter of intent, demonstrating a verified and formalized corporate partnership.
Educational Services Provider Addendum (if applicable)	
	ESPA.1 - Rationale for considering an ESP not already partnered with the non-profit
	ESPA.2 - Responsibilities of the ESP (Decisions and Services)



Section	Evaluation Findings
	ESPA.3 - ESP Accountability
	ESPA.4 - ESP History including Litigation
	Appendix 12:
	Appendix 13:
Virtual Operator Addendum (if applicable)	
	VOA. 1- VOA.10
Capacity Interview Standards	
	FTC. 1 - Board Capacity to Govern
	FTC. 2 - School Leader Capacity to Found and Lead



EPC.8: Throughout multiple rounds of engagement with families, educators, the local school district (EBR), and community partners, parents consistently identified the need for stronger support for English Language Learners. Families emphasized that many children in Baton Rouge’s growing multilingual community struggle to access language-rich, culturally responsive instruction. In particular, Spanish-speaking families shared that there are few public school options that both accelerate English acquisition and affirm students’ home languages. In direct response to this feedback and the current student population consisting of 40% EL students, the design team incorporated the EL Academy as a central feature of the Baton Rouge model. The EL Academy will provide tiered English language instruction integrated within core academic subjects, led by certified ESL teachers and bilingual staff who can deliver individualized and small-group support. In addition, the school will offer family language engagement workshops to build parent capacity as partners in their children’s language development and will integrate dual-language enrichment experiences to maintain students’ home language proficiency while strengthening academic English fluency. Community feedback also informed operational and partnership decisions. The school’s recruitment strategies intentionally target multilingual households, schoolwide communications are delivered in both English and Spanish, and the organization seeks to establish partnerships with local organizations such as the Hispanic Chamber of Commerce of Louisiana to ensure that outreach and services are linguistically and culturally relevant. Furthermore, the school design includes family liaison positions fluent in families’ home languages to strengthen two-way communication and engagement. Through this process, stakeholder input moved beyond consultation to true co-design, ensuring that the Baton Rouge campus authentically adapts Audubon’s model to the linguistic and cultural context of East Baton Rouge while maintaining the academic and cultural excellence for which the network is known.

EPC.8 Appendix 1: Please see the following letters of support from current parents and staff as indicated in the table below:

Letter From	Individual’s Role	Page Number
Tatiana Rivas	Parent & Community Member	2
Vanessa Uribe	Parent & Staff Member	3
Cynthia Wilson	Parent & Staff Member	4

Tatiana Rivas

330 Misty Creek Drive
Baton Rouge, LA 70808
tatianarivas@ymail.com
10/22/2025

Louisiana Board of Elementary and Secondary Education

Subject: Letter of Support for Audubon Baton Rouge

Dear Members of the Board,

As a parent and community member, I wholeheartedly support the approval of Audubon Baton Rouge as a Type 2 Charter School. Families in our community are looking for schools that go beyond academics to nurture students socially and emotionally, and Audubon Baton Rouge offers that well-rounded approach.

I've always wanted to be part of a school that challenges my child academically while also valuing creativity, inclusion, and personal growth. In my experience, many schools tend to focus too much on testing. Audubon Baton Rouge encourages both academic excellence and a wide range of learning experiences that help students grow as individuals. Audubon is shaping the overall well-being of the students. They make the school experience feel like more than just education. It's fun, engaging, and full of life. The teachers are extremely communicative and supportive, always keeping me updated and involved in my child's progress. I appreciate that Audubon has small classroom sizes, which allow for more personalized attention and meaningful connections between students and teachers. The staff takes my child's IEP seriously, they ensure she receives her resource minutes consistently, and I have seen real growth in both her academics and behavior since she started attending. Most importantly, my child feels safe, valued, and understood.

These approaches not only equip students for future success but also foster a lifelong passion for learning. Families like mine are looking for schools that spark curiosity and compassion while maintaining high academic standards, and I'm confident this school will do just that.

Our community deserves more educational options that reflect the diversity and dreams of our families. Approving this charter will provide parents with access to a truly high-quality public education opportunity one that our area currently lacks.

Thank you for your thoughtful consideration and for your ongoing dedication to ensuring that every child in Louisiana has access to an excellent education.

Sincerely,

Tatiana Rivas

[Parent and Community Member]

Working at Audubon and having my own child enrolled here has been one of the most meaningful and fulfilling experiences of my professional and personal life. As both a staff member and a parent, I have the unique privilege of seeing firsthand the dedication, compassion, and excellence that define the Audubon community. As a parent of a child with an IEP, I am deeply grateful for the unwavering support and intentional care that the school has provided. The staff at Audubon has gone above and beyond to ensure that my child receives the speech therapy and academic interventions necessary for him to thrive in the classroom. From the very beginning, the team has worked collaboratively with me to identify his strengths and areas of need, and to design a plan that fosters his growth both academically and socially. The communication between teachers, specialists, and families is exceptional, and it's clear that every decision is made with the best interest of the student in mind. Beyond the individualized support, what truly sets Audubon apart is the nurturing and inclusive environment it creates for all students. My child genuinely enjoys coming to school each day and often shares how much he loves his teachers, classmates, and the overall atmosphere of the school. Hearing him say that Audubon has been his favorite school so far is a reflection of the joy, confidence, and sense of belonging he has found here. As both an employee and a parent, I am incredibly proud to be part of a school community that not only prioritizes academic excellence but also embraces each child's unique learning journey. Audubon is a place where students are seen, supported, and celebrated, and I wholeheartedly believe that the opportunities and experiences provided here should be available to more families.

- Vanesa Uribe

Cynthia Wilson

754 Monet Dr, Apt D

Baton Rouge, LA 70806

cwilson2742@gmail.com

October 23, 2025

Louisiana Board of Elementary and Secondary Education

Subject: Support for Audubon Baton Rouge Charter School

Dear Members of the Board,

As both a staff member at Audubon Baton Rouge and a parent, I am proud to express my full support for the approval of **Audubon Baton Rouge** as a Type 2 Charter School. Having the opportunity to work here while also seeing the impact on my own child has given me a firsthand perspective on the school's extraordinary approach to education.

This school provides a **well-rounded, high-quality learning environment** where students are challenged academically while also being encouraged to explore creativity, critical thinking, and social-emotional growth. The programs here focus on **developing the whole child**, integrating character development, the arts, and meaningful community connections into every student's experience.

Audubon Baton Rouge also brings **innovative teaching methods** that engage students in hands-on learning and project-based experiences. These approaches prepare children not only for academic success but also for lifelong learning, problem-solving, and personal growth. Families like mine are seeking schools that offer this balance, and I am confident this charter will continue to meet that need.

Approving this school will provide families in our community with **access to a truly high-quality public education** that is inclusive, equitable, and reflective of our community's values. It is rare to find a school that inspires curiosity, confidence, and a love of learning while maintaining strong academic outcomes, and I am proud to support a school that does exactly that.

Thank you for your thoughtful consideration and for your continued commitment to expanding excellent educational opportunities for all children in Louisiana.

Sincerely,

Cynthia Wilson

OPC.25: Recognizing that teacher shortages are a statewide challenge, the school has established multiple safeguards beyond standard coverage procedures to help mitigate workplace shortages. In addition to maintaining a pool of contracted substitutes, ABR will participate in the Audubon network's shared substitute system, which allows certified substitute teachers and instructional fellows to rotate between network campuses based on need. This shared staffing model has been successful in mitigating disruptions at existing Audubon campuses and will extend to Baton Rouge through coordinated scheduling and aligned curricular pacing. Additionally, Audubon has contracted with Sub Teacher Source, which provides substitutes if the internally contracted pool is insufficient. To address potential long-term or hard-to-fill vacancies, ABR will seek to establish partnerships with local universities, including Southern University and LSU, to host student teachers, residency candidates, and recent graduates who may transition into permanent positions. The school will also leverage the Louisiana Department of Education's programs to onboard qualified professionals quickly through alternative certification pathways. In addition, the Executive Director of Baton Rouge and Chief of Talent will maintain a bench of pre-screened candidates through year-round recruitment, allowing for immediate placement when vacancies arise. If staffing gaps persist, ABR will utilize its robust coaching and instructional framework to ensure continuity of learning. Instructional leaders and content-area coaches will provide lesson plans, pacing guides, and real-time feedback to substitutes or interim teachers to preserve instructional quality and alignment to state standards. Regular progress monitoring and walkthroughs will ensure consistency across classrooms until a permanent teacher is secured. These layered strategies, network-level staffing supports, higher education partnerships, accelerated certification pipelines, and instructional quality assurance, together form a comprehensive contingency plan that ensures uninterrupted, high-quality instruction even in the context of broader workforce shortages.

OPC.32: If the CEO is found to be deficient or underperforming in areas such as finance, academic performance, governance, or operations, the board may develop a performance improvement plan which will include the following depending on the area of deficiency: a) clear goals and objectives, b) timelines to achieve goals/objectives, and c) support/professional guidance. The Board will monitor the performance improvement plan through a calendared timeline developed by the Board. Executive sessions may be utilized to discuss progress and further support that is needed by the CEO. For example, if the school falls below its enrollment target, for instance, enrolling only 75 students against a goal of 100, the board could consider this a material indicator of organizational underperformance. In response, the board could develop a formal improvement plan outlining specific corrective actions. These may include a 60-day enrollment recovery plan requiring the CEO to implement additional recruitment events, strengthen community partnerships, expand marketing outreach, and report weekly on new applications and confirmed enrollments. The hypothetical plan would set clear quantitative benchmarks, such as increasing enrollment by 10 students within the first 30 days and reaching 90 students by the end of the recovery period. During this corrective-action period, the board's

executive committee may meet biweekly with the CEO to review progress reports, verify enrollment data, and assess the effectiveness of implemented strategies. Updates would be shared with the full board at public meetings during executive sessions per contract terms and in alignment with La. R.S. 44, section 4 et. al. If the benchmarks are met within the established timeline, the board would close the corrective action with formal acknowledgment of improvement. If the CEO fails to demonstrate sufficient progress after review cycles or does not meet defined benchmarks within the agreed-upon timeframe, the board may escalate intervention to include reassignment of enrollment responsibilities, contract modification, or termination in accordance with board policy and contractual provisions.