



Collegiate Academies

2025 Charter School Application
Louisiana Department of Education

Table of Contents

Executive Summary	3
Section 1: Educational Program and Capacity	5
School Establishment	5
Academic Plan	9
Academic Goals	15
Louisiana Accountability System: Academic Performance Assessments	19
Diverse Learners and Student Supports	24
Behavior Management	31
Parent and Community Engagement	35
Section 2: Growth Plan	36
Section 3: Organizational Plan and Capacity	38
Staffing	38
School Leadership Team Capacity	41
Charter Board Governance	41
Section 4: Financial Plan and Capacity	48
Operational Management and Leadership	48
Student Enrollment and Recruitment	49
Financial Plan	50
High School Addendum	53
Appendices & Attachments	56



Assurances Form

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 Brumfield v. Dodd, 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 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: CXV.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: Davis Zaunbrecher	
Signature of Board Chair: 	Date: 07/18/25

Executive Summary

Mission & Vision (Q1): The mission of Collegiate Academies is to build world-class public schools that prepare all scholars for college success and lives of unlimited opportunity. Our vision is to empower all scholars to graduate from college and change the world as learners and leaders. Collegiate has a proven track record of building and running highly successful schools that transform the lives of scholars. We focus on serving scholars in high school and after because our shared belief is completely unbounded by time: all scholars, including those in high-poverty environments, can learn and achieve at the highest levels, regardless of their previous academic success.

As an open-enrollment school, we work collectively to enable all scholars to achieve their personal postsecondary goals and lead lives full of choice. This north star drives every decision we make, including the decision to expand. To maintain our focus on academic achievement and ensure that each of our new schools are equipped with the fundamental features essential to our model, we have developed a scale strategy, described in detail in this application, that creates a clear path to success for our organization and, ultimately, our scholars.

Anticipated Student Population and Educational Need (Q2): For the last 6 years, Collegiate Academies has committed itself to being part of the answer for Baton Rouge families. Our success in driving transformational growth among traditionally underserved student populations has led to increased demand from families. We are continuing to refine our understanding of the neighborhoods with the greatest need for high-quality high school options, with a particular focus on North Baton Rouge and the enrollment zones of high schools with “F” letter grades or low academic growth (Progress Index; Top Growth, etc.).

Our unwavering belief that all scholars can reach their highest potential drives our leaders to build and support schools and specialized programs that serve the diverse needs of our scholars and the community. We recognize that this mission is large and ambitious and can sometimes seem daunting. That said, Collegiate has a proven track record of transforming the opportunities of scholars regardless of economic or educational background, and we are well prepared to face the challenges ahead as we expand into new communities. Opening a new high school in Baton Rouge will allow CA to bring our programming and unrelenting belief to more families of high school scholars. Responsible, strategic growth is central to our mission, and we look forward to the challenges and successes that will arise.

Education Plan (Q3): Our school will serve grades 9-10 with the following enrollment projections:

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	At Full Capacity
9	160	160	160	160	160	160
10		160	160	160	160	160
11			160	160	160	160
12				160	160	160
Minimum Enrollment	160	320	480	640	640	640
Maximum Enrollment	160	320	480	640	640	640



By focusing on every individual's capacity for growth, Collegiate Academies has created a high school academic model supported by instructional methods that serve all scholars:

- Individualized supports that enable all scholars to achieve at their most rigorous levels.
- Standards-aligned and responsive curriculum that meets the needs of our student population and drives academic excellence.
- Instructional techniques that are based on real-time data from student assessments.
- A deep commitment to equity and excellence which drives us to hold a high bar for every student and support them to reach those goals.

Our education program has a strong track record of success in improving academic achievement for all scholars. Our current school in Baton Rouge has demonstrated academic growth — as measured by the Progress Index and Top Growth percentage— in the top three of open-enrollment high schools in Baton Rouge (district and charter) in every single year since its 2017 opening. Louisiana Department of Education data for 2023-24 shows the school earned an “A” growth letter grade while serving over 90% Economically Disadvantaged students. Additionally, our graduation rate consistently exceeds city and state averages, both overall and for critical subgroups like Black students and students with Disabilities. Family satisfaction data on nationally normed surveys provides strong evidence of our effective partnership with our most important stakeholder: the families that we serve.

Impact (Q4): Our current school in Baton Rouge has consistently demonstrated academic growth — as measured by Progress Index and Top Growth percentage— in the top three of open-enrollment high schools in Baton Rouge (district and charter) in every single year since its 2017 opening. The Louisiana Department of Education data for 2023-24 show that the school earned an “A” growth letter grade while serving over 90% Economically Disadvantaged students and 20% scholars with disabilities.

Additionally, for the Class of 2024, Collegiate Baton Rouge is on track to have a graduation rate that will exceed 85%. This will likely make CBR #1 for graduation rate among open-enrollment high schools in EBR based on historical trends. Given our success and record of academic growth and achievement, we are eager to expand our presence to support more scholars in East Baton Rouge Parish, driving significant increases in the number of college-ready public school graduates, college attendees, and college graduates in Baton Rouge.

Previous Applications (Q5): In the last seven (7) years, we submitted the following charter applications: OPSB: 2017, 2018, 2022; East Baton Rouge: 2017, 2018; Jefferson Parish: 2017. We received feedback to sharpen our curriculum offerings and strategy. In response to this insight and in-depth analysis with our teachers, school leaders, and central academic team, we committed significant time and resources to dramatically expand the curricular resources available to teachers.

Our board and leadership have continued to evolve and strengthen since 2022 while maintaining significant continuity and institutional knowledge. As board members have transitioned, we have been able to replace relevant experience and expertise, creating strong consistency in our overall board structure. School Leadership changes include the hiring of CEO Jerel Bryant, who took over network leadership as of July 1, 2022, and the elevation of Rhonda Dale to Chief of Staff. Both Mr. Bryant and Ms. Dale have served as school leaders

within our network- Mr. Bryant at George Washington Carver Collegiate for 12 years and Ms. Dale at Abramson Sci Academy for 7 years, then Next Level NOLA for 3 years, and most recently as Interim School Leader at Walter L. Cohen Collegiate. Our school leader selection and leadership development programming has continued to grow. We have run multiple selection processes and trained new School Leaders through a comprehensive principal-in-residence program.

Section 1: Educational Program and Capacity

School Establishment

School Community (Q6): We have not identified a specific neighborhood or physical address for the proposed high school location. That said, Collegiate Academies is prepared to meet the educational needs in any capacity in East Baton Rouge Parish that LDOE identifies and where a broader set of stakeholders, after in-depth discussion and engagement, agrees that a partnership with CA will best advance their vision for the young people in the community. We are continuing to refine our understanding of the neighborhoods with the greatest need for high-quality high school options, with a particular focus on North Baton Rouge and the enrollment zones of high schools with “F” letter grades or low academic growth (Progress Index; Top Growth, etc.).

While we do not yet have a specific community for the proposed school, we know from long experience that it will be filled with incredible, creative young people and their families. We also know from experience that these scholars will face obstacles that arise from social and economic inequities in the wider Baton Rouge community. Our mission is to create schools that serve “all” and truly include all scholars, no matter what.

Our current Baton Rouge school, Collegiate Baton Rouge, has built deep roots in East Baton Rouge since 2017. The demand from families for additional opportunities has been overwhelming, and the need for more highly effective options is clear based on the data below. As a homegrown Louisiana network of public charter high schools, we have demonstrated tremendous success in embedding our schools in the community, along with a strong track record of helping scholars make incredible academic gains, regardless of their socioeconomic background or past academic experiences. Each of our existing school communities is unique and powerful, and we look forward to partnering with community stakeholders to create a similar experience for our future school community.

While there are many other high schools in Baton Rouge, they are not all consistently meeting the academic, social, and emotional needs of the local youth population. Across East Baton Rouge, ~33% of students are either in “F” or “D” schools- these are schools that are in the bottom third across the state in terms of academic growth, as measured by Progress Index and Louisiana Department of Education’s “Top Growth” measure.

There are 31 East Baton Rouge District schools with at least 90% Economically Disadvantaged student bodies. Just 1 of 31 is a “B” school, and 10 of 31 are “C” rated schools. Conversely, 20 of the 31 are “F” or “D” rated schools. This means that more than 8,000 students are in schools with low performance and concentrated poverty. Across these 31 schools, the average LEAP Mastery across all subjects in 2024 (weighted by school enrollment) was 16%.

On district-wide measures of academic growth, East Baton Rouge is also lagging behind. Only 44% of students demonstrated Top Growth last year. This is in the 27th percentile of districts statewide. East Baton Rouge has consistently been in the bottom quartile since 2018, when the Louisiana Department of Education first published this rigorous measure of student-level academic growth. In that pre-pandemic year, East Baton Rouge was in the 25th percentile of districts statewide, with only 43% of students reaching Top Growth. Additionally, East Baton Rouge trails behind other large urban districts in students demonstrating Top Growth: Jefferson Parish - 63rd percentile, Caddo Parish- 75th percentile, Orleans Parish- 89th percentile.

Like all educators in the city, we believe that better outcomes are possible. We believe that all students are capable of incredible personal and academic growth with the right interventions and support. To date, this belief, coupled with comprehensive specialized services, has led to notable student growth. From 2019 to 2023, across all open enrollment high schools serving a high percentage of economically disadvantaged students, Collegiate's five high schools all rose to the top ten statewide. Since 2018, when the Louisiana Department of Education has awarded grades for student growth, all of our schools have earned an "A" or "B" growth grade based on school performance data to date. The students of Baton Rouge deserve nothing but the best education possible and Collegiate is prepared to not only reach more students with our current model but also to improve and expand upon our work so that we raise the bar for what Baton Rouge students can achieve.

Student Population (Q7): We anticipate that the proposed school's student population will likely mirror the student population of our existing Baton Rouge school. Our student population reflects the following profiles:

Racial Demographics	1% Alaska Native or American Indian 0% Asian or Pacific Islander 92% Black 5% Hispanic / Latinx: 0% Native Hawaiian or Other Pacific Islander 1% White 1% Two or More Races
Students Receiving Special Education Services	20% Students with Disabilities
Socioeconomic Demographics	96% Economically Disadvantaged
Students who are English Learners	1%
Students Experiencing Homelessness / Houselessness	2%

In alignment with this student population overview, we anticipate a range of individualized challenges that must be met. The bulk of this application narrative seeks to outline our

strategies for doing so. As described more thoroughly later in the application, our anticipated student population faces incredible academic, social, emotional, and physical challenges. Academically, our Baton Rouge students are frequently arriving in 9th grade behind in reading and over-age for their grade. Socially and emotionally, many of our students arrive on campus having experienced trauma beyond what is typical for people their age. Unfortunately, in addition to the academic, social, and emotional needs present in our student population, many also face physical health challenges, many of which are correlated with a low socioeconomic status. As such, Collegiate Academies has created intensive wraparound services to meet the full range of needs present on our campuses. These include social workers, social-emotional learning initiatives, on-campus clinics, and much more, described in detail throughout this application.

Additionally, we anticipate that our population of English language learners will continue to grow and become more representative of the district at large, for which 10% of students are English language learners. In New Orleans, we have created Las Sierras Academy, which is open to all CA scholars in New Orleans who score below a LAS 3. Las Sierras Academy is an intensive one-year standalone program designed to rapidly increase language proficiency while maintaining progress in content knowledge areas. Once a student scores LAS 3+ they matriculate back to their home schools and are integrated into our school-level EL programming. With a second school in Baton Rouge, we could provide additional programming to our English language learners across both campuses in a similar program.

Stakeholder Engagement Strategy (Q8): The proposed school is intended to provide invaluable educational, social, and civic benefits to the Baton Rouge community and the families we serve. Collegiate Academies has a strong foundation of stakeholder engagement in both Baton Rouge and New Orleans, from which we will build as we prepare for the upcoming stakeholder engagement process for this charter if approved. We approach the possibility of engaging directly with a community with a strong commitment to serve the scholars and families in that community well.

In addition to deep engagement across all levels of the internal Collegiate Academies organization and Board, to date, we have engaged our Parent Steering Committee, local civic and political leaders, a broader set of CA families and parents, alumni of Collegiate Academies schools, non-profit partners and aligned programmatic providers in the development of Collegiate's proposed school model that is reflected in this charter application.

We consider the most important stakeholders to be the immediate scholars, families, and community members impacted by a prospective charter approval. Because this application is submitted before those decisions are made, by definition, we have not yet engaged those stakeholders directly. However, we commit to doing so and have the people, structures, and protocols in place when a school and community are identified. This work will be led by our President, Stacy Martin. A native New Orleanian and longtime public education and school choice champion, Ms. Martin brings exceptional skill, wisdom, and energy to the project of listening to and learning from the community. A description of the core strategies we will utilize is detailed below.

Our experience in executing these strategies in the context of existing CA schools and in the launch of new CA schools has refined our approach so that potential barriers are mitigated. For example, we now offer multiple access points (in-person, Zoom, survey), times, (morning, afternoon, evening, weekend), and languages (English and Spanish, with the ability to create engagement opportunities for Vietnamese speakers as relevant to the community). We regularly debrief after community engagement touchpoints to identify ways to strengthen the offering and lower barriers to participation. While each community has different needs and variables, we have developed solid practices that will be utilized if approved.

Over the last 15 years, Collegiate Academies has built strong plans, strategies, and mindsets around stakeholder engagement. We draw from a common set of tools for each campus while ensuring that the particular needs of each school community are accounted for. Based on the opportunities, challenges, hopes, and preferences of a school community, we would be in a strong position to adopt strategies used in our organization's recent history including:

- Leverage core network-wide structures.
 - We utilize Panorama Education's valid and reliable surveys to gain insight across thousands of scholars and families—we would work to utilize this survey for potential scholars and families to understand strengths and opportunities for growth, as well as compare the data to existing CA school's and Panorama's national benchmarks.
 - We utilize our Parent Steering Committee as well as broader Family Forums and focus groups—we would bring key stakeholders into these existing structures to refine our understanding of the school community and shape design elements of the final programmatic offerings.
 - Portrait of a Graduate—we have collected survey responses and conducted focus groups and interviews with scholars, families, stakeholders, and staff to develop a Portrait of a Graduate for CA. This deep community input has surfaced the priorities of our most important stakeholders on the question of: "What should all CA graduates know and be able to do by the end of high school?". This data undergirds our programmatic design. By hearing from our critical stakeholders about what they want from high school, we develop plans to meet those needs.
- Build school-specific steering and advisory committees.
 - Alumni: depending on the legacy of a high school community, CA School Leaders develop alumni committees to connect to the broader community and shape ongoing decisions about the school. Geroge Washinton Carver, Abramson Sci Academy, and Walter L. Cohen High School have worked closely with their alumni in this way, which has led to strong community support and family demand for those programs.
 - Religious/clergy: We partner with ministers and other religious leaders to draw on their community expertise and wisdom. Through school visits, luncheons, and candid discussions, CA schools including Collegiate Baton Rouge, received

feedback and input from local pastors. Their voice and commitment to their community provide essential perspective.

We consider broad and sustained demand from families, alongside strong student retention data, as critical data indicating that Collegiate Academies has support from our closest and most important stakeholders. If and when we receive the opportunity to serve an additional high school community in Baton Rouge, we believe that this support will be replicated by families and scholars in the proposed school. As noted above, assessing the support or opposition will be an ongoing process that begins in earnest upon approval of a new charter. At that juncture, we will complete internal and external engagement to determine if our proposed school may be well-suited to the opportunity. That listening, reflecting, and dialogue are essential to forming a realistic analysis of the potential support for the proposed charter in a given school community. We do not take for granted that stakeholders in a given school community will support the proposed school; trust, belief, and buy-in must be earned through relationships and through consistently meeting goals that align with a community's vision for their young people. We hope to bring our best thinking, results, and educators into those conversations to provide a clear sense of Collegiate's strengths and growth areas. This process will deepen support and help to understand the root causes and potential solutions to resolve opposition.

Appendix 1: Evidence of Community Support

Academic Plan

School Model (Q9): Since our founding in 2008, Collegiate Academies schools have served only high school scholars. From an initial founding class of 80 ninth graders, our network has grown to serve nearly 3,000 high school scholars today. As we continue to build world-class public schools to prepare all scholars for college success and lives of unlimited opportunity, we have developed and refined a model for effective public high schools that prove that it's never too late for scholars—regardless of needs or incoming abilities—to prepare for rigorous and individualized post-secondary pathways. Every aspect of our programming and supporting organizational infrastructure aligns with preparing each student, including those with disabilities, English learners, or other unique circumstances, to succeed in their most rigorous post-secondary outcome.

Collegiate Academies provides an excellent high school education to every student, regardless of their previous experiences, current abilities, or personal circumstances. Key design elements signature to our school model, all aligned to our commitment to prepare all scholars for college success and lives of unlimited opportunity, include:

- **All Means All.** We complete a detailed initial evaluation of each student when they enroll, followed by targeted instruction and interventions specific to the areas that they have not mastered. This individualized approach has enabled us to help scholars make incredible gains in academic, social, and emotional markers. We will continue to be a



national leader in designing exceptional programming for scholars with disabilities and English learners. We will maintain high expectations while providing an array of high-quality individualized supports and opportunities to build student skill. We will ensure that our comprehensive curricula, programming, and services reach all learners.

- **Preparation for Each Student's Most Rigorous Post-Secondary Outcome.** Our school model is designed to ensure that every child has the opportunity to graduate ready to take on their most rigorous post-secondary outcome.
- **Strong and Meaningful Relationships to Foster a Sense of Belonging.** Effective teaching requires a connection with scholars founded on mutual trust and respect. We build relationships with scholars and families through the following programs and structures:
 - **Advisory:** Advisory is a space for scholars to express and address their needs and learn social skills necessary for college success. All scholars belong to an advisory group, including scholars with disabilities or other exceptionalities, to foster a culture of inclusion and acceptance. Advisory also allows families to connect with a single staff member who will guide their student's education for all four high school years. In addition to academic goal-setting, advisories work as a small group to focus on non-academic college readiness topics, such as Professionalism, Academic Self-Advocacy, Social Networking, Conflict Mediation, and Leadership.
 - **Parent Groups and Events:** We maintain and develop relationships with families of our scholars through frequent events throughout the school year and regular parent/staff meetings, including a network-level Parent Steering Committee. We are committed to providing parents with many tools, resources, and opportunities to become more involved in their child's education, as well as creating opportunities for parents to provide input and participate in the ongoing development of our schools.
- **Portrait of a Graduate & Graduate Aims.** To enhance the immediate and long-term outcomes for our scholars and alumni, Collegiate launched a formal process to redefine our "Portrait of a Graduate" in 2021. We turned to our community and existing research to examine what our schools and programs currently prioritize and prepare our scholars for after graduation and search for a greater understanding of how we can shift our approach to ensure our scholars build the tools, mindsets, skills, and knowledge needed to graduate with an authentic sense of purpose to thrive in their careers and adult lives. Emerging trends include building scholars' foundational academics, sense of purpose, agency, financial literacy, independence, self-advocacy, sense of belonging, interpersonal relationship skills, personal well-being, and more. We are currently identifying the next steps and pilot programs that align with our new "Graduate Aims" for all scholars. By identifying what our school community truly cares about and designing programs that meet those ideals, our solutions will reimagine the metrics for success that guide our daily educational practice. Ultimately, this program will lead to higher



postsecondary persistence and long-term career success for all of our graduates, regardless of the pathway they choose after high school, and ensure our programming truly aligns with and is measured by how well we progress toward the Graduate Aims (see Attachment 11) established by our collective community.

- **Foundational Mindsets Centered on a Culture of Growth.** We believe that a growth mindset is critical to achieving all goals. We deliberately build a student and adult culture that celebrates growth and eradicates limitations on the possibilities available to all scholars and adults. We select staff based on their alignment to this vision and reinforce the belief in human growth through celebrations, coaching, peer feedback, and whole-school events. We believe that intelligence can be developed through hard work and constant practice. We do not believe that intelligence is innate but rather that the right setting and support can lead to intellectual growth for all people. All CA schools have programming that teaches and reinforces a growth mindset, which we also model by approaching our work as adult learners.
- **Data Driven.** CA constantly uses data to drive the development and ongoing improvement of our programming and educational model. We use rigorous and comprehensive diagnostic and progress monitoring structures to identify gaps in student learning and create action plans that guide instructional shifts and classroom time. To track progress toward our effectiveness in preparing traditionally underserved scholars for enrollment, persistence, and attainment of a college degree, CA's Performance Measures include the following leading indicators:
 - **ACT performance:** To earn Louisiana's publicly-funded college scholarship (TOPS), students must earn at least a 20 on the ACT. Setting this as the target score for a Performance Measure will increase college access and affordability for our scholars, as well as indicate that scholars are hitting college-ready benchmarks in their subject tests.
 - **GPA:** CA aims for at least 65% of all scholars to achieve a 3.0 or higher grade point average. Research has shown that GPA can be a stronger indicator of success than test scores.
 - **Attendance:** CA aims to maintain a 95% daily attendance rate. Another early indicator of college success is high rates of attendance which both maximizes learning time in school and indicates executive functioning skills and habits that are critical to college success.

Collegiate Academies has developed a sound, compliant, and mission-oriented academic model in its 13-year history operating open-enrollment high schools in Louisiana. The school model of the proposed charter school will mirror those in place at other Collegiate Academies schools.

Curriculum (Q10): At Collegiate Academies, we use guidance from the Louisiana Instructional Materials Review and EdReports to identify possible adoptions for high-quality, Tier 1 curriculum

in English, Science, Math, and Social Studies. We use curriculum that has a Tier 1 or “meets criteria” from the above sources whenever such curriculum exists.

Because there continues to be a lack of options for Tier 1 curriculum at the high school level, we also have a full-time network-based curriculum team devoted to adopting, adapting, and writing curriculum for our core content areas.

The following table provides a summary of each Content Area:

English		
Course	Tiered Rating	Description of how it serves our student population and diverse learners
English 9-12 ELA Guidebooks	Not yet reviewed (recommended by LDOE)	The re-writing of the LDOE Guidebooks provides a strong curricular foundation with instructional routines to promote, reading, writing, discussion, and academic language through a variety of grade-level appropriate texts, including some that are local or relevant to Louisiana high school students. The curriculum was planned with diverse learners in mind, as noted in their Diverse Learner Guide (page 49) highlighting: - Recommendations for core instruction and small group reading or writing intervention. - Diverse Learners Cycle leverages section diagnostic data for small group instruction, with sample supports flowchart.
Math		
Course	Tiered Rating	Description of how it serves our student population and diverse learners
Algebra I	Internally Written CA curriculum (not reviewed, refined annually since 2012 with a sustained track record of strong results) + Access to Carnegie Learning MATHia	This course is designed in 2 formats, semester and intensified (double semester) aligned to the Louisiana Standards for Mathematics and the Algebra I LEAP2025. The intensified course includes a first semester of additional math intervention to ensure scholars are ready and successful with course-level algebra work for the end of grade 9. MATHia is an additional blended learning program, rated Tier 1 with our Carnegie Learning materials to support MTSS Mathematics with just-in-time individualized differentiation for lagging skills.



Geometry	Carnegie Learning	This curriculum is a unique blended program available at Tier 1 to support our scholars with rigorous performance tasks, explorations, and practice to create conjectures about geometry. Digital materials make it simple to provide digital learning options and build student skills with online mathematical tools and manipulatives in geometry. Teacher materials include guidance to support diverse learners at a topic and lesson level - often called out as “Differentiation strategies” and “supporting EL students” and recommendations for scaffolds based on the provided curriculum-based topic pre-tests. The materials contain fully translated Spanish student materials in print and digital form.
Algebra II	Engage NY/Eureka	Algebra II is currently Engage, NY. By 25-26 we will re-run an internal adoption process to determine if we will stay with this product or move to Carnegie Learning.
Science		
Course	Tiered Rating	Description of how it serves our student population and diverse learners
Biology & Chemistry	inquiryHUB and/or OpenSciEd (not reviewed, but recommended by the state)	InquiryHub is being replaced by OpenSciEd as a vendor. OpenSciEd is a tier 1 product for Middle School, and is now recommended for High School without a formal rating. As of the 24-25 year, all High School units will be released. We have started the migration from inquiryHub to OpenSciEd starting with our 9th grade earth science course. And plan to continue migrations to all courses over the next 3 years. Pilots are currently underway for Chemistry in anticipation of this progression: 25-26 Chemistry 26-27 Physics 27-28 Biology Reasons for a good fit with Collegiate Academies student population: - Phenomena-based instruction, with alignment to NGSS, or the Louisiana Student Standards for Science three-dimensional design. - Storylines are relevant for students and anchor units with real-life applications.



		- Project Based Learning with transfer tasks and projects. Supporting Diverse Learners: - Multiple modes and media of learning and representation through labs, simulations, research, and video analysis. - Engagement strategies and pre-requisite skills and standards in the teacher guides. - Note-taking, study habits built in.
Earth/ Environmental	OpenSciEd (only rated for 6-8 by Louisiana IMR)	We are using OpenSciEd starting in 24-25 for our 9th-grade class.
Social Studies		
Course	Tiered Rating	Description of how it serves our student population and diverse learners
World Geography	Undergoing local review	Social Studies has undergone a review of resources, and we have not found any that meet the criteria or the stated criteria on the IMR. Louisiana has only identified 2 supplemental resources for curriculum in 9-12 Social Studies.
World History	Undergoing local review	
Civics	Undergoing local review	These courses are currently being written by our curriculum team to meet the LDOE Social Studies Standards (released in 2022), including plentiful sourcework and writing.
US History	Undergoing local review	

Hybrid Plan (Q11): Given the circumstances of schooling since March of 2020, Collegiate Academies has invested significant capacity and resources into curriculum development and shared instructional guidance to ensure that if and when situations arise requiring schools to shift away from in-person instruction, those transitions can be seamless. When triggered, our courses and curricula are able to transition to a fully online structure via our LMS, Canvas; for the next several years, our schools will be well-equipped to offer course content interchangeably between hard copy or online in response to any situation that may arise.

The difficult decision to shift to virtual learning is made based on safety considerations for our school community. Considerations include: when there are not enough staff to operate school in the physical building safely; if it is deemed unsafe to bring students and staff into the building; or if the proportion of students not able to attend school in person is so high that it is more efficient to move to a hybrid or virtual learning arrangement.



All students receive a Chromebook at the beginning of the year to use in their courses, whether hybrid or in-person. If/when a shift to hybrid learning takes place, the school will offer a physical help desk on campus where students and families can pick up additional technology equipment, receive assistance troubleshooting issues with the equipment they have, or manage other technology needs with expert help in person. Careful inventories are kept and acquisition/ordering of necessary equipment for the coming year is initiated over the summer, led by the network-level Information Technology Team.

In virtual settings, teachers track attendance by class period based on students who are present in synchronous lessons on Zoom. Attendance rates are monitored and strategized constantly, both at the classroom level and the school level to minimize the number of students who fall behind during periods of virtual learning. This includes the use of a school-level dashboard that allows teachers and administrators to quickly identify then address attendance issues. Training and technical support for staff, families, and students is integral to the successful implementation of our hybrid learning plans. Below is a sampling of training modules and resources that demonstrate our approach to ensuring that everyone is equipped with the information they need to effectively engage with the LMS (Canvas).

For staff, we established a “Launchpad” site with resources to supplement live training, including:

- Virtual Teaching Tech Checklist: A slide deck with instructions, videos, and screenshots to take you through virtual school set-up.
- Virtual Strong Start Skills: A list of skills to practice and implement to help set up strong virtual classes.
- Virtual Engagement Strategies: A list of strategies to ensure students are engaged and doing the thinking required to learn in a virtual setting.
- Virtual Teaching Example: A brief video with clips from several virtual classrooms, with commentary explaining what to look for.
- Virtual Teaching Tips: Tips and advice on virtual teaching, compiled from dozens of CA teachers in 20-21.
- Zoom Basics: Videos and screenshots demonstrating how to set up and run Zoom classrooms.

Students and families are able to request help directly, along with technical support and training resources via our Tech Help launchpad website. Our internal communications structures ensure staff, families, and students are fully informed on updates, resources, information, troubleshooting, and points of contact in the case of a shift away from in-person learning. To make certain that all stakeholders are fully informed during these periods, schools rely first on text messaging alerts, supplemented by email updates, social media updates, and sometimes automated phone calls.



Academic Goals

Academic Goals (Q12): CA has developed rigorous academic goals and tracks progress towards these in real-time. We anticipate these goals remaining consistent or becoming more rigorous over the course of the charter's initial term and therefore do not have benchmarks broken down by contract year. Generally, we do not differentiate between grade levels or content areas, though we track progress across those variables carefully (e.g., MAP Reading growth among 9th graders vs. 11th graders).

The goals are detailed in the table below:

ACADEMICS: How are scholars performing academically? [GPA, ACT, LEAP, MAP]					
Bucket	Annual Goal	Target	Where is the data pulled from?	When is this goal measured?	How do we calculate it?
Senior Credits	% of seniors who are on track to receive the credits they need to graduate in the spring of their senior year	95%	PowerSchool Schoolrunner	Ongoing-Updated Daily	Numerator: # of seniors graduating by 6/1 who have either earned or are currently passing all remaining credits for their diploma pathway Denominator: # of seniors graduating by 6/1
Senior Testing	% of seniors who have completed all testing requirements	95%	PowerSchool Schoolrunner	Jan + May	Numerator: # of seniors graduating by 6/1 who have completed testing requirements by passing state tests (LEAP/LEAP Connect), completing 833 plans, waivers, and/or exemptions. Denominator: # of seniors graduating by 6/1
GPA	% of scholars earning 3.0+ GPA for year (Y1)	50%	PowerSchool Schoolrunner	Ongoing-Updated Daily	Numerator: # of currently enrolled scholars with 3.0+ GPA Denominator: # of currently enrolled scholars enrolled
LEAP	% of scholars earning Mastery+ on the LEAP % of scholars earning Basic+ on the LEAP	25% Mastery 60% Basic+ Subgroups (state determined): SWD 43% Math / 43% ELA, EL: 50%	DRC LEAP Data System	Jan + May	Numerator: # of scholars enrolled in a course scoring basic+ Denominator: # of scholars enrolled in a course



		Math / 40% ELA			
ACT	% at 17 + ACT Composite	65%	PowerSchool	Weekly following Oct, Dec, and March test dates	Numerator: # of seniors with 17+ Composite Denominator: # of seniors (excluding LEAP Connect)
ACT	% at 18+ ACT English	40%	PowerSchool	Weekly following Oct, Dec, and March test dates	Numerator: # of seniors with 18+ English Denominator: # of seniors (excluding LEAP Connect)
ACT	% at 19+ ACT Math	40%	PowerSchool	Weekly following Oct, Dec, and March test dates	Numerator: # of seniors with 19+ Math Denominator: # of seniors (excluding LEAP Connect)
ACT	% at ACT 20+ Composite	30%	PowerSchool	Weekly following Oct, Dec, and March test dates	Numerator: # of seniors with 20+ Composite Denominator: # of seniors (excluding LEAP Connect)
MAP	% of scholars making 2+ years of growth on MAP or ending on GL	50%	Internal MAP Trackers	May	Numerator: using MAX scores, # of scholars on EOY grade level + # of scholars growing 2+ years (max-initial/previous EOY) Denominator: # of scholars enrolled
Differentials	All subgroup performance on the above metrics Subgroups we'll track: SWD, EL, 504	within 10%	NA- see above	NA- see above	NA- see above

The School Principal is ultimately responsible for identifying and training any staff members who design and lead professional development. The primary roles that take this on alongside the School Leader are the Director of Academics, Director of Student Support, and Director of Culture.

Every Collegiate Academies teacher receives extensive professional development each year. The following list identifies the professional development opportunities for teachers and explains how each connects to curricula and assessments:

- Summer PD: 3-4 weeks of content-based training to improve pedagogy
- School-based Weekly PD: At least 2 hours each week based on school-specific topics, identified by regular classroom observations or trends within the school.



- Network-wide PD: Full staff PD several times per school year that focuses on content-specific knowledge and pedagogy across all schools.
- Individualized Professional Development Plans: Regular classroom observations by an instructional coach. Every teacher is observed at a minimum of once a week and has a development meeting at least once a week. Those meetings involve creating action steps to help the teacher reach a larger PD goal for the end of a 6 week period.
- New Teacher Institute: a 1-week intensive experience for teachers who are new to our network and/or new to teaching that focuses on the foundations of lesson planning, building strong relationships with scholars, and classroom management.

Summer professional development is designed to ensure the team is ready to have a strong start to the school year and a successful first quarter. Summer PD runs for at least 3 weeks prior to the start of the school year. Ensuring the team is steeped in the mission and values of the school is a core priority. Additionally, ensuring all teachers and staff have the skills to nail the first quarter's goals is a second priority. PD topics range from content-specific sessions to ensuring every teacher knows how to start strong with relationships and classroom management. We also build sessions around restorative approaches and ensure every teammate understands the philosophy and skills required to embrace and live out this approach to discipline.

Professional Development sessions during the school year are either proactively or reactively determined. On the proactive side, there are specific sessions that are best given 'just in time' to ensure the skills can be immediately applied. For example, learning how to use the data analysis tools on our data management system will occur following the first unit exam so that teachers can immediately apply the learnings to their own data. Professional Development can also be in response to trends or data the Leadership Team is seeing in the building. For example, the coaching team might notice that although scholars appear on task in many rooms, they aren't being pushed to think. A PD session might target that specific distinction and teach techniques teachers can utilize to increase the number of scholars thinking throughout the lesson. The leadership team collectively determines the best use of upcoming PD time given all of the factors in the school.

Louisiana Accountability System: Academic Performance

Academic Performance (Q13): Collegiate Academies has a strong track record of performance on rigorous internal and external measures of student learning and high school graduation. As noted elsewhere in this application, the Progress Index component of SPS demonstrates particular strength: all CA schools are designed around the belief that tremendous academic growth is possible in any circumstance, and we build services and programs around that conviction. As a result, scholars enrolled at CA high schools consistently grow their academic performance more than their peers in similar Louisiana high schools.

While this growth is undeniable, we continue to work hard to increase the absolute performance of scholars. With no feeder middle schools, we rely heavily on K-8 partners to build core high school readiness and academic skills and understandings. Our absolute measures of academic performance typically land above the median among all New Orleans high schools and near the top in Baton Rouge. In terms of graduation rates, we are near the top in both cities. For example, CA's cohort graduation rate for Black students is 90%— a full ten percentage points higher than the city or state. In effect, this means that over time, hundreds of more scholars receive their high school diploma than they would have if they had attended an average public high school in New Orleans or Baton Rouge. We are tremendously proud of this impact. Within subgroups, like most schools nationwide, we see differential performance among students with disabilities and English Learners. We discuss intensive programming efforts throughout this application that have emerged in response to the needs demonstrated by these student populations (e.g., Essential Skills, REACH, Las Sierras Academy, Opportunities Academy, etc.).

As a network, we track and analyze student data constantly throughout the year to understand progress on key goals, including identifying and rectifying any performance differentials among subgroups. When needed, the School Leader, our Chief Academic Officer, and expert functional leaders at the network and campus level will collaborate to develop plans to improve performance. These strategies are tailored depending on the goal in question (for example, off-track data in a Biology Mock LEAP triggers different actions than an attendance challenge that is putting a group of scholars at risk of not graduating on time). In general, the strategies involve clarifying and reinvesting all key stakeholders (scholars, families, teammates) in the goal, determining discrete actions to take and assigning owners, setting up a cadence of collecting, analyzing, and responding to data, celebrating successes, and making further adjustments to programming and interventions. On a larger scale, we make multi-year investments in further support for schools when a long-term priority is identified. Recently, these have included a major investment in developing high-quality instructional materials for student mastery of LEAP, launching a Newcomer program (Las Sierras Academy) to get traction on EL graduation rates, and reinvigorating Leadership Development programming for middle leaders to build the capacity to drive initiatives across campuses.

Assessments

Assessments (Q14): The assessments we use are detailed in the table below:

Assessment	Purpose	Design/Format	Rationale
NWEA Measures of Academic Progress (MAP) Reading Assessment	Universal Screener for all incoming 9th graders, and scholars with IEPs. Annual end-of-year growth metric for all scholars.	The MAP is an adaptive, norm-referenced test that scholars take through the MAP online system. Scores are reported as a range, which can be compared to grade-level norms. We track	The MAP allows us to identify areas of strength and need for all of our scholars, and to identify scholars for follow-up screeners to determine needs for



		growth over time.	research-based reading intervention classes. Success on the MAP is also closely correlated with success on the LEAP and the ACT, and so the MAP gives us an early indication of scholars who will need enhanced support to achieve their goals.
MOCK LEAP	Provide a practice opportunity for scholars in LEAP courses. Provide teachers with data on individual scholars for both predictive LEAP performance and transference of unit-based standards to a cumulative and comprehensive setting.	Designed from released LDOE State Practice Assessments and LEAP360 Items	Our Mock LEAPs, aligned in content and format to the LEAP 2025, using state-released items from practice tests and LEAP360, give scholars and teachers a benchmark of their progress toward their LEAP goal and equips teachers with the data to adjust course--for their entire class and for individual scholars.
Practice ACT	Provide a practice opportunity for scholars before they take the ACT.	Released ACT exams.	In addition to providing data to which teachers respond, the experience of taking practice tests familiarizes scholars with the length, format, and content of the ACT, and helps inform their preparation efforts.
Midterms & Final Exams	Assess mastery of course content, at the midpoint (some courses) and the end of a course.	Depending on the course, these might be adopted from a Tier 1 curriculum, adapted from a rigorous source, or teacher-created with feedback from school or network instructional leaders.	Provides data on student mastery, as well as a clear vision of what mastery looks like in the course. Teachers use that vision to ensure alignment in



			their daily instruction, routines, and assessments.
Unit Assessments	These assessments track standards mastery progress towards the end-of-year course goal at the conclusion of a unit of study.	Administered on Edulastic, (digital platform). Math: $\frac{2}{3}$ Type I Items, $\frac{1}{3}$ Type II/III Modeling Items aligned to major and supporting work standards. English: Narrative, Literary Analysis, or Research-based Essays about the unit text and supplemental texts. Social Studies: Source- based analysis and writing and knowledge and skill- based multiple choice aligned to the AP world exam OR the LEAP2025. Science: Phenomena-based source analysis and application, and knowledge and skill- based multiple choice aligned to the LEAP2025	Curriculum Based Measures assess scholars' progress on the curriculum standards and goals. For LEAP courses additional LEAP360 Interim questions are added for LEAP practice.
Formative Assessments	Formative assessments provide progress for scholars and teachers on unit goals and standards mastery.	Weekly Quizzes Daily Exit Tickets Mid-Unit Assessments Unit Diagnostics Class Discussions In-class Checks for Understanding, including discussion questions and student practice. Note: This is not an exhaustive list--different classes use different formative assessments, aligned to class content and goals.	Teachers use the data from formative assessments to adjust course materials or pedagogical methods--for individuals or groups--by correcting misconceptions or reteaching concepts with low mastery.

Project Based Assessments	Summative or alternative assessment options for the conclusion of a unit.	Usually a curriculum- based measure that includes the following: • Research and/or Observation. • Analysis of a prompt, phenomenon, or question. • Presentation or written response submitted.	Provide student choice of expression of content understanding or provide an alternative environment for assessment: Example Capstone Presentation, Science Lab.
---------------------------	---	--	--

Collegiate Academies believes in providing each student with the most rigorous and empowering education possible. In order to do this, schools (in collaboration with their teachers) define precise goals for every course and develop a suite of tools to measure student progress toward those goals. For courses where state standards exist, mastery of those state standards is the goal; for courses where they do not, our team identifies and adopts excellent standards, or creates standards that align with rigorous postsecondary outcomes.

For courses with a LEAP 2025 test, all standards--and thus all assessments--are aligned to the LEAP. In addition, ACT alignment can be found throughout our curriculum, particularly in English and Math classes, but also in the kinds of complex nonfiction scholars read throughout the curriculum ([aligned to ACT's own research into college readiness](#)), and the data-based tasks they complete in Science.

Other courses align with state-provided standards, such as the state standards in science and social studies. Other courses, where no state standards exist, look to nationally recognized standard sets (for instance, for the arts), published by national organizations. We do this to ensure our scholars are learning, and being assessed against, the most rigorous targets available.

These assessments allow us to understand where each student is in relation to course goals, and for teachers to respond accordingly (through methods like individual or group reteaches, spiraled content, and adjustments to course routines). This begins with informal formative assessments built into each lesson (in the form of student practice and checks for understanding, which give a teacher immediate insight into a student's acquisition of the day's content). The spectrum of assessments also includes daily mastery assessments (exit tickets), performance tasks, unit assessments (including writing assignments), projects, and finally mock-LEAP and final assessments.

Assessments are thus at the heart of the promise we make to every student to support them in achieving rigorous goals. Each course is aligned to goals and includes midpoint check-ins and formative assessments that are built into every lesson. Assessments tell us where each student is on their path to those goals, which allows us to adjust support accordingly.



Teachers and school-based leaders receive training in how to understand and administer these assessments, and how to collect, analyze, and respond to their data, at the start of the year and then ongoing throughout the term. Teachers also receive support around responding to student work and student data from their instructional coaches. Our process follows the best practices identified in the research, described in works including *The Skillful Teacher* (Saphier et al) and *Visible Learning* (Hattie).

Transparency and communication are key to maintaining strong partnerships in pursuit of student success; scholars and their families have access to academic achievement and progress at all times through SchoolRunner, our online student data system which tracks student metrics in real-time. On a quarterly basis, schools host progress report nights: in-person or virtual meetings with parents and scholars prior to the end of a quarter to discuss academic standing and action-oriented strategies in advance of quarterly grades being finalized. Once the quarter ends, schools host quarterly report card pickup nights to give parents more opportunities to meet in person with teachers to discuss quarterly grades. If a student is at risk of failing a course, schools engage scholars and families in discussion about potential impacts on the student's graduation pathway to collaboratively plan opportunities for credit recovery. Full transcripts are shared at least once per year. Additionally, on an ongoing basis, advisors are in contact with parents and scholars to message GPA progress and updates.

Diverse Learners and Student Supports

Diverse Learners and Student Supports (Q15): At Collegiate Academies, we prioritize the prevention of academic risks, using universal screening and frequent data analysis to ensure all scholars are placed in the most appropriate, rigorous setting to accelerate their academic growth from the moment they enroll in a Collegiate Academies school. We complete a detailed initial evaluation of each student when they enroll—whether in 9th grade or later in high school—followed by targeted instruction and interventions specific to academic, social, emotional, and other areas they have not mastered. scholars whose scores reflect significant deficits in content knowledge or skills engage in additional diagnostics to identify specific learning or knowledge gaps.

At the beginning of each school year, we gather baseline data for all scholars on literacy and numeracy levels through NWEA MAP. If a student's MAP results reflect a reading level below 6th grade, we administer the Really Great Reading (RGR) screener, which provides further details about phonic, fluency, or comprehension deficits. This data is used to indicate the need for scholars who may qualify for additional interventions, such as reading and math interventions, or Special Education services.

Throughout the year, we use rigorous and comprehensive progress monitoring structures to identify gaps in student learning and create action plans that guide instructional shifts and classroom time. To track progress toward our effectiveness in preparing traditionally underserved scholars for enrollment, persistence, and attainment of a college degree, CA's

Performance Measures focus on the leading indicators of GPA, ACT, and Attendance. Additionally, we carefully track indicators of behavioral patterns that might interfere with a student's academic progress, including referrals to a school's Restorative Center or disciplinary actions. Based on these indicators, as well as additional evidence or concerns from teachers, staff in the school community, or families, appropriate actions in the realms of academic, behavior, or mental health intervention are determined.

Collegiate Academies schools employ a comprehensive Response to Intervention (RTI) / Multi-Tiered System of Support (MTSS) that brings together a collaborative team of caring adults to strategize support for scholars who are a high priority for possible intervention. Each school's MTSS team is led by an MTSS Lead and made up of the Director of Academics, Director of Intervention, Director of Mental Health, Dean of Discipline, and Manager of Data.

Our MTSS is a framework that uses collaborative, data-based decision-making to provide prevention and early intervention across attendance, academics, behavior, and therapeutic needs. It relies upon a foundation of strong universal support for every child, with increasing levels of support as needs are identified. At higher tiers, scholars may benefit from more intensive interventions in the areas of attendance, behavior, mental health, or academics. Our dedicated team and data systems allow us to know each and every individual student and nimbly respond to their needs.

MTSS: Mindsets and Core Principles

To prepare all scholars for lives of unlimited opportunity, we must build schools that respond to the whole student. Our Multi-Tiered System of Support (MTSS) includes supports for attendance, academics, behavior, and therapeutic needs. Without this, we will never achieve the 'all' in our mission.

- All scholars: All scholars can grow in all areas with the right interventions and supports.
- All teammates: Every teammate understands how they play a role in schoolwide MTSS systems and can see how schoolwide Tier 1 systems are connected to more intensive tiers of support.
- Efficient and early intervention: Streamlined systems and integrated program design ensure each student gets the "just right" support, exactly when they need it.
- Coordination: Collaboration around any student is seamless across roles, with clear leadership, intentional capacity-building, and shared language and frameworks.
- Data-driven: Data drives decisions, balanced by team review.

To assist scholars who are facing struggles in the general education setting, our schools offer a continuum of interventions from least intensive to most intensive that focus on attendance, behavior, therapeutic, math, and reading needs. All scholars in general education settings receive the least intensive supports, which is considered "Tier 1" and gradually increase to "Tier 3," based on additional screeners/diagnostic testing and other qualitative and quantitative indicators. We thoughtfully choose programming based on research and data that shows that it

is effective with student populations that share similar demographics to those of our school communities. In regard to our overall MTSS approach, the irrefutably strong growth data from our existing schools demonstrates that our strategies are working and have been for years. We constantly and continuously analyze student results data and respond to it.

Within the context of our RTI/MTSS process, scholars whose needs exceed the extent of interventions offered in the general education setting (according to screeners/diagnostics, referrals (teacher or parent), and responsiveness to MTSS interventions) receive a formal evaluation by the School Building Level Committee (SBLC) to determine an appropriate course of action, usually starting with an IEP or 504 evaluation. Individual student plans (IEPs) are created for scholars who are not on track and need further screenings or interventions in response to specific disabilities. CA ensures that all eligible children with disabilities receive a free appropriate public education in accordance with Part B of the Individuals with Disabilities Education Act (IDEA).

Our work with scholars with disabilities draws in instructional experts and school leaders from across the country to observe how public charter high schools can truly serve all kids has been recognized by the Louisiana Department of Education, which commissioned a full report on programming (Please see the attached 2019 Intervention Report in the Appendix 2). We designate significant resources to ensure that all scholars get the support and services they need. The mission of Collegiate Academies' Scholar Support Department is to redefine what is possible for diverse learners by preparing every scholar to achieve his or her most rigorous post-secondary outcome. That means that all of our schools are maximizing the services they provide to each scholar to help them realize their potential. To ensure an equitable continuum of services, all CA schools ensure foundational systems and structures are in place for scholars with disabilities. These structures include:

- **Universal Screeners:** At the beginning of each school year, we gather baseline data on literacy and numeracy levels through MAP, Stanford 10, Fountas and Pinnell, and Key Math testing. This data is used to indicate the need for scholars who are: Exceeding expectations and need enhanced curriculum; On track to access academic content; Not on track, but are close to the median target for coursework and need to be monitored over time; Not on track, and need further screening and intervention.
- **Individual student plans (IEPs)** are created for scholars who are not on track and need further screening. These plans include the following:
 - Research-based interventions for targeted academic skills
 - A notification process for scholars and families regarding placement in intervention
 - Appropriate progress monitoring instruments and the dates for further data collection
 - Relevant staff members will meet regularly to review data and update the plan to meet the needs of the individual student.



- Specialized Programs to effectively serve diverse learners, particularly those qualifying for Tier 2, 3, 4, and 5 funding in the citywide differentiated formula. These include:
 - Opportunities Academy (OA): Scholars in OA have taken part in social graduation from a Collegiate Academies high school after completing their traditional 9th-12th grade year, and are between the ages of 18-21. Opportunities Academy offers individualized services to target scholars' independent living, community access, and vocational skills. Upon entering OA, the scholar and his/her IEP team meet to develop the scholar's person-centered plan, or PATH, which includes his/her desired employment outcome. All services are then aligned through experiential learning that is heavy on internships to best prepare the scholar to reach the goals outlined in the PATH.
 - The Journey Program (JP): The JP is a targeted program for scholars with disabilities who have the most intensive social-emotional needs, and who have not yet responded to less restrictive interventions. The goal of the program is to utilize a therapeutic setting to maximize scholar's ability to achieve similarly to peers in general education classrooms, and ultimately transition successfully back to the general education setting to the maximum extent possible.
 - Essential Skills: The Essential Skills program is designed to support scholars with lower-incidence disabilities who require intensive support to reach their goals and achieve maximum independence. Scholars in Essential Skills work to increase their levels in three major domains of instructional experience: literacy, numeracy, and transition skills. With the support of teachers, paraeducators, Speech Language Pathologists, occupational and physical therapists, and adapted physical educators, the Essential Skills team works to create a holistic plan that addresses each area of need and ensures scholar growth through individualized and small-group service delivery.
- Strong Speech-Language Pathology, Motor Coordination, and other related services for scholars whose exceptionality falls within Tier 1 parameters on the differentiated funding formula.
 - Network- and school-level experts collaborate to design and deliver a range of services to build scholars' verbal and literacy skills.
 - Thorough progress monitoring and use of data to drive programming.
 - Collaboration and coordination with instructional staff, including Reading Intervention teachers and other content experts.

Supporting scholars with diverse learning needs requires a team of highly skilled professionals who are committed to doing whatever it takes to ensure all scholars are advancing toward rigorous post-secondary options. We have reviewed network staffing levels of comparable CMOs locally and nationally and consistently see CA as investing more staff capacity in supporting our scholars with disabilities. The following staffing plan is typical of a Collegiate Academies school. We anticipate a similar process to build an exceptional team for the proposed school:



- 5 special education Teachers (3 specialized program leads; 2 Specially Designed Instruction leads)
- 12 paraprofessionals (estimated, actual number based student needs)
- 1.5 Speech Pathologists
- 2 Social Workers / Mental Health Counselors
- 1 Transition Counselor / Coordinator
- 1.25 Pupil Appraisal Teammates (diagnostics and evaluation)
- 1.25 Motor Coordination Teammates (% of our on-staff Physical Therapy / Occupational Therapy /Adapted PE teammates)
- 1 Intervention and Compliance Coordinator
- 1 Director of Student Support

The primary point of coordination between general education teachers and Special Education teachers and service providers is IEP meetings. Additionally, Collegiate Academies schools often employ a co-teaching model, which involves multiple teachers (often a regular education teacher and a specialized interventionist leading LEAP courses), in which cases ongoing data planning meetings are taking place. For some other courses, coordination includes observations in classes, feedback to teachers, clear training and development around the accommodations that scholars in Special Education courses receive, collaborative emails to troubleshoot specific challenges, or other points of communication, as needed.

As referenced throughout this application, meaningful and ongoing engagement with data that measure progress to goals is considered a pillar of our educational model and does not exclude scholars with disabilities. Case managers and Special Education program leads engage in data reflection regularly, analyzing progress indicators and responding to ensure that all kids are on track to their end of year goals. Quarterly progress reports are shared with families, in addition to ongoing informal touchpoints. Providing clear and constant communication about progress toward goals is crucial to our partnerships with scholars and families. At the school and network levels, all data analysis and dashboards examine differentials so that we can constantly and quickly respond to emerging issues where we see significant gaps in our work with scholars with disabilities.

During Collegiate Academies' Network-wide PD (full staff PD several times per school year that focuses on content-specific knowledge and pedagogy across all schools.), the Student Support Team works with staff to name and develop the specific skills that are needed for Special Education roles and programming, including strategic and effective use of data systems. Additionally, teachers and staff come together in Professional Learning Communities throughout the school year to receive targeted professional development that is rooted in analyzing and responding to data. These PLCs include skill-building in regard to Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) (led by network-level behavior and Mental Health Services leads) as well as intensive training on appropriate accommodations and modifications for scholars with disabilities (led by Case Managers, Intervention Compliance Coordinators, and Directors of Scholar Support).



Over 10% of Collegiate Academies scholars are English Language Learners. Based on demographic trends seen in East Baton Rouge Parish and throughout the state of Louisiana, we anticipate this population will continue to rise. As such, we have created robust programming to ensure that initial language barriers do not stop scholars from achieving their academic goals. These systems comply with all federal laws and regulations related to ELLs.

All scholars are given a Home-Language Survey upon entrance to a Collegiate Academies school. If a child was indicated by the Home-Language Survey as coming from a home where English is not the first language, they are given the Language Acquisition Scales (LAS) to determine the current level of proficiency in listening, speaking, reading, writing, and comprehending English. Once a student has been identified, we determine the appropriate level of support that that individual student needs. In New Orleans, if a student scores under a LAS 3 then they will be admitted into our newcomer program, Las Sierras Academy, described in more detail below. If they score a LAS 3 or above, the student will remain in regular education classes with additional differentiated support provided by their regular education teachers and EL teachers within each school building.

All Collegiate Academies schools have highly qualified personnel on staff to support our English Language Learners. Each school employs an EL chair, certified translators, and EL teachers. The number of teachers and translators and their language expertise is dependent on the needs of the scholars. In addition, we have a network-wide EL Director who has extensive experience in English language education and compliance. This role is meant to ensure that all scholars are being appropriately identified and supported through their educational careers, regardless of the level of support that they need.

The EL Chair at each school coordinates with general education teachers and staff serving our EL scholars to make sure they have all necessary materials, resources, and interventions available to them. Professional Development is provided to all teachers and staff working with EL scholars. This PD is differentiated based on functional need but always includes cultural competency training, as well as training on specific pedagogical methods that are appropriate for scholars as they become more and more proficient in the English language.

We create individualized Language Acquisition Plans (LAP) for all ELL scholars and provide comprehensive case management to monitor their progress, including follow-up testing three times throughout the year. Through regular data tracking the Chair is able to determine whether or not scholars are receiving the appropriate academic support they need and will intervene whenever necessary. Additionally, this data tracking system enables the LSA Director to correctly determine when a student is ready to return to their home school and enables the school-based EL Chairs to coordinate smoothly with general education teachers as scholars' academic progress accelerates. These data points are then used at the program, school, and network level to determine the efficacy of the methods used and the performance of the associated staff. If it is determined that methods are not reaching student needs, then we quickly modify our approach to better serve our student population. If it is determined that

individual staff members need additional support, we implement coaching and further professional development.

In order to make sure that families are able to access our programming, key-information, and can communicate easily with teachers and staff, CA has created systems of support beyond those for scholars. Every new family is offered a translated orientation visit when a student starts school. All critical documents are translated into scholars' home languages and all Collegiate schools maintain contracts with a variety of translation services including document translation (Bilingual Resource Group), phone translation (Language Line), and in-person translation (Bilingual Resource Group). Translators are part of major parent and family events on campus, including report card night.

CA schools thoughtfully and intentionally build pathways for English Learners both to participate in existing extra-curricular programming and to exercise student leadership in launching new forms of student activities. For example, G.W. Carver has built soccer teams in recent years and several schools have empowered EL scholars to organize and lead Hispanic Heritage Month celebrations on campus that bring together the entire school community for education and enrichment.

By creating a two-pronged approach to help EL scholars (Las Sierras Academy and Regular Education Classroom differentiation), we have support available to scholars regardless of the level of need they face. Las Sierras Academy (LSA), which is open to all CA scholars in New Orleans who score below a LAS Level 3, is an intensive one-year standalone program designed to rapidly increase language proficiency while maintaining progress in content knowledge areas. Once a student scores LAS Level 3+ they matriculate back to their home schools and are integrated into our school-level EL programming. With a second school in Baton Rouge, we would work to extend this program into our Baton Rouge community.

Collegiate Academies does not offer specific programming for gifted and talented scholars. Instead, CA offers differentiated instruction for all scholars and specific opportunities within Tier 1 that are comparable to gifted and talented instruction. These opportunities include AP courses, honors courses, and options for additional instruction with community partners (i.e. NOCCA, Bard Early College, New Orleans Career Center, and Southern New Hampshire University). Within general education classrooms, CA teachers practice a variety of techniques that enable scholars to access material at a level that appropriately challenges them academically. This means that all scholars, regardless of their academic classification, are constantly positioned to accelerate their learning as much as possible. With another school in Baton Rouge, we would be able to create more partnerships and provide more opportunities to both school communities at scale.

Our approach since 2008 has been to do whatever it takes to meet the needs of scholars with diverse learning needs. Our team believes that lagging skills can be identified, targeted, and grown for any student, by using the right interventions, expertise, and data. We believe that ALL scholars are capable of incredible personal and academic growth with the right interventions

and support. To date, this belief, coupled with comprehensive specialized services, has led to notable student growth. This comprehensive approach has contributed to CA's Cohort Graduation Rate for scholars with Disabilities (85%) far exceeding the city and state averages (70% and 71%, respectively for the Class of 2020). This cumulative data point provides strong evidence that the proposed school model will achieve strong outcomes for all scholars.

Behavior Management

Behavior Management (Q16): Collegiate Academies regularly communicates with families and scholars about our policies. Each CA school has a Student and Family Handbook that is disseminated electronically and in hard copy at the beginning of each school year. In addition, the handbook can be found on the school website. In order to foster individualized communication and maintain open lines of conversation, regular phone calls between teachers and parents/guardians are a faculty requirement. Faculty members log all contact in our SchoolRunner system and are held accountable for meeting their communication expectations on a quarterly basis. Parents are encouraged to reach out to student advisors, faculty, and staff as well as to share input through the parent organizations. This feedback is critical to the success of CA's behavior interventions and classroom management. Scholars are also encouraged to communicate with school staff about their individual behavioral needs and concerns. Each scholar receives a daily report on their academic and behavioral performance generated by the SchoolRunner system and has the opportunity to ask questions and flag concerns.

CA avoids exclusionary discipline. We have invested significant resources in data systems and training to ensure that potential discipline issues are addressed first and foremost with a restorative approach. We regularly convene School Leaders and network leadership to review discipline data and adjust to trends. We always adhere to local, state, and federal policies around discipline. For more information on CA's approach to exclusionary discipline, including a list of offenses that could lead to suspension or expulsion, please see Collegiate Baton Rouge's Student and Family Handbook (attached as part of Appendix 2).

Our behavior norms and structures are grounded in restorative practices. Each school in the network has a Schoolwide Positive Behavioral Interventions and Supports (PBIS) system that grounds all behavioral and disciplinary actions we take. Please see the PBIS Master Plan from G. W. Carver High School as an example (attached as part of Appendix 2). We take a school-wide approach to prevention and intervention in order to create a learning environment that is structured and supportive of all scholars while simultaneously creating alternatives to exclusionary discipline. We implement restorative practices and a behavior continuum to ensure that scholars are receiving the individual support necessary for success. Our continuum of academic and behavioral support includes:

- Tier I: School-wide rituals and routines for learners. These are our school-wide approaches that provide the most elemental and simplest forms of structure. They



include all of our rituals and routines, expectations, rules, procedures, and classroom structures, along with universal screeners and diagnostics for academics and behavior.

- Tier II: Specialized interventions for certain learners and for learners who are at risk for academic and/or social struggle due to academic or behavioral challenges. These are the extra supports, structures and services that we provide to targeted groups and/or those scholars who are not being completely successful with just the foundational services. They include mentoring, restorative activities, behavior plans, academic recovery systems, etc.
- Tier III: Individualized interventions for scholars with intense/chronic behavior and/or academic challenges. This includes the intensive interventions we must make on an individual basis to help scholars be successful and maintain order and safety in our school environment. They include special education assessments, small group skill building, individual mental and behavioral therapy, and referral to community support services, etc.

Collegiate ensures that due process is afforded to all scholars. First, schools provide notice of the specific conduct or incident to the student and offer an opportunity to explain their position. In addition, each school notifies the parent or guardian and shares recommendations for disciplinary actions in writing, including for suspension or expulsion if those interventions are relevant. Parents sign a copy of this discipline form. Scholars with disabilities have additional due process rights that are upheld with integrity. Prior to any recommendation for expulsion, CA conducts a Manifestation Determination Review (MDR) to determine whether the student's conduct was related to or on account of the student's disability. Finally, we ensure that we have a thorough student code of conduct, which is distributed to scholars and families at the beginning of each year.

Any student, parent, or legal guardian may make a complaint or request additional information from the school regarding an incident or action for any reason, including to appeal a disciplinary decision. We believe that strong relationships and frequent communication between scholars, parents, our teachers, and school-based staff are critical to ensuring the success of our scholars. We also believe that collaboration between these parties is often the quickest and best way to resolve issues.

In addition, parents or guardians of scholars who are suspended (in and out of school) have the right to appeal the school's decision by submitting a written request to the administration (handwritten or electronic submissions are accepted). Parents must submit requests within seven days of the assigned consequence. Every effort will be made to hear the appeal within two school days of receiving the appeal. Parents have the right to counsel at the appeal. A binding decision will be provided orally and in writing shortly thereafter. Suspension will stand until the appeal. The decision of the principal, assistant principal, or dean shall be final. If the scholar's appeal is granted, the scholar's record will be expunged of any reference to suspension.



For expulsions, we must balance our desire to serve all scholars with our need to preserve a safe and productive environment for all scholars. We will do whatever it takes to create a learning environment where every child is safe (physically, emotionally, mentally, and intellectually). In order to ensure the safety of others and to prepare scholars for a world where there are serious repercussions for mistakes, we will recommend scholars who commit serious infractions for an expulsion hearing. In addition, in accordance with state law, any public school student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress codes or tardiness, shall be recommended for expulsion. For serious infractions where exclusion is a possibility, the student will be interviewed concerning the circumstances and an investigation will be conducted at school within three school days. Parents will be notified of the circumstances. The evidence will be reviewed and a decision to recommend that a student return to the school community or be expelled will be made. A parent will be notified of the decision via phone. If there is reasonable evidence that the student has committed the offense, the student will be suspended pending an expulsion hearing. The student will have an expulsion hearing, in which a committee will determine if the recommendation for expulsion is upheld, modified, or reversed.

A full explanation of CA's due procedures for scholars with exceptionalities/disabilities may be found in the attached example student handbook. Below is a summary of key provisions of those procedures.

Disciplinary actions give scholars with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student has an IDEA or Section 504 disability or is a student who is "thought to have a disability." While all scholars may be disciplined, the placement of scholars with disabilities cannot be "changed" when the offense is directly related to their disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury).

A series of suspensions with days that total more than 10 school days in a school year - or one suspension for more than 10 consecutive days - is a change in placement. When transportation is an IEP service, a student's removal from the bus is considered to be a suspension unless transportation is provided in some other way.

Within 10 days of any decision resulting in a change of placement, the school administrator, parent, and relevant members of the child's IEP Team meet and determine whether the student's behavior is a manifestation of their disability. In making manifestation determinations, the team participants review all relevant information in the student's file, including the IEP, documentation of staff observations regarding the student's behavior, and any relevant information provided by the parents.



The school shall take whatever action is necessary to ensure the parent(s) understand and are able to participate in any group discussions relating to the educational placement of their student, including arranging for an interpreter for a parent(s) with deafness, or whose native language is other than English.

The team considers two questions to determine if a student's behavior was a manifestation of their disability: (1) Was the conduct caused by or directly and substantially related to the student's disability?; and/or (2) was the conduct a direct result of the school's failure to follow the student's IEP? If the relevant members of the IEP team answer yes to either question, then the student's behavior is determined to be a manifestation of their disability. If the conduct was a result of failure to follow the IEP, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.

If a student's conduct is a manifestation of their disability, unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. This does not apply to incidents involving weapons, drugs, or serious bodily injury. The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue.

If the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all scholars. A student with a disability who is removed from their current placement must receive services beginning on the 11th day of cumulative suspensions during the school year to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the student's IEP.

Subject to the legal requirements encompassed in our full policies, in circumstances related to a student's use of weapons, drugs or imposition of serious bodily injury, school officials may immediately remove a student to an IAES for up to 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability.

On the date on which the decision is made to long-term remove the student because of a violation of a code of student conduct, the school shall notify the parent(s) of the decision and provide the parent(s) with notice of rights and a copy of Louisiana procedural safeguards for parents of scholars with disabilities. Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.

Collegiate uses SchoolRunner to monitor and track all behavioral data, including suspensions and expulsions, for scholars. Through regular data analysis CA is able to determine in real time whether any disciplinary actions are being inappropriately used for any subgroup of our student

population. If disproportionate disciplinary actions are identified, then the School Leader, Chief of Schools, and other key personnel will begin collaborating more deeply—first to understand the root causes of the issue, then to determine immediate action, and finally to set and adhere to follow-up review of the data to ensure progress if made and sustained.

Additionally we annually review any schools that appear to have disproportionate discipline by subgroup and conduct a review of our policies and procedures to ensure that they are not disproportionately impacting scholars with disabilities or within particular subgroups.

Appendix 2: School Model Master Plan which includes:

- Collegiate Baton Rouge Handbook
- G.W. Carver PBIS Example
- Collegiate Academies Child Find Policy
- Collegiate Academies MTSS School-Wide Program Example
- Collegiate Academies 2019 Intervention Report

Parent and Community Engagement

Parent and Community Engagement (Q17): Collegiate Academies communicates regularly with families and community members to receive feedback and ensure that stakeholders are aware of all instructional services and school programming. It is the duty of Collegiate Academies to report to parents/guardians the social and academic progress of their children. We use a variety of methods to make sure that all pertinent information is successfully disseminated:

- Our advisory system creates strong interpersonal bonds between members of our faculty and the families of our scholars. These bonds serve as a foundation for all other communication.
- Regular phone calls between advisors and parents/guardians are a faculty requirement. Faculty members log all contact in our SchoolRunner system and are held accountable for meeting their communication expectations on a quarterly basis.
- Parents provide critical input on all areas of the school through the parent organization at each campus.
- scholars receive a daily report on their academic and behavioral performance generated by the SchoolRunner system.

CA seeks feedback and partnerships from community organizations and the public, including through board meetings in compliance with state Open Meetings Law. CA employs a team of individuals tasked with communicating all initiatives and interventions to stakeholders, parents, and community members. The President and CEO meet regularly with these stakeholders to

communicate the goals and actions of the schools as well as opportunities for stakeholders to participate in school programming. Collegiate Academies staff members meet regularly (at least monthly) with various members of the community.

Collegiate Academies addresses all grievances in order to ensure a well-functioning school community. Any student, parent/guardian, employee, or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, age, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or marital status may discuss and/or file a grievance with the appropriate compliance.

- A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, or psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer.
- Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.
- The compliance officer will commence an effective, thorough, objective, and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.
- The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.
- If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Collegiate Academies Board of Directors within ten (10) days of receipt of the decision.
- The Collegiate Academies Board of Directors, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information.

Appendix 3: Draft Grievance Policy

Section 2: Growth Plan

Policies and Practices (Q18): Collegiate Academies has developed sound, compliant, and mission-oriented policies and practices in its 15-year history operating open enrollment high schools in Louisiana. In all domains listed (a) - (f), the policies of the proposed charter school will mirror those in place at other Collegiate Academies schools.

Organization's Ability to Serve (Q19): Collegiate's Board of Directors, CEO, and team are aligned behind our mission statement of building world-class public schools that prepare all scholars for college success and lives of unlimited opportunity. Since we began the process of establishing additional schools beyond our flagship of Sci Academy (now Abramson Sci Academy), we have shaped growth plans to maximize the impact on the mission. For example, we originally envisioned being a larger network by 2022, with additional schools in Orleans and East Baton Rouge Parish. We determined that the mission was better served over the last several years by focusing on three priorities: ensuring quality outcomes at our existing schools (including navigating the COVID-19 pandemic); launching/codifying programs that complement and enhance our high school offerings (i.e. Opportunities Academy, Next Level NOLA, and Las Sierras Academy); and codifying and sharpening network supports across all functional domains.

We have seen positive momentum on all of those core priorities: once again our high schools ranked top among peer schools in the academic Progress Index component of SPS; we have launched and seen results in each of the programs listed; and the network support structure has been codified and refined.

At this point, the proposed growth strategy is the right path forward for the organization to expand our impact to more families and young people. We do not believe that additional scale will erode the positive momentum in other domains, and in fact anticipate that these schools will continue to accelerate us to our mission. Notably, because the network support capacity is sufficient to support additional schools, we would create efficiencies that allow us to invest more resources in meeting the needs of scholars. Additional scale also reduces the need for non-recurring funding and philanthropy and creates opportunities to direct those supports toward strategic investments in program design and launch. Collectively, our network of 6-7 high schools, Opportunities Academy, Next Level Nola, and further innovations to respond to critical needs will help to ensure that young people in New Orleans and Baton Rouge have access to world-class pathways to the life they dream of. By having a second school in Baton Rouge, both school communities will see benefits in what we can provide at scale- increased network support on the ground, revenue-saving opportunities such as tiered bussing, and additional community partnerships.



Non-Profit History (Q20): Collegiate Academies has been named in twelve actions since 2013: one personal injury/slip and fall; two claims related to student athletic injuries; four worker's compensation claims; and five employment-related claims. Four of those were dismissed, four were settled, and four are pending.

In spring 2016, in anticipation of moving into the newly-constructed G.W. Carver High School facility, Collegiate voluntarily merged two LEAs that had been operating separately since 2013. Carver Prep and Carver Collegiate both grew from 9th Grade to full 9-12 high schools over their first four years with separate leadership, scholars, and educators. This was in part a function of facility realities at that stage in the School Facility Master Plan and in part a strategic decision to ensure small, deeply supported student communities in Collegiate's first attempt at replicating its school model. Since 2016-17, the combined G.W. Carver High School has thrived academically and more broadly in its new home at 3059 Higgins Blvd. The merger process was carefully completed, with close attention and collaboration between scholars, families, staff, and leadership. This past year, Carver earned an overall "B" rating- the highest in the school's history.

Over the last three years, CA has focused on three priorities: ensuring quality outcomes at our existing schools (including navigating the COVID-19 pandemic); launching/codifying programs that complement and enhance our high school offerings (i.e., Opportunities Academy, Next Level Nola, and Las Sierras Academy); and codifying and sharpening network supports across all functional domains. These factors, combined with a decreased demand for new grade-at-a-time growth at the high school level, we voluntarily let a Type 1 charter expire in Orleans Parish and a Type 2 charter expire via BESE in 2019. Neither school had begun the pre-opening steps with NOLA-PS or LDE.

Section 3: Organizational Plan and Capacity

Staffing

Staffing (Q 21-26): Collegiate Academies' mission is the driving force behind the operation of our schools. Every member of the school community ultimately is accountable to the mission and responsible for reporting on their work as it relates to the mission of preparing all scholars for college success and lives of unlimited opportunity. Formally, our organization maintains clearly defined roles and responsibilities as well as lines of reporting and accountability to ensure progress toward achieving our mission and goals remains on track. See Attachment 12: CST Leadership Reporting Structure for additional information.

The reporting structures at the highest level of the organization are outlined in Attachment 12. The Chief Executive Officer directly reports to and is accountable to the Board of Directors. Ultimately, the CEO and board of directors are accountable to all results.

School leaders, including the future school leader of the proposed school, report to the School Leader Manager. Within this structure, our organization places a high priority on school leader autonomy; we believe that school leaders are best equipped to make critical decisions on behalf of their specific school and its community.

In order to ensure that every school is able to reach the high expectations that we set forth, our Create and Support Team (our network-level central office) is responsible for coordinating three main services in partnership with schools : (1) hiring, training, and supporting the development of school leaders and key staff, (2) streamlining and systematizing key functions to reduce redundancies and cost, and (3) establishing network-wide academic standards and ensuring that all schools reach them.

If any school does not meet the standards by CA has set or expects for scholars, it will be directly supported by the CST team in a more intensive way – led by whichever central office leader is most applicable based on needs, most likely the Chief Academic Officer. By offering centralized support on an ongoing and as-needed basis, our schools are afforded the time, capacity, resources, and flexibility to focus on honing the best possible educational experiences for their school communities.

Collegiate Academies hires and develops best-in-class teachers, support staff, and leadership for all of our schools. Our foundational beliefs about growth apply to everyone in our schools, including teachers, support staff, and all levels of leadership; our team is our greatest asset in growing scholars academically and otherwise. Ensuring we are building a team that shares an interest in rapid growth and continued improvement is the highest priority for quality expansion. Research supports this prioritization, indicating that teacher quality is the single strongest determinant of student success.

Our approach to hiring and retaining faculty and staff centers on a strong adult culture. We build teams who put scholars at the center- All children can learn and achieve at the highest levels, regardless of their academic success to date. We build teams that find solutions- We empower our teachers and staff to find solutions to challenges they encounter. In this way, we consider every Collegiate teammate to be a leader whose voice is deeply valued by our organization. Teacher voices have driven our most innovative programs across our schools. And, we build teams that constantly improve- We make it a priority that our staff give each other feedback to help one another grow to become their best.

CA's innovative practices in personnel recruitment, talent development, morale-building, and team culture are sought after by dozens of organizations, both inside and outside of the field of education. We consistently have exceptionally high rates of teacher and staff retention. We retained 86% of our staff across all of our schools last year, and 89% at Collegiate Baton Rouge. We take pride in our high retention rates as we see from survey data that staff feel fulfilled, supported, and challenged by their work at CA.

From past experience, most fully built-out Collegiate Academies schools hire approximately 16-18 staff members per year: 55% of these hires are teachers and 45% are non-teaching staff. Collegiate Baton Rouge has a teacher-to-student ratio of 1:12 and an adult-to-student ratio of 1:6. We anticipate that an additional Baton Rouge school would have similar teacher:student and adult:student ratios.

As we have worked hard to increase the capacity of our talent recruitment team over the last several years, we have consistently been able to meet the needs of our existing schools, central network office and have the capacity to support hiring for an additional school. Our network-level Talent Team is specifically dedicated to recruiting, hiring, and retaining staff members at all levels of the organization. Over 50% of our hires come from internal referrals and we have found that not only does this system speed up the hiring process, but it also results in higher retention rates. In addition, we have robust partnerships with universities and alternative teacher pipelines (i.e. Teach NOLA, TFA, Relay Graduate School) and regularly attend job fairs, either in person or virtually, to bring in new and diverse talent.

In the past, when we have found that our existing recruitment efforts are not meeting the needs of our network we have implemented creative solutions, such as our Collegiate Academies Teacher Residency (CATR) and summer teaching institutes. These innovative programs are yet another example of our network identifying a specific need and quickly responding with innovative, high-quality programming. The CATR program creates a paid opportunity for educators new to the teaching profession to spend a year receiving intensive training, coaching, and experience, learning from an expert mentor teacher and usually results in a job offer for a lead teaching position. Our summer teaching institutes in New Orleans and Baton Rouge provide paid and intensive professional development for teachers from any school or network, giving participants a sense of the mindsets and support signature to Collegiate Academies schools. Again, participants often receive job offers as a result of these trainings.

While School Leaders have the autonomy to hire the team that they believe will collectively achieve targets, CA hiring processes generally follow the same structure and philosophy. Conversations, tasks, and group interviews gauge candidates' desire for growth and ability to implement feedback quickly and effectively. The process ensures candidates value deep trust across teammates and demonstrate a willingness to have candid conversations in service of scholars. Finally, the hiring process tests candidates' flexibility and excitement about pivoting on a dime in service of shared team-wide goals. Notably, candidates are provided clear and uncomplicated ways to drop out of the interview process if the work environment at Collegiate does not match their educational philosophy or professional needs. The interview process itself serves to build and sustain a vibrant organizational culture by showing clearly what it looks like to be successful at CA.

Our hiring process includes a first phone interview with a member of the talent team, an in-person, on-campus interview lead by the school leader, a team interview with members of the leadership team and overall team, at least 3 reference calls, and a background check. New

hires are not considered official and may not report on campus until their criminal background results have been reported to our Human Resources team.

Once hired, the first expectation of new teammates -- and returning teammates -- is participating fully in a 3-4 week orientation. For new teammates, this is a critical moment to understand the principles and values by which CA operates: they see the commitment to growth in practice, they experience the openness and trust across teammates, they feel the weight of personal responsibility to bring their best self to the building every single day. For returning teammates, they are expected to reground themselves in these behaviors and demonstrate leadership by bringing new teammates along. The content of the orientation also reinforces these norms and mindsets: we read articles and discuss as a group, we spend considerable time digging into our school's vision, and we practice scenarios that will test our collective commitment to the norms that we agree will make us successful. At the end of the orientation, CA teammates are deeply invested in the principles that bind us together as a team and skilled in putting them into practice. If a teammate is hired mid-year, we have school-based on-boarding teams that work to recreate the content and support of summer orientation.

School Leaders embrace that a major component of their leadership is sustaining the vibrant alignment that they helped to foster by hiring well and by running an intentional onboarding process. With support of network leadership, School Leaders build their understanding of the “macro” (i.e. structures, routines, annual events) and “micro” strategies (i.e. seemingly unplanned interactions still aligned to our mission) that help them to shepherd an excellent team culture. Examples abound of successful leadership moves on both macro and micro levels -- frequent coaching meetings that reinforce both skill development and values alignment, daily “Value Village” morning routines to infuse the day with joy, “Sunshine” emails to spotlight exceptional team performance and student growth, and direct teaching and reinforcement of values through regular professional development. Additionally, school leaders conduct formal evaluations with 360 degree feedback for all staff. School leaders will work with teammates to ensure performance through performance improvement plans and corrective action plans, and, as needed, termination.

The hard work of building and sustaining an organizational culture happens on an ongoing basis year over year. CA School Leaders embrace that work and demonstrate exceptional leadership in their work to create an aligned team that stops at nothing to meet the complex needs of our scholars. Our teams are tight-knit, collaborative and supportive. This means incredible results for kids.

Attachment 12: CST Leadership Reporting Structure

School Leadership Team Capacity

Appendix 4: School Leadership Team

Charter Board Governance

Charter Board Governance (Q27-29): The Board Members are detailed in the table below:

Name	Role & Responsibilities	Expertise
Davis Zaunbrecher	Chairman	Growth, Operations, and Strategy
Stephen Rosenthal	Secretary	Finance and Strategy
Douglas Finegan	Finance Chair	Finance
Adam Hawf	Academic Chair	Growth and Strategy
Terrence Lockett	Member	Growth, Operations, and Strategy
Kevin Wilkins	Member	Growth and Strategy
Sharonda Williams	Vice Chairperson	Legal and Governance
Janel Henry	Member	Family Engagement
Josh Cox	Member	School Culture and Strategy

Board members are careful and thoughtfully selected to avoid actual and perceived conflicts of interest at all times. For example, a Board member with an association with a local bank consistently abstains from discussions and votes regarding the organization's banking relationships. This level of diligence ensures that all decisions are made in the best interest of the children and families served by Collegiate Academies and ensures we maintain the highest level of trust from our community that we have built over the last 12+ years.

An aligned, thoughtful Board of Directors is critical to Collegiate's success. Therefore, Collegiate Academies will continue to develop an active, strong Board of Directors that is representative of our community and will play a crucial role in supporting our strategic growth. The Board will oversee the management of the business, affairs, and property of CA. Regular meetings will be held at times and places determined by the Board, and notice of meetings will be given in compliance with the Louisiana State Open Meetings law, La. R.S. 42:4.1 et seq. CA will maintain a Board of at least seven (7) individuals and will elect or appoint committees for a focused discussion of critical organizational issues. No member of the Board will receive any salary or compensation for their services.

Roles on the CA Board are designed to provide oversight and help the organization reach its goals. To ensure efficient and effective carrying out of Board duties, the following positions will be designated:

- **Chairperson:** Preside at all meetings of the Board. Has general charge and supervision of the administration of the affairs and business of the CA. He or she shall have the

power to sign all contracts authorized specifically by the Board, to execute and deliver other documents and instruments, and to sign checks, drafts, notes and orders for the payment of money. The Chairperson shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

- Vice Chairperson: In the absence or disability of the Chairperson, perform the duties and exercise the powers of the Chairperson. The Vice Chairperson may have such powers and perform such duties as may be delegated by the Chairperson or prescribed by the Board.
- Secretary: Responsible for the maintenance of an accurate record of the minutes of all Board and committee meetings; serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); perform other duties as assigned. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.
- Treasurer: Assist the Board in the oversight of the CA's financial management but shall not participate therein. The Treasurer shall also serve as the Chair of the selection committee for the auditor engaged to conduct the annual audit.
- All other members shall attend all meetings in order to actively and thoughtfully oversee the management of CA.

In addition to authorizer-required training, Board members receive training and information from partners such as LAPCS in order to remain informed about key policy compliance goals and to be equipped to ensure that schools are on-track to meet them. In rare instances where the organization learns it is out of compliance, the Board requests regular status updates and clear plans to resolve the situation. Transparency and accessibility for staff, families, and community members is a high priority for the Board. As such, meetings are scheduled outside the hours of the standard work/school day and posted and publicized in compliance with the Louisiana State Open Meetings Law, including: public notices, posting meeting information on the Collegiate Academies website, meeting times appearing on the organization-wide shared Google calendar, and physical hard copy postings on all points of entry of our schools the week of a given meeting.

The Board's direct relationship with the day-to-day operations of the organization is the CEO. The CEO provides regular in-depth reports in public meetings about the organization's progress on key goals and initiatives, as well as partners with the board to develop, pressure-test, and adopt organizational budgets and policies. The CEO or designee supports Board committees as well (e.g., CAO at Academics; COO/CSO at Finance; etc.), ensuring that Board discussions and decisions are informed by on-the-ground perspective and insight. Committees include Finance, Academics, and Governance. The roles and responsibilities of these committees are described throughout the following sections.

Appendix 5: Charter Board Resumes

Organizational and Financial Goals (Q30): As detailed in Attachment 13: Collegiate Academies High School Annual Goals, Collegiate sets comprehensive and measurable goals for each high school in our network. While we regularly step back to examine data and adjust goals, we do not differentiate goals based on which year a school falls in its charter contract; each year's goals are ambitious and comparable. As discussed elsewhere in this application, the School Leader is ultimately responsible for achieving the full array of goals listed in the attachment. The CEO, School Leader Manager, and Chief of Staff all provide direct support via on-the-ground coaching, facilitating coordinated support from across the network team, and regular performance reviews.

Collegiate Academies' Board of Directors uses the authorizer financial performance framework as a baseline to set measurable financial goals for all charter schools in the network, as well as the consolidated organization. For example, framework requirements typically set the fund balance / Days of Cash requirement at ~10% of expenses; Collegiate aims for 15% to ensure healthy reserves and significant flexibility in the face of uncertainty. Both internally and for our authorizers, we aim for a clean annual independent financial audit with no findings and timely submission of AFR, Audit, Budget Template, Budget-Proof of Public Notice, Millage Report, and Quarterly Financial Reports. We will continue to ensure all financial goals and reporting deadlines are met as we open the proposed school.

Attachment 13: Collegiate Academies High School Annual Goals

Board Monitoring of Goals (Q31): Board responsibilities are structured to help each CA school accomplish its vision. The Collegiate Academies' Board of Directors is ultimately responsible for ensuring that all schools and the central office meet their academic, fiscal and operational objectives. Collegiate Academies' Board of Directors responsibilities include:

- Bearing final responsibility for each school's academic success, organizational viability, and faithfulness to the terms of the charter
- Development and approval of the annual organization-wide budget
- Approval of all organizational policies
- Supporting the organization in fundraising, communications, and advocacy efforts
- Setting goals and reviewing strategy to continually guide the organization towards the fulfillment of its mission
- Hiring, termination and evaluation of the Chief Executive Officer

The board represents the diverse professional experiences and practical expertise necessary to support the startup and long-term viability of a charter network. Such experiences and expertise include education, finance, law, non-profit and community leadership, human resources and previous governance experience.



Each meeting, the Board receives a CEO Report on academic performance and strength of student culture at each school. Specific data points and indicators are presented with comparisons to prior years or peer schools and districts when available. To ensure that CA has the resources needed to execute its vision, monthly financial reports are provided as well. Discussion and questions about the allocation of resources to the highest priority areas follows.

This candid and transparent process maximizes the focus and resources on the organization's critical goals. When data indicates that one or more goals are off-track, the board's first and primary step is to request and discuss information and action plans developed by the CEO and her/his designees. While the Board has strength, insight, and expertise, their structural position is not one that allows for direct action and intervention into the day-to-day operations of the organization. Rather, they take appropriate and mission-aligned steps such as requesting deeper analysis of the root cause of missed targets, more frequent and intensive reporting on progress to milestones that indicate positive momentum toward the state goals, and consultation and resource-sharing (e.g., connection to external experts). The Board also regularly reviews CEO performance toward key organizational goals and is empowered to hold the CEO accountable for meeting agreed-upon standards.

Board Evaluation (Q32): The Board is wholly responsible for evaluating the Collegiate Academies CEO and holding them accountable for school performance. To do so, the Board receives a wide array of information in Committee and full Board meetings, and uses those sources to hone in on a small number of critical priorities each year for the CEO. An example of specific metrics and measures used in the past has included:

- Average number of years of growth on NWEA MAP Reading Assessments (across all grades and all schools): 1.5 years of growth per academic year.
- Cumulative Fund Balance (e.g., above the Board threshold of 15% of current year expenses).
- Additional qualitative metrics such as improved community / alumni relations and deeper community partnerships.

At each meeting, the Board receives a CEO Report on academic performance and strength of student culture at each school. Specific data points and indicators are presented with comparisons to prior years or peer schools when available. To ensure that the CEO is tracking toward the Cumulative Fund Balance goal and that CA has the resources needed to execute its vision, monthly financial reports are provided as well. While these ongoing progress reports are presented and discussed at each meeting, the formal evaluation process for the CEO is led by the Executive Committee, which conducts an annual CEO evaluation against organizational goals.

Financial Planning & Board Monitoring (Q33): Collegiate Academies is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accounting in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) rules and regulations.

Strong financial policies and procedures enable us to meet our financial needs and obligations, ensure long-term financial stability and viability, and protect organizational assets.

We review our Financial Policies and Procedures on at least an annual basis to ensure that they reflect best practices and provide comprehensive guidance to the organization. Compliance with these policies and adherence to these procedures has ensured no financial audits findings amidst significant expansion in scope and complexity. The specific policies are available upon request and are summarized in the sub-parts below:

To ensure that CA has the resources needed to execute its vision, monthly financial reports are provided to the Board to monitor the network's financial position. The Finance Committee provides an initial review and preliminary set of clarifying questions prior to full Board review. As needed, the COO provides follow-up analysis and reporting on specific questions, such as enrollment and year-to-date fundraising.

Ultimately, the CEO is responsible for overseeing the organization's budget and all components and schools. They do so primarily through hiring and managing staff. Their responsibilities and annual goals include hitting established financial targets, which vary slightly depending on the year of the charter contract. The School Leader delegates much of the technical work to their Director of Finance and Operations (DFO). Both the School Leader and DFO receive tools, support, coaching, and feedback from dedicated network personnel on the Finance and Operations Team, led by the COO.

An independent financial audit provides critical transparency and validation of reported financial results. To meet the established deadline of December 31st, the Board Finance Committee engages a firm far in advance, typically at or around the end of the fiscal year. The COO is charged with serving as the direct liaison and providing all requested information and documentation, as outlined in a comprehensive project plan that provides significant contingency and buffer time. The COO in turn receives intensive support from CA's contracted accounting and financial reporting firm (currently EdOps). Regular status updates are provided to the Board via meetings throughout the fall. If the benchmarks are missed, the Board or COO may request additional resources, updates, and support to ensure the deadline is met.

CA will continue to operate with strong financial controls and a commitment to transparency. As such, we implement the financial systems and controls to ensure there are essential checks and balances to safeguard CA's finances, including but not limited to:

- Appropriate accounting software with ability to grant differentiated permissions based on role (Blackbaud Financial Edge)
- Strong accounts payable system that ensures proper documentation of expenses and thorough approval routing across all appropriate levels of school and network management (Concur - SAP)



- Rigorous segregation of duties best practices (e.g., check signers cannot write checks; bank reconciliation not completed by check signer, multiple signatures for expenses >\$25,000)
- Payroll controls to ensure accurate and timely payment of employees (e.g., approvals of payroll preview with match to actual payment; multiple approvals to change employee pay; personnel files maintained)
- Disbursement policies to ensure controls are maintained at all times (e.g., no checks made to 'Cash'; blank checks not signed in advance; blank checks are locked).

Collegiate Academies does not tolerate any financial mismanagement, misappropriation, or fraud. We have built a strong culture of financial compliance that we will continue to advance with these new schools.

Training & Development of Board Members (Q34): The Board President and Governance Committee are responsible for reviewing the board's current strengths and areas of expertise, as well as gaps that must be filled via trainings or the addition of new board members. In the past, this discussion has taken place at the annual board retreat. The Collegiate Academies board utilizes resources from NOLA-PS and LAPCS (and other nonprofit partners) with expertise in the Louisiana charter school sector to fill areas of weakness through training workshops, consultations, and, when needed, board meeting observations and debriefs.

Additionally, all board members receive training and information from partners, such as LAPCS, in order to remain informed about key policy compliance goals and to equip them to ensure that schools are on-track to meet them. In rare instances where the organization learns it is out of compliance, the Board receives regular status updates and helps to create and implement plans to resolve the situation.

As part of the onboarding process and throughout each board member's tenure, training occurs to support the activities and compliance of the organization. New board members take part in NOLA-PS designed and required trainings and then both new and experienced members receive training on effective governance practices; goal-setting and progress monitoring across academic, financial, and operational domains; communications and community engagement; executive evaluation and performance management; and programmatic knowledge-building (e.g., an in-depth exploration of CA's approach to English Learner instruction and support).

We consider the selection process as a critical component of onboarding as well: new board members understand from the outset that the Board's role is to evaluate the performance of the CEO, approve the budget, and assist the CEO with any requests. This foundational principle--as well as more general information about the functioning of the Board and strategic plan of the network--are reinforced through onboarding activities such as meetings with fellow board members, meetings with the CEO and network leadership, and observation of board and committee meetings. Board members are provided the bylaws, recent meeting minutes, annual reports produced by staff, and compliance guidance from sources such as LAPCS and LDE to ensure they are fully prepared for the responsibility.

Lastly, the assistant to the CEO provides the bulk of staff capacity for board operations, compliance, and coordination. The CEO and Board President set an appropriate calendar and delegate the administration to staff. This includes securing space; ensuring agendas are set and posted according to Open Meetings laws and authorizer policy; drafting minutes, finalizing, and posting to the network website; coordinating the compliance responsibilities of new and returning board members, etc. The CEO provides a semi-annual job evaluation based in part on the Assistant's success in accomplishing the above goals in a timely and professional manner.

Board Meeting Frequency, Open Meetings Laws & Open Records Act Compliance (Q35):

Collegiate Academies sets and communicates a regular meeting schedule to allow for advance planning and transparency, while also maintaining the capacity to set additional meetings to respond to the dynamic nature of operating public charter schools in the context of the COVID-19 pandemic. In all cases, meetings are held and communicated in accordance with state Open Meetings Laws. The Board typically meets 6-8 times annually, including an extended Board retreat. Meetings are split proportionally by student count between New Orleans and Baton Rouge; in effect, this results in 1-2 meetings per year in Baton Rouge. The Board has also utilized Zoom to allow for remote participation by members, staff, families, and members of the public. This pathway will continue to be evaluated as public health guidance and emergency declarations continue to evolve.

Ensuring complete compliance to Open Meetings Laws and Open Records Act begins by stressing the importance of these provisions in the recruitment, selection, and onboarding of new members. Resources from LDE, NOLA-PS, and LAPCS help provide digestible and actionable steps. The responsibility for ensuring compliance rests with the CEO and Board Chair. As outlined elsewhere, the Executive Assistant to the CEO provided crucial on-site staff support to ensure all steps are taken in the prescribed outlines (e.g., agendas posted and circulated; public comments gathered and facilitated; meeting minutes recorded in detail and posted). Our experienced board and staff will continue to maintain these compliance bottom lines in the operation of the proposed school, while continually seeking out ways to expand participation and access to the critical role of the board in our network of public charter schools.

Appendix 6: Charter Board's Governing Bylaws

Section 4: Financial Plan and Capacity

Operational Management and Leadership

Operational Management and Leadership (Q36-37): In Collegiate Academies' well-honed school model, the School Leader maintains ultimate responsibility for the non-academic services on their campus. Rather than focus their time directly on these functions, each School Leader hires an exceptional Director of Finance and Operations (DFO) to lead these domains. Each DFO has access to a wealth of resources, systems, and supports to ensure all

non-academic services are exceptional and consistent. Most notably, at the network level, our experienced Chief Operating Officer has built a team of functional experts in all operational aspects of a school so that DFOs have strong, service-oriented coaches available in each domain. These include Directors or Senior Directors of: Data & Technology; Human Resources; Facilities; School Operations; Student Recruitment; Shared Services; and Finance/Accounting/Budget. Additionally, Collegiate's in-house General Counsel provides support on questions of legal compliance. Typically, the DFO builds a team of 2-3 additional teammates to tackle key workstreams. These teammates also receive differentiated support.

Collegiate's commitment to growth extends beyond student learning and teacher development. It includes the ongoing skill-building and training of all teammates, including those focused on financial and operational goals. We have a strong set of onboarding trainings and introductions to core systems that are provided by network staff to new school-based finance and operations staff. These are sustained by ongoing weekly coaching by experienced functional leads in Operations, Shared Services, Finance/Accounting/Budget, HR, and other domains. We also lean heavily on peer learning and collaboration, including multiple "Ops Observations" each academic year that bring together operations and finance teammates from across Collegiate's seven campuses to observe best practices and provide in-depth feedback on key campus priorities. This peer learning is consistently rated highly by participants as a strong driver of their development and growth. Finally, we utilize external partners such as Charter School Growth Fund, Louisiana Association of Public Charter Schools, Louisiana Association of School Business Officials (LASBO), EdOps, The Together Group, and other providers to meet distinctive needs. This comprehensive set of supports ensures that our mission is deftly supported by strong operations and finance functions now and in the future.

Transportation to school will be provided. Any student who lives in East Baton Rouge Parish and is at least one mile from the school is eligible for free transportation. Collegiate Baton Rouge will contract with a student transportation services provider who will be responsible for all day-to-day operations, maintenance, driver training, and supervision.

Student Enrollment and Recruitment

Student Enrollment and Recruitment (Q38): Collegiate will build on successful recruitment strategies to meet parent demand for our schools. All Collegiate Academies high schools are open enrollment and Collegiate Baton Rouge school partners with EnrollBR as our application platform. Our only admissions preference is for siblings of current CA scholars. We anticipate taking part in the same process with any future school openings and will comply with all timelines and related requirements.

We anticipate being fully enrolled for the 2024-2025 school year across all Collegiate schools. Based on typical "feeder" schools and high density neighborhoods, Collegiate prioritizes school visits and tours of our campuses by potential scholars. Each CA school has an Ambassadors program that provides coaching and collaboration for current scholars who want to spread the

word about their positive experience at our schools. Throughout the fall and early spring, our team arranges for Ambassadors to visit middle schools to give a presentation and answer questions. From there, school representatives follow up with information and encouragement to enroll. Internally, we track touch points against benchmarks we have set in order to push our recruitment team to reach ambitious goals. In previous years, we have also invested time and resources in advertising and canvassing.

In order to make sure that scholars and families do not experience roadblocks to apply to any CA school, we make sure that all recruitment materials are translated into both English and Spanish; we partner with middle schools to offer school visits and tours during school hours; and we offer Zoom tours and open houses.

All information and forms are collected electronically through PowerSchool Enrollment. After a student's parent/guardian accepts the offer to enroll on the [EnrollBR.org](https://enrollbr.org) website, the school provides the parent with a link to the school's enrollment portal and the student's unique login information. Parents who do not have access to a computer or internet may schedule an appointment to complete the electronic enrollment forms at the school by contacting the main office

In the event that the number of applications for any grade exceeds the number of available seats, a random lottery will be held. We have developed an extensive lottery and enrollment process for Collegiate Baton Rouge ([see CBR's website for details](#)). We continue to refine our process and will share learnings across campuses.

In every year since our founding, all Collegiate Academies schools have significantly exceeded the required percentages for economically disadvantaged and special education student enrollment. We anticipate this trend continuing in the proposed school and look forward to welcoming and serving all scholars. This embrace of "all" is core to our mission, adult culture, and programming; this design principle sets the strongest possible foundation for retaining the intended student population and achieving excellent academic, social, and postsecondary outcomes with student populations that have been traditionally underserved in Louisiana public high schools. To ensure that retention remains high and, indeed, improves over time, Collegiate has robust data systems and protocols to elevate trends in performance, attendance, retention, and a host of other key measures. If we see that a certain subgroup is struggling to master a key skill, is struggling to attend school consistently, or is leaving our schools at a higher rate than the general student population, that insight triggers comprehensive action involving school and network teammates. We collectively uncover root causes and develop action plans to reverse the trend. This cycle of data analysis-action-planning-intervention-reflection has served our scholars well for over a decade. We will continue to refine and implement these protocols in the proposed school in order to ensure that we retain the intended student population.



Financial Plan

Revenue Sources (Q39): We have provided notes and assumptions directly in the financial model overview, with key highlights in the bullet points below.

A few key revenue notes:

- Since no inflator was available on the revenue/MFP side, we elected not to apply one to the expense side.
- We assume school-generated revenue and philanthropic contributions in line with the historical benchmarks set by CA schools of comparable size. The school-generated revenue includes revenue from ticket sales (games, dances), parade revenue, and miscellaneous sources (student fees, senior budgets etc.). The philanthropic contributions reflect the average amount secured by the Advancement Team each year. We benefit from deep relationships with a range of donors whose grants supplement the budget to ensure we are able to provide the full range of intervention, programming, mental health support, and alumni advising that have contributed to our results to date. Our approach is to maximize the return on investment from fundraising efforts by setting clear goals and hiring highly skilled development officers to bring in needed resources during the period where Collegiate Academies schools are growing to scale.

A few key expense notes:

- The staffing map reflects personnel investments characteristic of a CA high school (though School Leaders have the autonomy to adjust the staffing map within budget). Average salaries across various roles are shown. Notably, CA's teacher pay is among the highest regionally, both on an absolute basis and when comparing teachers of similar levels of experience across districts. We invest in our people and believe in their capacity to grow.
- All other expenses reflect average amounts from the last 3-5 years across Collegiate schools. We aim always to reduce operational and administrative costs to invest the maximum amount possible in our classrooms and in the direct support of learners.

Contingency Plan (Q40): At full enrollment, Collegiate Academies will reach financial sustainability on recurring public funding from local, state, and federal sources. For grade-at-a-time schools, this occurs in or before its fifth academic year, depending on geography and facilities costs. For takeover schools, we expect this in year one or two, depending on enrollment changes in the transitional phase. In the interim, CA has committed to raising philanthropic funds from local and national sources, as well as seeking competitive grants from local, state, and federal government agencies. While Collegiate has not had this issue in the past, our ability to lean on philanthropic funds when necessary is an important failsafe if expenses are higher than expected or if enrollment does not meet expectations in the short-term.

Like all budgets, the proposed school's budget would be carefully set and managed each fiscal year of the charter contract to ensure that we meet all financial goals and requirements of our charter agreement. A fundamental component of the Collegiate financial and operational model is cost sharing. CA allocates a large proportion of fixed costs across all network schools on the basis of enrollment, so a school operating at low enrollment would bear a smaller percentage of the overall network costs. In addition, we have developed strong systems to ensure that we can run even leaner operations teams than are currently modeled in order to realize cost savings.

As our academic model is crucial to the success of our scholars, we will always work to ensure that high-quality programming is maintained at all CA schools. Therefore, in order to accommodate for low enrollment numbers, we will first look at non-programmatic costs to find efficiencies and mitigate any impact for scholars. For example, we will explore the following opportunities for increased cost efficiency:

- Coordinating start times across multiple schools to allow a greater percentage of buses to run tiered routes
- Creating teaching schedules where highly qualified teachers teach multiple classes/preps
- Leaning on an experienced and highly-aligned network curriculum team to ensure that excellent materials are in place for all courses
- Creating multi-school staffing roles, such as a part-time social worker whose caseload can include scholars at multiple school locations
- Utilizing shared programming like the award-winning Las Sierras Academy so that we can provide innovative programming at lower cost due to economies of scale

On a temporary and/or as-needed basis, additional philanthropy and one-time funds can be used to bridge the financial gap until stronger enrollment is realized. We will coordinate one-time investments with increased focus by our network Student Recruitment Team to maximize engagement by middle school families and drive enrollment in subsequent years.

Back Office Service Provider (Q41): Collegiate Academies employs EdOps to assist in our financial management and back-office support. The description of services may be found in Appendix 7.

Appendix 7: Back Office Service Provider Agreement

Financial Requirements (Q42): All Collegiate Academies schools have met Financial Health Expectations established by NOLA Public Schools & the LA Dept of Education in each year of operation. Additionally, we have successfully passed all federal monitoring completed by the Louisiana Department of Education in their role as SEA for federal funding sources such as Title I, IDEA, and so on. We have met all requirements of competitive federal grants such as the Charter School Program Replication and Expansion (CSP) grant and the Teacher Incentive Fund grant (administered by NSNO). Finally, as of 6/30/2024, we have over 100 days cash on hand, which is significantly higher than required by our authorizers.



Annual Budgeting (Q43): Embodying financial stewardship and meeting critical financial measures is crucial to the success of our organization and, ultimately, to the success of our scholars. We define 'financial stewardship' as competent, disciplined, and student-centered use of financial resources to improve the academic and life outcomes for our scholars. From budgeting to controls to long-term planning, each financial decision must be evaluated in light of its capacity to advance our mission and allow CA to better serve our scholars. For this reason, we integrate our finance function into the leadership team of every school and the network office. We discuss key financial metrics and strategies collectively as a leadership team to ensure the full range of academic, social, and operational impacts are considered in decision-making. We collectively create an ambitious plan for long-term financial sustainability and check-in on it often to ensure we are on the path to continuing to provide excellent high school options for generations to come.

As with any financially healthy organization, Collegiate Academies approaches budgeting with a mindset of maximization. Every cent is carefully allocated, with the large majority of dollars spent at the school level on our scholars and our teachers. We believe in paying our teachers a salary commensurate to their professional status, and we invest in their growth and professional development. Likewise, we invest significantly in student programming, especially those programs that support the scholars with the highest needs. When incoming revenues are not sufficient to fund our full program plan, we conduct detailed analyses to determine the most appropriate areas for cutting costs. When possible, we focus on making cuts at the central office level rather than at our schools so that our scholars do not suffer. This aligns with our overall financial philosophy: to always focus on and invest in what is best for the scholars of Collegiate Academies.

CA schools receive ongoing central network support to ensure they are maximizing resources available to scholars and educators, while maintaining focus on the long-term metrics that are critical to demonstrating a commitment to financial stewardship. This support begins in budgeting, when clear targets and guidelines are set so that School Leaders innovate within the bounds of financial responsibility. As hiring and spending begin, SL and DFOs meet weekly (at minimum) to ensure programmatic decisions align to the annual and long-term financial plan of the school. The network COO leads monthly budget meetings and biannual re-forecasting to structure the analysis and decision-making around the use of financial resources. At all times, the expectations around transparency and proper application of CA's Financial Policies and Procedures are maintained. Each year, School Leaders reflect on the overall direction of their school and revisit their programmatic elements to provide better services to scholars and/or to meet key financial indicators.

In December and January, the COO and network team refine revenue and expense assumptions for the year head. These are consolidated into a user-friendly tool for each school and the central office (CST). From February - April of each year, SL and DFOs meet weekly (at minimum) to ensure programmatic decisions align to the annual and long-term financial plan of

the school. The Finance Committee and Board of Directors reviews a preliminary budget in May, with final approval over the summer in a second Board meeting.

The network's COO leads monthly budget meetings with the School Leader and DFO. In these meetings Year-to-Date spending is compared to the latest budget and anticipated revenues/enrollment are checked against actual student figures. We run a formal re-forecasting process twice annually (post 10/1 and 2/1 counts) to ensure each school is on track to meet financial measures set by our board and authorizer. The COO leads monthly board reporting to identify any challenge areas and solve them. The annual “scorecard” for each School Leader contains data on their success in meeting agreed-upon financial goals: elevating these objectives ensures that the School Leader is identifying skilled teammates to lead this functional area and is tapping the support of network experts to resolve challenges.

Appendix 8: Insurance Coverage

High School Addendum

Roster of Courses (HS Addendum Q1): Please see Appendix 9: Course Offerings by Diploma Type for a roster of courses most likely to be offered, including core content/graduation requirements, special education courses, and electives. The courses we will likely offer above and beyond core content and graduation requirements are aligned with our commitment to equity and excellence; course offerings are focused on helping scholars find their personal path to their most rigorous post-secondary outcome. Ongoing development of courses and pathway offerings is taking place within our Portrait of a Graduate framework. This work will fundamentally guide our goals, programming, and mission as a network, ensuring every student's high school experience empowers them to pursue and persist through the career of their choice and ultimately offering them greater independence and economic stability.

Appendix 9: Course Offerings by Diploma Type
Attachment 11: Portrait of A Graduate Aims

Diploma Pathways (HS Addendum Q2): At present, existing Collegiate Academies schools only offer the Core 4 TOPS University Diploma and the LEAP Connect Diploma. We are in the process of strategizing our approach to Jump Start 2.0 pathways, including increasing our participation in Operation Spark as outlined below, but we have yet to make plans to offer this diploma pathway in our existing schools or the proposed school. As we continue our Portrait of a Graduate work, it is possible that our existing schools and the proposed school may initiate Jump Start 2.0 pathways in the coming years.

Appendix 9: Course Offerings by Diploma Type

Course Offerings for AP, IB, Dual Enrollment, ACT & CTE (HS Addendum Q3): Course offerings are below and grade level varies by course based on each student's educational progression plan / Individualized Graduation Plan (IGP). As our "Portrait of a Graduate" pathways work progresses, we anticipate incorporating additional course offerings based on feedback from scholars and families and development of additional pathways.

AP, Dual Enrollment, ACT, CTE Courses
ACT Prep (ACT)
AP Language (AP)
AP Literature (AP)
Fundamentals of JavaScript through Operation Spark (CTE)
Dual Enrollment Classes through National Ed Equity Lab, including college coursework in English, Math, and the Social Sciences (Dual Enrollment)

Appendix 10: Table of Course Offerings for AP, IB, Dual Enrollment, ACT & CTE

Jump Start 2.0 Assessments (HS Addendum Q4): To date, Collegiate Academies has not offered industry-based certificate assessments to scholars on a Jump Start 2.0 pathway. While we believe wholeheartedly in providing a broad range of opportunities for our scholars based on their interests and goals, we have focused on other areas of academic growth and achievement for the network. Jump Start diplomas can present challenges to access to 4-year colleges, and we have therefore prioritized graduation pathways that allow scholars a greater range of postsecondary opportunities. We develop partnerships with providers to offer CTE courses to our scholars. This includes a regional partnership with Operation Spark for their coursework, which is available in Baton Rouge. In New Orleans, we have developed partnerships to bring CTE to our high schoolers and are excited to do that wherever we serve scholars.

One key step that we have taken as an organization to be able to successfully implement Jump Start pathways is to move each of our high schools to a 4x4 block schedule. Based on expert advice and resources from the Louisiana Department of Education, we believe that this foundation will allow for critical scheduling flexibility needed to expand our offerings. If this charter application is accepted we will continue this work at our new New Orleans location as well.

Internships (HS Addendum Q5): We work to provide our students with as many real-world opportunities as possible. Collegiate Academies has partnered with many different community organizations to support students ability to participate in work-based learning programs. In New Orleans, we have developed a strong partnership with Youth Force Nola. With a second school in Baton Rouge, we would have the ability to scale more work-based learning opportunities for our scholars there.

Students at Risk (HS Addendum Q6): To ensure our schools are supporting scholars who are most at risk of dropping out in their work towards high school graduation, college readiness, and lives of unlimited opportunities, Collegiate Academies leverages our data systems to identify early warning signs. These triggers are centered around: attendance, behavior, and course performance (ABCs). All of our data systems are designed with these indicators in mind; for instance, we keep a constant gauge on scholars who are facing challenges with chronic absences and each school has an attendance team that is focused on keeping those scholars in class. The same is true for our Response To Intervention(RTI)/Multi-Tiered System of Support (MTSS) continuums of support: When a “School Building Level Committee” convenes to strategize which scholars need particular supports or interventions, they are scrutinizing ABC data.

In addition, we work to ensure scholars have strong relationships with adults on campus to cultivate a sense of belonging and connection. An emphasis on special programs that speak to student needs and interests also helps to build those connections, including compelling post-secondary pathways for scholars with the most complex needs.



There are four main student profiles that frequently require increased support to prevent dropping out of school.

1. Scholars facing challenges with the ABCs. This triggers additional supports and interventions within our MTSS programming; many of the Tier 1 interventions we engage focus on cultivating connectedness and belonging, including increased attention from the student's advisor or other adults in the building. Our Portrait of a Graduate framework is also focused on helping scholars to think about what their personal goals and wishes are for life after graduation then setting them up with experiences that make them feel more invested in their time at school, increases the relevancy of day to day experiences, and keeps them more engaged.
2. Scholars who become pregnant. Each Collegiate Academies school has a homebound planning process to support scholars and ensure they don't fall behind in their courses. The process includes connecting scholars with mental health services, supports in their communities, and intentional planning for their transition away from and back to school.
3. Scholars experiencing houselessness. Collegiate Academies schools follow all McKinney Vento policies and provide additional supports and services within that framework.
4. Scholars who are experiencing incarceration or other institutional or legal challenges. For scholars who are not able to be physically present at school for extended periods of time due to engagement with the justice system or mental health facilities, our schools prioritize strong communication with their families and targeted supports for their transition back to school.

Our commitment to doing all we can to keep our scholars in school is unwavering and follows our mindset/approach for the other aspects of our programming; if our scholars or school face a challenge that has been previously unidentified or is unfamiliar, we work tirelessly to come up with solutions that cultivate personal growth and best position scholars for success.

Appendices & Attachments

Appendix 1: Evidence of Community Support
Appendix 2: School Model Master Plan • Collegiate Baton Rouge Handbook • G.W. Carver PBIS Example • Collegiate Academies Child Find Policy • Collegiate Academies MTSS School-Wide Program Example • Collegiate Academies 2019 Intervention Report
Appendix 3: Draft Grievance Policy
Appendix 4: School Leadership Team
Appendix 5: Charter Board Resumes
Appendix 6: Charter Board's Governing Bylaws
Appendix 7: Back Office Service Provider Agreement
Appendix 8: Insurance Coverage
Appendix 9: Course Offerings by Diploma Type
Appendix 10: Course Offerings for AP, IB, Dual Enrollment, ACT & CTE
Attachment 11: Portrait of A Graduate Aims
Attachment 12: CST Leadership Reporting Structure
Attachment 13: Collegiate Academies High School Annual Goals

Appendix 1

EVIDENCE OF COMMUNITY SUPPORT

Appendix 1
Evidence Community Support
Table of Contents

Organization and Contact	Document Description
New Schools Baton Rouge	Letter of Support for Collegiate Academies' 2024 Charter App.



October 24, 2024

East Baton Rouge Parish School System
1050 South Foster Drive
Baton Rouge, LA 70806

Dear Superintendent Cole,

New Schools for Baton Rouge believes that all children deserve an excellent education and that all families deserve choice in determining the school that meets their needs. We have seen Collegiate Academies deliver on that promise time and again since 2017, when they opened Collegiate Baton Rouge. The Dolphins have ranked in the Top 3 in academic growth among open-enrollment high schools in Baton Rouge every year since their founding. They serve all students that walk through their doors with joy and excellence, and families have noticed. They have a waitlist in each high school grade, exceeding their current facility capacity.

We offer our full support for the prospect of Collegiate Academies serving additional students in Baton Rouge, creating a high school option that is academically rigorous and engaging for students. The proposed school would enhance the educational landscape for hundreds of students each year, and continue to raise the bar for what is possible in high school.

We look forward to engaging Collegiate leadership in our grantmaking process over the course of the fall, and determining the financial resources that we are able to bring to bear on this exciting possibility. If you have any further questions, please feel free to contact me for additional information or a conversation.

Thank you,

A handwritten signature in black ink that reads "Noemi Donoso". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Dr. Noemi Donoso, CEO
New Schools for Baton Rouge

Appendix 2

SCHOOL MODEL MASTER PLAN

Appendix 2

School Model Master Plan Table of Contents

Documents
Collegiate Baton Rouge Handbook
Collegiate Academies 2019 Intervention Report
G.W. Carver PBIS Example
Collegiate Academies Child Find Policy
Collegiate Academies MTSS School-Wide Program Example

2024-2025



Collegiate Baton Rouge

STUDENT & FAMILY HANDBOOK



**THE MISSION OF COLLEGIATE BATON ROUGE IS TO
EMPOWER ALL STUDENTS TO GRADUATE FROM
COLLEGE AND CHANGE THE WORLD AS
LEARNERS AND LEADERS.**

Academics

The primary goal of instruction at Collegiate Baton Rouge is to ensure all students are prepared for college success upon graduation from high school. We believe learning exists as a tool to deepen our understanding of the world and thereby increase our ability to lead it. The learning our students do throughout high school needs to equip them with the knowledge and skills needed to succeed in college classrooms, as well as give them access to future learning that will equip them for the careers they are passionate about and provide the lives they find rewarding. Our classrooms intentionally prepare students for college.

Our instruction aligns to ensuring our students are making the growth necessary to put them on track to reach these benchmarks. We collect and analyze data accordingly. We adjust course and prioritize interventions in service of supporting our students to achieve these goals.

Academic Assessments

Collegiate Baton Rouge uses multiple assessments to monitor student progress, inform instruction, and ensure that all students get what they need to succeed. The staff works to ensure that assessments are not stressful times for students; rather they are presented as opportunities to show off all that students have learned. Our assessments include diagnostic exams in reading and mathematics, preparation exams for the ACT, internally developed assessments, and state required LEAP2025 Exams. These assessments are administered throughout the year. Teachers analyze the results to plan their instruction, identify students in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results are shared with families through the report cards that are distributed four times each year.

Grading and Academic Distinction

We believe grades are an important indicator of a student's progress towards college success, and that a grade for a given class is an indication of the student's progress towards that goal. For this reason, grades should be taken seriously by all students and used to inform necessary next steps in order to ensure growth towards college-readiness is made.

We use the state-mandated grading scale:

Letter Grade	Course Grade Range	GPA Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	50-59	0

Note: In Louisiana, courses designated Advanced Placement or Dual Enrollment are on a 5 point scale. A student earning an A in AP Literature would receive 5 points (out of a possible 5), a student earning a B would receive 4 points, a C would be 3, etc.

Students who achieve specific GPA benchmarks receive Honor Roll distinction. Academic distinction is awarded on a quarterly basis in the following ways:

Honor Roll:	3.00 or higher GPA
Principal's Honor Roll:	3.50 or higher GPA
Collegiate Honors:	4.00 GPA

Surely, working to achieve these GPAs is reward in and of itself. Students earning these distinctions increase their likelihood of success in college and beyond. The rewards that follow these achievements are Collegiate Baton Rouge's way of recognizing and honoring the hard work it has taken to arrive at these accomplishments. The great achievements of our school community ought to be celebrated. Achieving Honor Roll at CBR earns the student a special shirt and a certificate. Collegiate Honors earns each

distinction beneath it and most of all, the coveted 4.0 pin. This pin exemplifies the core value of Excellence, a true mark that the student earning it has refused to settle for anything less than their best.

Semester-long Courses vs. Year-long Courses

In the 2024-2025 school year, the only year-long courses will be English I, English II, Algebra I, AP English Language and Composition, AP English Literature and Composition, and Geometry. All other courses will be semester-long.

Gradebook Weighting

LEAP Courses

	Q1 or Q3	Q2 or Q4	LEAP	Final Grade
Semester 1 or 2	42.5%	42.5%	15%	100%

Non-LEAP Courses

	Q1 or Q3	Q2 or Q4	S1 Final Grade
Semester 1 or 2	50%	50%	100%

Additional Notes

- All final grades from S1 and S2 are combined for a student’s yearly GPA.
- If a student is enrolled in a LEAP course (Algebra, Geometry, English I, English II, US History, or Biology), the LEAP is required to be counted within a student’s course grade.
- Exceptions to the 15% weight for the LEAP test are made in the cases of students on a LEAP Connect pathway or students who are earning credit through applied April Dunn individualized criteria. In April Dunn circumstances, the LEAP test accounts for 5% of the final grade for LEAP courses. The remaining 10% will come from performance on the individualized April Dunn plan.

Quarterly Breakdown

A student’s quarterly average is a weighted average of **Mastery** and **Process**. The weighting percentages are shown in the chart below.

Assessments (**mastery** grades) will count for 60% total course grades, with **process** grades (like homework, classwork, prework, and participation) counting for 40%.

Category	% of Overall Grade	Examples
Mastery Assignments and assessments that measure mastery.	60%	Exams, essays, projects, labs, exit tickets that assess content mastery
Process Daily work that reinforces strong academic habits.	40%	Homework, classwork, prework, participation

Grade Entry

Teachers are **required** to:

- enter a minimum of **three** grades per week, of which at least **one** must be an assessment of mastery
- clearly communicate to students which assignments are graded and the effect they will have on students’ grades (i.e., the grade weight in relation to other grades)

Calculating Class Rank

At Collegiate Baton Rouge, we celebrate the academic accomplishments of our scholars in numerous ways, including designating a Valedictorian, Salutatorian, and Top 10 for the senior class. Below is an overview of how we calculate class rank, which then determines those honors. Class rank is calculated by averaging the GPA points for all courses on a student's transcript earned during high school.

- Traditional courses are calculated using the 4 point GPA scale, per state policy.
- Advanced Placement, Dual Enrollment, Honors, and IB courses are calculated using the 5 point GPA scale, per state policy.
- All CA credits and transfer credits will be assigned GPA points using the standard 4 point scale. There is no difference in GPA points awarded for grades with a plus or minus. For example, a B- or B+ earned at a previous school will be the same GPA points as a B (3).
- GPA will be calculated to the hundredth place.
- To be recognized as the class Valedictorian or Salutatorian, the student must attend our school for at least their entire 11th and 12th grade years (for a total of at least 50% of their time in high school).
- If there is a tie for Valedictorian, there is no Salutatorian.

Making up Missed Work

Students are expected to make up all missed assignments when they are absent from school within the timeframe allotted and announced by the teacher. Teachers may assign failing grades to students who have not made up missing work on time. A teacher may deduct points for work that is submitted late or may not accept late work for unexcused absences. It is the responsibility of the student to make arrangements with their teacher(s) concerning submission of missing assignments.

Academic Integrity

Academic integrity means being honest in completing assignments and exams for school. Schoolwork exists to help students learn; grades exist to show how fully a student has mastered content. All work and all grades should result from a student's own understanding and effort. Academic misconduct will be categorized in two ways:

Cheating. Cheating happens when a student receives or renders aid to or from any source that allows a student to misrepresent skills or knowledge on an assignment. This includes but is not limited to: copying answers, recording answers and bringing them into a test, looking up answers during a test without permission, etc.. It also includes cheating that is caught before it is executed. For example, if a teacher catches a student sending emails with answers to an upcoming exam, this is still considered cheating even though the students have not taken the exam yet. This also includes passing off a paper or assignment written by someone else as one's own (i.e., turning in a paper that was found online or a paper written by someone who took the class previously). Students are expected to complete all work to the best of their ability. Without academic honesty, we cannot be sure if students are making actual academic progress towards our learning goals.

Plagiarism. Plagiarism is turning in a product that, regardless of the student's intent, misrepresents the work of another as the student's own work. All written assignments should show the student's own understanding in the student's own words. All writing assignments, in class or out, must be composed entirely of words generated (not simply found) by the student. If words written by another person are used, they must specifically be marked as such with proper citation, according to the expectations of the class and assignment. Plagiarism includes everything from failing to cite a source by mistake to lifting a paragraph from a book and putting it into your paper. It also includes citing a source improperly - for instance, by using the wrong type of citation or making a mistake in the citation. It is any situation where a reader could think that work a student *did not* do is work that a student *did* do.

We recognize that students must be taught how to properly cite the work of others and use resources to compose papers. Teachers will work to do this with students.

Cheating and plagiarism may result in the following consequences:

- Zero for the assignment
- Detention

- Parent phone call
- Parent meeting
- Restorative circle

Involvement in more than three incidents of cheating or plagiarism in the same school year may result in:

- Grade of an F in the course for the quarter.
- Recommendation for summer school or a failing grade in the course.
- Discipline hearing.

Teachers will consult with their Grade Level Lead, DCI and the principal before assigning an F or referring a scholar to summer school. Final consequences are at the discretion of the Principal and DCI.

Use of Artificial Intelligence (AI)

Our school recognizes the growing importance and potential of Generative AI (GenAI) to help us prepare all scholars for college success and lives of unlimited opportunity.

At different points in time, students will be asked to engage with AI at various levels, ranging from no AI usage to full AI integration, depending on the specific learning objectives and skills being developed. Teachers will explicitly outline the appropriate level of AI usage for tasks and assessments, ensuring that students understand when and how to leverage these tools effectively. The default level of AI usage for a given task is no AI usage; teachers will make explicit when students are allowed to use AI to help complete a task, and how.

It is crucial that students always disclose when and how they have used AI in their work, as transparency is essential for maintaining academic integrity and fostering an open dialogue about the role of AI in education. Using AI to complete a task when AI is not allowed, or when the use of AI is not disclosed, is a form of academic dishonesty akin to looking up answers on the Internet, and is covered in our Academic Integrity policy.

Promotion and Retention

Collegiate Baton Rouge has rigorous standards for promotion that align to ensuring all students are on track for high school graduation and college success. Promotion to the next grade means a student is on track; retention in the same grade means a student is not on track to graduate with their cohort (but might be able to, with special effort, earn the credits necessary to get back on track).

Assuming a student meets attendance requirements, they can earn promotion by earning enough credits to be on track to graduation according to the guidelines in the Pupil Progression Plan, reproduced below. If a student does not meet attendance requirements for a given term, they earn no credit for the classes they took that term.

All promotion, retention and graduation decisions are made based on credits and state testing requirements. There is no placement into a grade except by credit accrual.

Promotion and Placement Guidelines

“Credits that fulfill a requirement” refers to courses that have approved course codes and that contribute to a TOPS University diploma. The below requirements are subject to flexibility if a student has the ability to obtain the necessary graduation requirements within the school’s schedule in the timeline allotted. In order to make this decision, the school will compare the child’s IGP with the school schedule and determine if the child can earn all necessary credits for graduation in the time allotted prior to graduation.

Promotion to 10th Grade

To be a 10th grader, a student must begin the academic year with:

- **six (6) or more** credits, AND

- **four (4) or more** credits that fulfill a requirement* on the list of 21 non-elective credits required for a TOPS diploma (*If students do not take Algebra I in their freshman year, but earn another math credit, that credit counts toward this requirement)

Promotion to 11th Grade

To be an 11th grader, a student must begin the academic year with:

- **twelve (12) or more** credits, AND
- **eight (8) or more** credits that fulfill a requirement* on the list of 21 non-elective credits required for a TOPS diploma
- at least **one LEAP 2025 testing requirement (out of three total) met** (via a passing score, an April Dunn plan, or an exemption)

Promotion to 12th Grade

A student who has completed three years of high school, and can graduate in two semesters, is a senior. To be a 12th grader, a student must begin the academic year with:

- **sixteen (16) or more** total credits, AND
- **eight (8) or fewer credits** required for graduation, such that the school is able to place the student in all required courses during the school year (e.g., the student does not need to take Algebra I and Algebra II simultaneously), AND all **LEAP 2025 testing requirements met** (via a passing score, an April Dunn plan, or an exemption), OR the ability to take the course associated with unmet LEAP 2025 requirements during the school year AND meet the requirements above (16 or more total credits, 8 or fewer credits required for graduation)

In addition to completing the required minimum number of Carnegie units of credits as presented by BESE, students must pass the required LEAP 2025 high school assessments to receive a high school diploma.

Grade placement in grades 9 - 12 for students with disabilities pursuing a Certificate of Achievement is either determined by the number of years in high school and/or the IEP team. Grade placement for students working on a LEAP Connect diploma pathway is determined by the number of years in high school and/or the IEP team.

Additional requirements for passing EOCs and LEAP2025 are included within the CA Pupil Progression Plan. Exceptions to these standards may be made on a case by case basis based on the number of years left until graduation and the ability of the child to make up necessary credits before that date.

Academic Intervention

In our classrooms we strive to intentionally prepare students for success in a college classroom. We use the following indicators to inform whether a student is on track for that goal:

Key Indicators for On Track to College Success:

- **GPA:** 3.5+
- **Reading:** on grade level or higher
- **Math:** Mastery on Algebra I and Geometry LEAP Assessments
- **Attendance:** 95%+
- **Behavior:** Few deductions, zero Incidents*
- **Leadership:** Active participation in multiple clubs & co-curriculars
- **ACT:** 21+ Composite (English 18, Reading 22, Math 22)

*Incident: a removal from class, an in-school suspension, a verbal/physical altercation, or an out of school removal.

Our instruction aligns to ensuring our students are making the growth necessary to put them on track to reach these benchmarks. We collect and analyze data accordingly. We adjust course and prioritize interventions in service of supporting our students to achieve these goals. The following intervention structures support students in meeting these indicators.

Progress Report Nights. Each quarter, students and families have the opportunity to meet with their teachers and advisors to discuss performance at school. Quarterly progress reports share critical information with students and families - proficiency in subject areas, attendance data, and progress towards end of years goals. Progress report nights are held mid-way through the quarter so that after conferencing with teachers, students are able to take action to improve grades before the close of the quarter.

Advisory. Each advisor receives a daily report on individualized student performance. Through the advisory structure we ensure that each student has a personalized coach (advisor) who supports the students in analyzing their performance data and making plans accordingly. If there is an indication that performance is slacking or not on track for college completion, the advisor will at a minimum hold a conversation with the student, and when necessary, identify and implement other appropriate interventions.

SAT. The Student Assistance Team (SAT) meets regularly to create and modify individualized and group intervention plans for students who need support in reaching their goals. This team is staffed by the entire grade level team so that all perspectives and voices can be channeled to support our students.

SBLC. The School Building Level Committee (SBLC) serves to support students through individualized intervention planning. Students requiring support above and beyond the typical interventions may find their case supported through the SBLC. Outcomes from the SBLC may trigger one of the following:

- Continued/modified intervention plans
- Outside referrals
- 504 referral / Individual Academic Plan (IAP)
- Pupil Appraisal (1508 evaluation to receive an IEP)
- Pupil Appraisal (Other supports)

The SBLC is composed of the Director of Scholar Support, Director of Mental Health services, Director of Pupil Appraisal or a psychologist, a General Education teacher, and the Principal.

Culture

Student Code of Conduct

The Student Code of Conduct for Collegiate Baton Rouge is created from the belief that the learning environment is sacred. We do whatever it takes to ensure every child has the opportunity to learn in an environment that is safe (physically, emotionally, mentally, and intellectually) and free of needless disruptions. We incorporate a variety of strategies to promote positive behavior and healthy relationships. We take advantage of opportunities to recognize students for positive behavior and values-aligned actions. Our Code of Conduct is designed to support our students in making positive college-prep choices.

Participation in Co-Curricular Activities

We are excited to offer various co-curricular activities, including athletics, clubs, bands and marching units. Participation in any and all of these after school programs is a privilege for students. Coaches may lead closed or open practices. Coaches will conduct tryouts for teams and head coaches have the authority to determine who is eligible to participate on their teams. Head coaches and club sponsors are able to remove members of their team/club at any time and discontinue the privilege of allowing them to go to practice/meetings, participate in activities, stay after school or play on the team if the student violates any school, LHSAA, or team rule that has been established. Coaches have the authority to suspend or permanently remove students from teams and clubs. Previously written notification or warnings are not required to remove co-curricular privileges from students. Please reference our athletics handbook for additional policies.

Participation in Senior Activities

In order to participate in graduation activities a student must be a senior in good standing and have made the necessary senior budget payments. Students who engage in physical altercations or other suspendable offenses may lose the privilege of participating in subsequent graduation activities. This means that seniors who have a fight on campus during the spring semester may have tickets and or participation to prom, trips and the graduation ceremony withheld.

In order to participate in the graduation ceremony, a student must have earned all credits and met all testing requirements for earning a high school diploma in the state of Louisiana. If a senior is in need of a testing requirement and the state does not return the score for that test before the graduation ceremony, that senior will not be allowed to walk in the graduation ceremony. In situations where a student is not on track to graduate on time, Cohen will partner with families to create an alternative plan to attain credits needed for graduation. Students who need to use summer school in order to get their final credits for graduation will not be allowed to participate in the May graduation ceremony. At the end of summer school, if the student has earned all required credits, they will have the opportunity to participate in a school, network or city-wide summer graduation ceremony.

Attendance at Games and Other After School Activities

We will host a multitude of events on weekends and after school. Some members of the community (or previous students or previous team members) may not be allowed to attend events. If an individual is placed on a not allowed to enter list because of previous actions or behaviors, they may be stopped at the entry point or asked to leave the event. This policy applies to both minors and adults. In addition, anyone who does something that is not aligned to the school values or policies and presents a safety risk to others may be asked to leave an event.

Positive Behavior Support

Dolphin Bucks

Collegiate Baton Rouge employs a variety of incentives to recognize students for positive, values-aligned actions. Students have the opportunity to receive recognition for demonstrating excellence in academics, attendance, behavior, culture, growth, and leadership. One of the primary ways students receive recognition is through Dolphin Bucks. Students receive Dolphin Bucks for demonstrating the school's values, consistent with our mission of college success. Students can receive Dolphin Bucks for actions both inside and outside of class. Though there are many actions a student can take that would lead to Dolphin Bucks, the list below illustrates a few examples for each value:

Excellence	• 100% homework completion • Revising an answer • Studying	Courage	• Consistent participation in class • Asking questions in class • Asking for help
Empathy	• Offering to help a teammate • Sending snaps and magic • Sharing encouragement with others	Optimism	• Using all of class to work • Pushing through challenging tasks • Encouraging teammates
Community	• Celebrating a teammate • Showing appreciation for someone • Studying with a classmate	Responsibility	• Completing class work urgently • Keeping materials organized • Going to tutoring

To award Dolphin Bucks, teachers enter the bucks into a data program called SchoolRunner. Daily, students see their Dolphin Buck balance on a “paycheck” they receive during breakfast/homeroom. Students may use their Dolphin Bucks for a variety of incentives, including to purchase snacks through the School Store and even to purchase off-campus field trips called “Day-cations.”

School Store

The School Store is a place where students can use the Dolphin Bucks they have earned to make purchases. Students may spend their Bucks on a variety of snacks, prizes, privileges, and experiences. The table below demonstrates a variety of items students may purchase:

School Items	Small Items	Medium Items	Large items
Notebooks Additional Polos Pencil	Fruit snacks Chips Small candy	Cookies Large candy Gatorade	Book Day-cation (special field trip) School / college shirt

There will be times where students are able to use their Dolphin Bucks outside of the School Store. Some such examples include Day-cation (taken approximately quarterly), an off-campus trip eligible only to students who can “afford” to purchase the reward with the Dolphin Bucks they have earned, and Auctions, events where students are able to use their Dolphin Bucks to bid on various prizes and win the item should they have the highest bid.

Positive Relationships

At Collegiate Baton Rouge we believe strong relationships between staff and students are essential for building a positive school community. Staff actively build positive relationships with students, parents and family members, and other staff members. Staff place an especially high importance on building strong relationships with the students they teach. Through a variety of actions such as check-ins, positive phone calls home, frequent phone calls home, feedback conversations, and close-the-loop conversations, teachers prioritize the building of strong relationships with their students. This serves a critical and supportive foundation for building positive culture and reinforcing positive behavior.

Circles

Circles will be used in a variety of ways to build community at Collegiate Baton Rouge. Circles are used as both preventative and restorative measures in a restorative school. Circles offer a structured form of conversation used to generate solutions and build community.

Engaging Lessons

In order to build positive culture and reinforce positive behavior, teachers at Collegiate Baton Rouge strive to plan engaging lessons for every class session. We know that our students want to be challenged and that an engaging and rigorous lesson allows students to be challenged in all the right ways. Through providing engaging lessons, students are given the opportunity to shine as scholars and have their academic habits and behaviors reinforced. When lessons are engaging and rigorous, students *want* to be in class and will work hard to meet the expectations of the learning environment.

Restorative Approaches

At Collegiate Baton Rouge, we use Restorative Approaches. Restorative Approaches (RA) are grounded in three key mindsets:

1. **Relationships matter:** The relationships between staff, students, and the community are paramount. Relationships are how we communicate and relate with each other. They are the means by which we accomplish the work that will lead us to mission fulfillment.
2. **Harm must be repaired:** To effectively restore the damage done in an environment, action must be taken. For relationships and community to thrive, we must take accountability where accountability is due, and work to repair whatever harm has happened. This is how we protect and strengthen our relationships with one another.
3. **Learning increases:** In RA, incidents that have caused harm are opportunities for learning to increase and for strengthening skills that will prevent a future incident. In addressing harm, we use this lens to ensure that the process drives learning.

Redirection Interventions

Staff members employ a variety of strategies both inside and outside the classroom to utilize Restorative Approaches when addressing student behavior. The work of RA begins in the micro-moments of our relationships. The following list represents a handful of approaches that are employed by teachers to help students be successful:

- **Reminders / Redirections:** Teachers will give reminders and redirections when a student is struggling to meet expectations. The teacher will clarify and remind students of expectations for that portion of class.
- **Check-ins:** If a student is seeming off in any way, teachers will “check-in” with the student to gauge “what’s up” and what may be happening for the student. The teacher will use the information learned to act accordingly (ex. If the teacher learns that the student is feeling especially tired, they may suggest a quick trip to get a drink to help the student wake up and move around for a couple minutes).
- **Stay-in-the-Game Conversations:** Teachers would use this strategy after employing several redirection techniques previously. A stay-in-the-game conversation reminds the student of the importance of being there in that moment and the work that is in front of him/her, while also affirming for the student the teacher’s belief that they are able to tackle whatever challenge is in front of him/her.
- **Communication with Parent/Guardian:** Teachers will utilize frequent communication with parents for a variety of reasons: to share positive acts students have demonstrated, to inform parents of challenges a student is experiencing, to collaborate and seek information on how to help their student be successful.
- **Practicing Positive Behavior:** When a student has demonstrated a cultural violation of some sort, a teacher may have the student practice the correct behavior. For example, if a student is repeatedly calling out in class and forgetting to raise their hand, a teacher may engage the student in a conversation about the behavior and have the student actually practice raising a hand before calling out.
- **Restorative Conversations:** In a restorative conversation, teachers ask students to identify what happened, who was impacted by the actions taken, the student’s personal responsibility in the situation, and what steps they might take in order to repair any harm that was caused to the community. This type of conversation would end with a commitment from all parties to ensure the next steps identified would be met.
- **Close the Loop Conversations:** Teachers use this approach when following up on an event that has happened previously. In this conversation the teacher and student are ensuring that the right learning has happened and harm has been repaired.
- **Breaks:** A teacher may suggest, or a student may request, the opportunity to take a quick break. Taking a break means a student goes to an agreed upon location to take a quick break from class to reset and come back prepared to engage in learning. During a break, a student may complete an activity or reflection to help him/her refocus on the goals of class and the day.
- **Resets:** If a student has continued to struggle after several redirections and attempts from the teacher, the student may be referred for a reset with the Hallway Dean.

Deductions

Just as students receive Dolphin Bucks for engaging in positive behaviors, students also receive deductions for engaging in negative behaviors. The system of Bucks and Deductions is intended to reinforce decisions that support students’ growth. This includes academic, social, emotional, and behavioral decisions. When a student makes a decision that hurts our community and detracts from our core values, a deduction is received. When a deduction is received, it takes Bucks out of the student’s account, therefore making it more difficult to purchase meaningful rewards. 12 deductions results in a lunch detention. Accumulation of deductions may also lead to recommendations for further consequences or interventions. A deduction is feedback for the student. The student should

view the deduction as a reminder that the behavior that resulted in a deduction is not helpful to their success. The student should therefore use the reminder to help him/her make a more productive decision next time. There are four levels of deductions:

-\$1 Deduction – Habit Formation	
-\$1 Incorrect transition	Not meeting directional or volume expectations of transitions.
-\$1 Littering	Purposefully or absentmindedly leaving trash behind or making a place less clean than you found it.
-\$1 Not cleaning	Not leaving a space "cleaner than it was found." Leaving trash, marks on a desk, spilled food, etc.
-\$1 Throwing items	Throwing items without permission in non-aggressive way that does not damage property (i.e. throwing paper across the room without permission, throw a pencil, using fruit to "make a basket" in a trashcan, etc.).
-\$1 Unprepared for Class	Coming to class without a writing utensil. Coming to class without the required notebook or binder for class. Not having the required textbook, literature, pre-work, or other materials required for class.
-\$1 Volume violation	Not meeting a set of clearly stated volume expectation (whispering during presentation or instruction, calling out, excessive volume level during transitions, talking during entry to class).

-\$2 Deductions – Values/Narrative Violation	
-\$2 Candy/food/drink/gum	Chewing gum, eating food or candy, or drinking drink other than water in class or the hallway.
-\$2 Inappropriate reaction	Responding to a correction in a disrespectful way or a way that causes a disturbance to the class or activity.
-\$2 Intentional Disruption	Intentional noises to disrupt or distract class: fake coughs, sneezes, etc.
-\$2 No Pass / Misuse of pass	Going somewhere in the school without an official pass; using a pass to do anything or go anywhere other than designated by the pass – i.e, using the restroom pass to go to the nurse, etc.).
-\$2 Off task during instruction	Doing anything other than the teacher-assigned task in the moment (i.e, working on work for another class, or another segment of class; passing notes; not starting work immediately; grooming; head down; sleeping; etc.).
-\$2 Out of Seat	Getting out of seat during class without permission.
-\$2 Side Conversation	Talking to a classmate without permission during class (i.e. during instruction, during silent work time, etc.).
-\$2 Uniform violation	Not wearing the school uniform as outlined in the school handbook (i.e. no belt, sagging pants, unapproved outerwear, etc.).
-\$4 Refusal	Being redirected/corrected on a behavior during a given class period 2+ times and then continuing to engage in that behavior.

-\$6 Deductions – Violations that Jeopardize the Safety and Well-being of the Community	
-\$6 Damaging Property	Carving into desk, writing on surfaces, hurting property in a way that is not violent.
-\$6 Derailment of lesson	Disrupting class in an egregious way (i.e. loud and disruptive outburst, yelling into a classroom that's not yours, etc.).
-\$6 Disrespect to another person	Undermining the dignity and/or humanity of another person – treating them differently than others, speaking to or about them negatively.
-\$6 Disrupting Announcement	Talking, having side conversation, calling out, etc. during a whole-group announcement (cafeteria, assembly).
-6 Entering a classroom	Entering into a classroom that is not yours without permission.

without permission	
-\$6 Inappropriate contact	Touching another student in a manner that is inappropriate for the school setting: public displays of affection (PDA) toward another scholar or play fighting/roughhousing.
-\$6 Inappropriate language	Using Inappropriate language not directed at another person.
-\$6 Lying/dishonesty	Intentionally deceiving a teacher. Being dishonest, not telling the whole truth.
-\$6 Misuse of resources	Using school-distributed items for any purpose other what is intended, including overuse. Damaging any school-distributed items.
-\$6 RC Send-out	Received when students have earned a referral to the Restorative Center.
-6 Slamming Anything	Slamming anything out of anger or frustration.
-6 Sleeping in Class	Continuing to sleep in class after redirections and offers for support.
-\$6 Tardy to Class	Being late to any class period of the day.
-\$6 Tardy to School	Arriving to school late (after the tardy bell for homeroom has rung).
-\$6 Technology Violation	Using a Chromebook in an unauthorized way (playing music when not allowed, looking at off-topic websites, playing games during instruction, etc.).
-\$6 Threatening language	Using threatening language that appears to be a joke and/or not suggesting actual intent.

-\$12 Deductions - Violations that earn an automatic Lunch Detention	
-\$12 Lost Bathroom Pass	Losing your bathroom pass and requiring / requesting a new one.
-\$12 Phone Violation	Phone on and/or used while at school. Actively talking/texting, phone rings during class, phone lights up, etc.
-\$12 Deductions – Automatic referral to the Restorative Center AND possible OSS / ISS	
-\$12 Making Threats	Speaking with intent to hurt or harm another person.
-\$12 Refusing Geographic Directions	Refusing an adult's directions regarding where you should be physically, usually involving one or several students' safety.
-\$12 Skipping class	Going to any place other than class at class time. (Most often happens during transitions.)
-\$12 Destruction of Property	Damaging property as a result of kicking, hitting, throwing, etc. anything out of anger or frustration.

Restorative Center

We believe that every student has the right to learn in a safe, respectful, and productive environment. If a student is struggling to meet expectations and is thus detracting from such an environment, they may be referred to the Restorative Center (RC). In the Restorative Center, Collegiate Baton Rouge staff members will utilize Restorative Approaches. The goal of the RC is to help the student learn from mistakes made and take action moving forward to repair any harm caused and re-enter the learning environment prepared to be successful. While in the RC, students will reflect on what happened and then engage in a restorative conversation. During this conversation, a Collegiate Baton Rouge staff member will support the student in identifying harm that was caused, responsibility that must be taken, and the appropriate steps moving forward that will help to repair damage caused. Steps moving forward may include:

- **Apology:** As a part of taking responsibility for what happened, a student may need to engage in an apology with members of the community who were harmed by the decisions made.
- **Mediation:** In a mediation, the goal is to resolve conflict that may exist between parties involved. A Collegiate Baton Rouge staff member may facilitate a mediation when needed.

- **Restorative Circle:** When several individuals are involved in a situation that involves conflict, a Restorative Circle may be used to help members express their thoughts and feelings with each other in a productive way.
- **Restorative Repair:** Restorative Repair is used to help students restore harm in meaningful and relevant ways. This takes a variety of different forms. The main idea is that as directly as possible, students are authentically repairing the harm that was done to the community or individuals through their own action or behavior. For example, if a student had made a choice to leave their breakfast items on the table in the cafeteria without properly cleaning, Restorative Repair may involve completing community service for the school helping to clean and beautify common spaces.
- **Return to Community:** When a student has engaged in an action that has jeopardized him/herself and the health of the community, a Return to Community Plan may be enacted. This is a plan that maps out actions the student needs to take in order to have their place within the community restored. This can serve as an alternative to suspension.
- **Parent Conference:** Following a referral to the RC, Collegiate Baton Rouge staff members, the student, and the student's parents may meet to discuss what the student needs to do to ensure success moving forward.

A scholar will be referred to the Restorative Center for the following reasons:

1. **Level Four Infractions and Safety Violations** (see below)
2. **Cultural Violations:** Cultural violations include repeatedly engaging in the same behavior following redirection, intentionally preventing learning from occurring, and threatening anyone. If these events occur, the student may be referred to the RC to complete a reflection before returning to class. This occurs after a staff member has followed the steps of a consequence ladder and the interventions have not successfully gotten the student back to on-task, productive work.
3. **Failure to serve assigned consequences:** If a student fails to turn in electronic devices (cell phones), serve detention, or comply with other restorative practices, they may be referred to the RC.

Infractions and Safety Violations

Level 4 Infractions and Safety Violations		
The following infractions will be addressed with urgency. Violations in this category make it difficult for learning to proceed. These infractions may result in immediate removal from class, referral to the Restorative Center, out of school suspension, recommendation for a parent meeting, a disciplinary conference, or an expulsion hearing. The principal or designee may determine additional consequences or interventions (in addition to or in lieu of referral to the Restorative Center or out of school suspension) for students involved in safety violations. Students may not be allowed to ride the school bus, participate in co-curricular activities, or attend any and all Collegiate Baton Rouge sponsored functions. Students may be encouraged to participate in Restorative Repair or Return to Community steps.		

Infraction	Definition	Consequence
Cultural Violation	• Repeatedly engaging the same behavior despite repeated corrections. • Not following geographic directions. • Showing disrespect to others • Disrupting learning of others in the classroom or hallway. • Threatening anyone.	Reset in Restorative Center and return to class
Failure to serve assigned consequence/ turn in electronic devices (cell phones)	• Student has a cell phone or device visibly on and/or audible: Teacher requests confiscation of phone and the student refuses.	See cell phone policy for more details. Student may be assigned to Restorative Center.
Destruction of property	• Vandalism, graffiti or damage to the building or another person's property.	Minimum 1 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Obscene behavior	• Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function and possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.).	Minimum 3 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Hate speech	• Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.	Minimum 3 day removal from classes; possible Discipline Hearing or Expulsion Hearing

Bullying/harassment	• Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. See “Bullying” section of handbook for more details.	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Cyber bullying	• Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture through any use of technology. Cyber bullying can occur on or off school property. See “Bullying” section of handbook for more details.	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Leaving campus during school hours	• Leaving campus during school hours and/or attempting to leave and return to campus.	Removal from class with possible reflection and reset or full day depending on the circumstances. The Restorative Center team will conference with the student, identify the challenge, and come up with steps to ensure the student can be successful in classes. The student is not allowed back on campus the same day the student left campus without permission.
Tobacco	• Using or possessing tobacco, vapes, or e-cigarettes on campus, the school bus, or at any school function.	Minimum 1 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Lighter/ Matches	• Using or possessing a lighter or matches on campus, the school bus, or at any school function.	Items will be immediately confiscated. Student will have a restorative conversation with school official (principal/dean). Minimum 1 day removal from classes
Trespassing	• Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.	Removal from campus and possible referral to Restorative Center upon return to school or additional days of suspension. Possible Discipline Hearing or Expulsion Hearing
Sexual harassment or assault	• Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.	Minimum 3 day removal from classes. Sexual assault will result in recommendation for expulsion.
Theft/stealing	• Theft or stealing (property valued over \$500.00 is greater penalty).	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Alcohol	• Possessing alcoholic beverages on campus or at a school function.	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
False alarm	• Pulls fire alarm/bomb threat/ discharging a fire extinguisher.	Minimum 3-day removal from classes. Required parent meeting.
Arson	• Intentional damage to property by any explosive substance or setting fire to any property.	Police report filed. Possible Discipline Hearing or Expulsion Hearing. Minimum of 5 school days removal from classes.
Verbally or physically inciting violence	• A verbal altercation where a student is trying to physically fight another person and has to be restrained/held back to ensure the safety of others or self. • Encouraging others to fight (pushing another person into a fight) or “bumping” someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening and a student runs toward it and does not seek help or tell the students to stop. • Collegiate Baton Rouge takes seriously the actions of those who stand by to watch a fight or encourage it. Such actions are inciting violence. The acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence.	Referral to Restorative Center- Minimum 1 day removal from classes. The Restorative Center team will conference with the student(s), identify the challenge, and come up with steps to ensure student(s) can safely return to classes.

Verbal altercation	• Verbal arguments between two or more members of the community.	Removal from class with possible reflection and reset or 1-2 day removal from classes depending on the circumstances. The Restorative Center team will conference with the student, complete a cool down plan, identify the challenge and come up with steps to ensure the safety of all parties.
Fighting or unwanted physical contact	• Including but not limited to: fighting with physical contact outside of classroom or in the parking lot; fighting with physical contact in the classroom or cafeteria; fighting with physical contact on the bus or at any other school function on or off campus. Fighting that takes place off campus and creates a safety concern on campus. • When presented with a potential altercation with another student, a student should: walk away and/or seek adult assistance. Any other response will face the same consequences as the person who initiated the conflict.	Referral to Restorative Center- Minimum 3-day removal from classes. Required parent meeting. Required mediation and/or Stay Away Contract.
Weapons	• Carrying or possessing a weapon on campus or a school-related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon.	Minimum 5-day removal from classes; possible Discipline Hearing or Expulsion Hearing
Drugs	• Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications, vapes, or e-cigarettes).	Minimum 5-day removal from classes; possible Discipline Hearing or Expulsion Hearing

Suspension and Expulsion

Collegiate Baton Rouge employs a wide range of interventions - both academic and behavioral - that are designed to propel our students forward in achieving our mission of college success. Suspensions and expulsions keep our students from being here with us to pursue our mission together. Suspensions and expulsions are applied as a last resort in situations which warrant extreme consequences. In these circumstances we are thoughtful, considerate, and empathetic of our students' and families' needs. At times, we will utilize the following:

- **In-school suspension:** Used for behaviors of severity and/or repeated behaviors the student has continued to demonstrate despite interventions provided. In-school suspension happens within our Restorative Center. *See Level 4 Infractions and Safety Violations* for a list of infractions that may lead to in-school suspension.
- **Out-of-school suspension:** Used for incidents of extreme severity and/or repetition. During out-of-school suspension, a student would not be allowed to come to campus for the entirety of the suspension. Parents/guardians will be provided with written notice of all out-of-school suspensions, which will include the reasons for the suspension and the terms. *See Level 4 Infractions and Safety Violations* for a list of infractions that may lead to in-school suspension.
- **Bus suspension:** Used for incidents when a student has compromised the safety of themselves or others while on the bus. This could result from physical altercations, threats, or inappropriate comments made towards peers or adults on the bus.
- **Expulsion:** Used in the most extreme situations, particularly in cases where extreme incidents have repeatedly happened despite interventions. *See expellable offenses.*

Behavior Contracts

We believe in partnering as much as possible with students and families to *prevent* behaviors that distract us and our students from the mission. We work to intervene on behavior patterns to prevent subsequent behaviors from happening and/or keep a small behavior from becoming a larger one. A commonly used intervention to help us accomplish this is a Behavior Contract. Behavior Contracts are used when there is a concern that a behavior will get bigger and impact the student or the community negatively (for example, if students have exchanged words via social media and there is concern this will bleed into school interactions, the students involved will be asked to sign contracts stating that they will not argue or fight with each other at school). Contracts are also used in the event of repeat behaviors. When a student signs a Behavior Contract, they are agreeing to not engage in the problematic

behavior, and agree that if the contract is violated, consequences will be applied. A typical set of consequences accompanying Behavior Contracts looks like this:

- **1st offense or concern of behavior occurring:** Behavior Contract signed
- **2nd offense:** out-of-school suspension
- **3rd offense:** expulsion hearing

Parents/guardians will be contacted when students sign Behavior Contracts. Often, parents will be asked to sign as well, though this will not always happen. Students must be responsible for their commitments to uphold the CBR Code of Conduct while at school.

Expulsion

We must balance our desire to serve all students with our need to preserve a safe and productive environment for all students. We will do whatever it takes to create a learning environment where every child is safe (physically, emotionally, mentally, and intellectually). In order to ensure the safety of others and to prepare students for a world where there are serious repercussions for mistakes, we will recommend students who commit the infractions below for an expulsion hearing.

In addition, in accordance with state law, any public school student in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress codes or tardiness, shall be recommended for expulsion.

Expellable Offenses
• Distributing, possessing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body (per state law, mandatory expulsion and referral to the District Attorney) • Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force (per state law, mandatory expulsion and referral to the District Attorney) • Sexual assault and other sexual acts where one party is non-consenting • Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care • Engaging in an intentional physical altercation with a member of the school staff that does not rise to the level of assault or battery, does not involve using a weapon, and does not result in serious, documentable injury necessitating medical care • Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body • Possession or use of any implement/substance with the ability to seriously harm another person • Robbery of an individual on school property or at any activity of which the school has jurisdiction • Well-documented and ongoing commission of serious acts that threaten the safety of others. • Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully • Engaging in consensual sexual acts or sharing sexually explicit material, including through the use of an electronic device • Theft of school property or the personal property of individuals valued at \$500 or more on school property or at any activity of which the school has jurisdiction • Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body.

In all incidents listed above, the student will be interviewed concerning the circumstances and an investigation will be conducted at school within three school days. Parents will be notified of the circumstances. The evidence will be reviewed and a decision to recommend that a student returns to the school community or is expelled will be made. A parent will be notified of the decision via phone.

If there is reasonable evidence that the student has committed the offense, the student will be suspended pending an expulsion hearing. The student will have an expulsion hearing, in which a committee will determine if the recommendation for expulsion is upheld, modified, or reversed.

*For information regarding the Expulsion Due Process Procedures, see Appendix B.
Also see Bulletin 741 for list of expellable offenses.*

Arrival, Dismissal, and Transportation Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. Any **student who walks to/from school** is also expected to follow all the expectations of the Student Code of Conduct during this transition, just as would happen on a school bus, and may be held accountable to the consequences outlined in the Student Code of Conduct should a violation happen during this time. Respect for traffic, other pedestrians, and neighborhood homes and businesses en route to and from home is an important expectation of all students.

Collegiate Baton Rouge supervises dismissal from classes at the end of the school day and encourages all students to go directly home. The school is not responsible for students who choose to not board the afternoon school bus, students who take transportation to a non school-sponsored event, or students who leave campus for an unknown destination. The school is not responsible for students who ride the bus but do not report straight home once they are dropped off.

Conflict Mediation at Collegiate Baton Rouge

A school-wide preventative approach is taken to teach students how to handle conflict in a non-violent manner. Students are provided with lessons during advisory on anger management, conflict resolution, and bullying. When a conflict occurs that needs a reactive step, we have adults and peers trained and ready to urgently respond with steps to mediate the disagreement. We schedule and prioritize mediations based on the severity of the incident. The Dean of Discipline will act as the point person for how mediations are scheduled (and with whom) by categorizing incidents as preventative, verbal, or physical and then assigning the appropriately trained individuals to facilitate the mediations.

A note about bullying and mediations: We typically do not conduct mediations for bullying situations because we want to avoid creating a situation where we put the target of bullying in the same room as the offender. Doing so can create a power dynamic that makes the target feel helpless.

Return to Community Plans

As a school we believe in addressing the harm from inappropriate behavior and incidents in a way that:

- 1) deals with conflict and disruption in a timely manner.
- 2) repairs harm in the aftermath of wrongdoing.
- 3) addresses issues with all involved parties.
- 4) embraces a diversity of solutions by understanding that there may be many ways to solve a problem.
- 5) repairs current harm and looks to prevent future harm.

After involvement in a serious safety violation (such as fighting), scholars will be asked to repair harm before returning to the community. The following questions will be asked:

- Who did this affect? (How does this affect you, the class, the teacher, the school?)
- What can you do to fix this?
- How do you think you could demonstrate that you're sorry for the part you played?
- What do you need to feel like harm has been repaired with you (the student)?
- Your behavior was very public. What can you do to show everyone that you feel apologetic about your actions? (if applicable)

The Dean will set up a Return to Community plan for those involved to repair harm. While the Dean or Advisor will check back in with the student, it is ultimately the responsibility of the student to complete actions outlined with fidelity.

Fighting or Physical Aggression

Collegiate Baton Rouge is a place of focused learning as students grow along their paths towards college success. Therefore, acts of violence that prevent or disrupt learning are unacceptable. CBR believes that when presented with a potential altercation with another student, a student should **walk away or seek adult assistance**. Ignoring attempts at violence and/or seeking an adult's help are encouraged and rewarded. CBR takes seriously the actions of those who stand by to watch a fight or encourage it with words or gestures. Such actions are considered inciting violence. The only acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence. If a student is involved with a fight (where physical contact is made between two parties, including pushing, punching, pulling hair, etc.) the following steps will be taken:

- Fight occurs: Students are separated for safety reasons and a parent is called by a school staff member and notified that the student is being assigned to the Restorative Center or that the student must be picked up from school.
- Documentation is collected: Students and teachers are asked to submit a written account of what happened.
- Students are removed from classes (Restorative Center or Suspension): This is determined by asking the following questions: How safe is it for the student or others if they are on campus? Do we have capacity to keep student(s) here? Is this their first offense? All students involved in a fight will be suspended from the bus.
- Mediation process begins: Student names will be placed on the pending mediations document to have a mediation scheduled. Students should not return to classes until a successful mediation has occurred.
- Mediation process continues: Students are prepared individually and group mediations are held by the Social Worker, Dean or Peer Mediators.
- Restorative conversations and steps are planned: Students plan how to repair harm to hurt parties and a Return to Community Plan (RTC) is created.
- Disciplinary conference or hearing happens: Student is placed on probation or expelled from school.
- Advisors and Grade Level Team follows up with Return to Community Plan: Students not in compliance with RTC or mediations may be sent back to the Restorative Center and/or referred for a parent or Discipline Hearing.

Harassment and Bullying

In accordance with Louisiana RS 17-416.13, we do not tolerate any form of harassment, intimidation, or bullying at Collegiate Baton Rouge. It is expected that no forms of mental, physical, sexual and/or verbal abuse and harassment toward another person will take place.

Specific types of bullying include:

- Gestures, including but not limited to obscene gestures and making faces;
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- Electronic communication including but not limited to a communication or image transmitted by email, twitter, Facebook, Instagram, SnapChat, text message, blog, or any social networking website through the use of a phone, computer, or other electronic device;
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- Repeatedly and purposefully shunning or excluding from activities; and
- Where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school- sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event. The pattern of behavior as described above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

All members of the community are expected to report acts of bullying.

If a student, teacher, or parent observes an incident involving harassment, it is their responsibility to report the incident to the principal, dean, or social worker right away. Anyone reporting an incident has the right to have their identity remain anonymous. Students may also report an incident of harassment by writing an anonymous letter or making a "bully report." A staff member will complete the LDE Bullying Report Form and investigate the complaint. All verbal reports of bullying must be reported on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter.

Internet/cyber-bullying. Any negative or dispiriting expressions about members of the school community, or that negatively impact the community, found on the Internet (including any and all social networking sites) will result in standard penalties for bullying and disrespect. We emphasize excellent behavior on searchable databases not only because public forums increase the impact of

negative behavior, but also because it is now common for potential employers, scholarship committees, and college representatives to use the Internet to research applicants. It is unacceptable for Collegiate Baton Rouge students to jeopardize future opportunities in this fashion. An issue between students that originated outside of the school will be treated as an internal situation if the issue manifests itself in any way at school. For example, if a student is disrespectful to another student through the use of a Twitter account and the issue arises at school, Collegiate Baton Rouge reserves the right to treat this issue with concern, assign consequences for issues at school, and address all occurrences of disrespect or inappropriate behavior according to school regulations.

Students at Collegiate Baton Rouge receive specific anti-bullying lessons in class or advisory during the school year. Students are taught the following rules for bullying:

- We will not bully others.
- We will try to help students who are being bullied.
- We will try to include students who are left out.
- If we know someone is being bullied, we will tell an adult at school and an adult at home.

Teachers receive professional development from our Director of Mental Health Services outlining how to respond in a bullying incident. They have specific steps for speaking to victims and bullies and for documenting and following up on all reported incidents.

Dating Violence

Dating violence is part of a pattern of behavior called dating abuse. It is defined as physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner. Dating abuse is used to gain and maintain power and control over a dating partner, and it can come in many forms:

- Physical Abuse (hitting, pushing, hair pulling, grabbing your clothing)
- Emotional/Verbal Abuse (name-calling, putting you down, embarrassing you in public, telling you what to do or wear, threatening to hurt you or someone you love)
- Sexual Abuse (unwanted kissing or touching, unwanted sexual activity, refusing to use condoms, sexual contact with someone too drunk to consent, pressuring someone into having sex)
- Financial Abuse (controlling your access to money, controlling what you can buy, interfering with your ability to work, getting you fired by harassing you, giving you presents or money and expecting favors in return)
- Digital Abuse (telling you who you can or can't be friends with online, sending you threatening messages or tweets, using websites to keep constant tabs on you, pressuring you to send explicit photos or texts)

Teens, like all people, deserve respect in their relationships. You have a right to privacy, independence, safety, and control over your body. Some red flags of dating abuse include:

- Wants to move too quickly into the relationship.
- Does not honor your boundaries.
- Is excessively jealous and accuses you of cheating.
- Wants to know where you are all of the time and frequently calls, emails, or texts you throughout the day.
- Criticizes you or puts you down; most commonly tells you that you are "crazy," "stupid" and/or "fat," or that no one would ever want or love you.
- Says one thing and does another.
- Takes no responsibility for their behavior and blames others.
- Insists that you stop spending time with your friends or family.
- Tells you to stop participating in things you enjoy.

If you are in an abusive relationship, help is available. Contact 1-888-411-1333 to speak with a trained advocate who can help. If you feel you are in immediate danger, call 911.



School Master Plan for Discipline and Positive Behavioral Supports and Interventions

In compliance with relevant law, this document captures elements of the discipline plan and approach for G.W. Carver. GWC will ensure students with special needs are challenged and engaged in school curriculum and are appropriately placed so that they have every opportunity to reach their fullest potential. The leadership team will monitor, evaluate and modify this plan, as needed, throughout the school year, to ensure a positive learning environment for all students. In addition, the leadership team may maintain additional documents, including but not limited to a code of conduct and/or school handbook, that provides further detail on the items included in this document.

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, GWC's leadership team will meet on a regular basis to review data and guide the positive behavior process.

The leadership team will regularly review data at G.W. Carver. This data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. The leadership team will refine consequences to create a reward/incentives program for positive student 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 team will uniformly and consistently use standard forms and/or procedures to report incidents of alleged discipline violations.

The leadership team will ensure that suspension policies are consistently and fairly executed; and alternatives to suspension, consistent with best theory and evidence-based practices, are used. Further, the leadership team will follow the expulsion policies established by the Student Hearing Office (SHO) to ensure that expulsion policies are consistently and fairly executed.

The leadership team will work diligently to implement strategies to achieve the goal that all students remain in and are successful in school. The leadership team will make referrals, as appropriate, to the SHO. The leadership team may also make referrals to the Youth Opportunity Center.

The leadership team will provide ongoing professional development and support, as needed, for all staff to continuously improve positive behavior support approaches.

Each teacher at G.W. Carver shall teach behavioral expectations by providing instruction on expected behaviors at the beginning of the school year and reinforcing those behaviors throughout the year for all students.



G.W. CARVER

A COLLEGIATE ACADEMIES SCHOOL

Safe School Planning

G.W. Carver has established and shall maintain grade-appropriate programs of alcohol, drug and substance abuse prevention, education, information, and counseling as provided in applicable law.

G.W. Carver has established a crisis management plan for responding to violent or traumatic incidents on school grounds, as applicable to law.

Parental and Community Involvement

G.W. Carver is committed to parental involvement and family strengthening. GWC shall seek to make connections through a variety of methods to facilitate parent/family member access to local/regional family strengthening programs, agencies, and resources that are available in the community.

G.W. Carver is committed to promoting positive relationships between parents, school personnel, and community service providers, and will seek training as needed on how to foster effective parental and community involvement.

Inter-Agency Cooperation for Students in Need of External Support

G.W. Carver shall seek to identify the needs of its students, including but not limited to mental health needs, and meet those needs with available resources inside or outside the school, as appropriate.

G.W. Carver shall seek to maintain effective communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data in compliance with all privacy laws; and shall work in cooperation with other partners in the community such as the Youth Opportunity Center to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

Student Records

G.W. Carver 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.



G.W. CARVER
A COLLEGIATE ACADEMIES SCHOOL

No education record of any student may be withheld as a result of the 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 student in accordance with the federal Family Education Rights and Privacy Act (FERPA).

Any student seeking admission to Carver 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.

Change your perspective. Change what's possible.

Report Structure

This report serves as a guide to Collegiate Academies' approach to intervention, examining network-level and programmatic best practices for our intervention initiatives. It begins with our network's vision and background information on student support and intervention programming. It then explores our values and principles before examining our case management practices and specialized programs. It concludes with outlines of our teacher and leader development strategies.

Our Schools

Collegiate Academies currently operates six schools, all of which are unique from one another. We are united by a single mission: *to create world-class public schools that prepare all students for college success and lives of unlimited opportunity.*

Abramson Sci Academy (ASA): Located in New Orleans East, Abramson Sci Academy serves grades 9-12 and is one of the highest performing open-enrollment high schools in the city with more than 98% of seniors being accepted into college. Additionally, ASA offers robust special education supports, uses restorative approaches to support all students, and continues to build extensive extra-curricular and athletic programming.

George Washington Carver High School (GWC): Located in New Orleans' Desire neighborhood, G.W. Carver serves grades 9-12. The school draws on the tradition of the historic G.W. Carver Senior High School to provide students with personalized attention that is attuned to their academic and social needs. GWC offers AP courses, robust electives, sports programming, restorative approaches, tutoring, and small group interventions to accelerate academic growth and prepare students for college.

Livingston Collegiate Academy (LCA): Located in New Orleans East, Livingston serves students in grades 9-11 in the 2018-2019 school year. In its first year, 93% of LCA students achieved a proficient score on their End of Course (EOC) exams and, on average, made more than two years of reading growth. LCA is continuing to build robust intervention and special education programming, including Essential Skills, REACH, and Journey Program, in addition to programming rooted in restorative practices.

Collegiate Baton Rouge (CBR): Located in the Mid-City neighborhood in of Baton Rouge, Collegiate Baton Rouge focuses on ensuring all students are challenged with rigorous coursework in a school environment that is built on restorative approaches. The school is led by the former Director of Intervention at Abramson Sci Academy, who has extensive experience in developing responsive programming that meets the needs of all students.

Rosenwald Collegiate Academy (RCA): CA's first Westbank school, Rosenwald is now serving its first class of 9th grade students. In its first year, the school established a robust REACH program and has already implemented core components of CA's Intervention strategies.

Opportunities Academy (OA): In 2019, Opportunities Academy was awarded a charter to operate as a stand-alone school by the Orleans Parish School Board. Growing from its roots as a program operating within Collegiate Academies schools, OA is a unique, tuition-free college-like school that serves 18-21 year-olds with mild to significant intellectual and developmental disabilities. OA enrolls students from high schools across New Orleans, focusing on employability, independent living, and transitional skills. (see page 38 for more information.)

“CA's intervention programming is special because it supports all children; not just those with exceptionalities and accommodations. The realm of intervention at CA employs strategies and techniques that every child can benefit from. Our diligence towards detection and supplementation are unmatched. The level of reinforcement of research- and data-based interventions is intentional and can lead to vast improvements in each student. The determination to incorporate both parent and teacher input allows for deeper understanding of the individual student's needs and how to best help them internalize the new behavior. Our intervention programming is special because it is designed with everyone in mind.”

- Jalonna Kearney
Manager of Special Projects, LCA

Our History

2008-2009

- Collegiate Academies' first school, Sci Academy, opened in 2008.
- The school's special education model is inclusive instruction within general education classrooms with emphasis on co-teaching plus pull-out remedial instruction in phonics, regardless of whether or not a student requiring it has an IEP.

2010-2011

- Driven by the needs of the students enrolled, Sci Academy shifted its practices and began creating targeted programs to meet the needs of individual students in its diversifying population.
- Sci Academy shifted general education to include more thoughtful RTI practices and provided teachers with additional training in the excellent provision of accommodations and modifications, using data to address individual student needs.

2011-2012

- Sci Academy launched its first specialized program for students with more significant disabilities, Essential Skills and begins researching and designing the therapeutic Journey Program.

2012-2013

- A half-day therapeutic program was launched at Sci Academy: the Journey Program. In its first year, the Journey Program was a support setting with no academic programming.
- Opened Collegiate Academies' Carver Collegiate Academy and Carver Preparatory Academy (which later merged to form G.W. Carver High School).

2013-2014

- Added full-day Journey Program setting that included academic instruction and other supports.
- Launched REACH as a full-day program.
- Began to explicitly embed transition instruction into the Essential Skills program.

2014-2015

- Increased transition instruction. Examined best practices and piloted transition initiatives within existing programs.
- Launched Essential Skills and REACH at Carver.
- Began planning for the launch of Opportunities programming at Sci Academy.

2015-2016

- Launched Opportunities Academy at Sci Academy.
- Hired, in partnership with Louisiana Rehabilitative Services, a Transition Counselor at Sci Academy.
- Launched Journey Program at Carver.

2016-2017

- Opened Livingston Collegiate Academy and launched REACH.
- Hired a Transition Counselor and launched a new Opportunities Academy site at Carver.

2017-2018

- Opened Collegiate Baton Rouge and launched REACH and Essential Skills.
- LCA launched a half-day Journey program.

2018-2019

- Opened Rosenwald Collegiate Academy and launched REACH.
- LCA hired a Transition Counselor and expanded the Journey program to full-day.
- OA launched as "micro school" with 45 students and open enrollment for students across New Orleans, complete with an independent charter.
- CBR launched half-day Journey program.

All programs began by first examining the needs of the students in each building. We prioritized the programs that were needed the most based on the data of the students the school served at the time. As we continue to grow, we predict that while there will be some similarity in building out programs, they will be prioritized and customized based on the needs of the students served.

Our Approach to Intervention



Public education in New Orleans is an anomaly in many ways when compared to any other place in Louisiana or even the United States. New Orleans has the most decentralized K-12 public education system in the nation: 94% of students attend charter schools, the highest rate of any city in the country. The Orleans Parish School Board (OPSB) directly runs just three of the city's 87 schools. Most schools are independent charters overseen by the OPSB.

Collegiate Academies is currently part of the OPSB. We're a Charter Management Organization (CMO) that runs six schools. While there are challenges with New Orleans' distinct governance structure, ultimately, we find that the opportunities afforded by our autonomy far outweigh the drawbacks. Our autonomy has allowed us the opportunity to tackle significant problems with solutions that might not be possible elsewhere. Our approach to intervention is one area of education where we are constantly seeking to innovate.



How We Came to This Approach

Though Louisiana has one of the lowest rates of special education students nationwide at seven percent, the special education population in New Orleans is well above the national average. Eleven percent of all students in New Orleans are evaluated as needing special education services. However, the special education enrollment varies widely between schools, as does the extent of the disabilities of the students at each school, with some schools serving far more diverse learners than others.

Collectively, Collegiate Academies' schools have one of the highest special education rates in New Orleans: **20% of students attending one of the CMO's six schools have a disability.** Additionally, 6% of our students are English Language Learners (ELL) and 14% are at least two years over-age for their grade level.

What others might view as a challenge, we view as an opportunity. We believe it's a privilege to work with students with diverse learning needs and provide them with the quality programming they deserve. Our schools are running a continuum of services that prepare special education students with the life and academic skills needed to achieve success in adulthood. So far, we are encouraged by the results of our interventions, while also recognizing how much more we can grow and learn. Last year, **100% of 12th graders received transition and college counseling to ensure supported placement toward individualized rigorous outcomes, including Opportunities Academy and college.** To give just two examples of our program outcomes: 100% of the students in our speech pathology program that are non-verbal are using AAC consistently and independently for the first time in their lives; and the average student growth in our REACH program is 2.9 grade levels in a single year.

A large green circle with a thin white border. Inside the circle, the text "20% of our students receive special education services" is written in a light blue font.

20%
of our students
receive special
education services

A large light blue circle with a thin white border. Inside the circle, the text "100% of our 12th graders received transition and college counseling support towards individualized rigorous outcomes" is written in an orange font.

100%
of our 12th graders received
transition and college
counseling support towards
individualized rigorous
outcomes

Our intervention programs evolved with the growth of Collegiate Academies. Ben Marcovitz started Sci Academy, our first school, in 2008. He founded the school on the belief that all students, regardless of their background, demographics, and current academic levels, could grow and master rigorous education that would prepare them for college success. Marcovitz, who continues to lead Collegiate today, felt that every student deserved the opportunity to attend college.

Marcovitz's insistence on giving all students the chance to succeed after high school has continued as a core principle even as Collegiate Academies has grown to three schools and more than 1,300 students. Though we serve a higher rate of socially and economically disadvantaged students than almost any other CMO in New Orleans, 98% of Collegiate graduating seniors were accepted into college in 2015. We emphasize rigor in every classroom, with 83% of students also taking at least one AP class prior to graduating. Our schools are committed to providing all students,

regardless of a diagnosed disability, limited English proficiency or any other need, with a quality education that prepares them to be college-bound while also having access to other rigorous outcomes.

The best-practices, values, and specialized programs outlined in this report are grounded in and driven by our mission, as well as the recognition that the population of diverse learners at our schools has continued to increase annually and is now at 20% of our entire student body. The absence of high quality services for these diverse learners would ultimately veer from our mission of serving “all” students. As Collegiate’s enrollment of students with disabilities has increased over the past few years, so too has our commitment to serving diverse learners at a high level and urgently addressing any barriers to excellent programming. When we identify gaps in programming or student achievement, we seek out solutions.

“We want to ensure the maximum number of opportunities to every kid in our school,” said Marcovitz. “We serve a number of kids for whom college will not meet their needs. We want to understand fully the array of options for these students. For a given kid whose needs a college can’t currently serve, we want to be able to maximize that kid’s ambition while they are here. Finding what we call ‘the most rigorous post-secondary outcome’ does that.” Pursuing those outcomes are the core of our special education and intervention programming.

So what’s our approach? **This report offers best practices learned from our initiatives, as well as profiles of each intervention program for diverse learners at Collegiate schools.**

“The teachers are helping out as much as they can even though they are working with more than one student learning different things. The teachers go between each student to see how they are doing and always give feedback on how we are doing. I like when all the teachers involve all students in different activities.”

- Jewel Dauphin
GWC Alum and Current OA Student

Intervention Vision & Core Practices

The intervention programming we've built at Collegiate Academies is something that any school can adopt to match its unique vision and environment. We constantly reflect on what is working and what is not. Read on for our advice to leaders exploring how to do this work in their own schools.

Start with vision, then build culture

We actively commit to continuously cultivating positive school and staff culture. This commitment is grounded in our shared vision and belief of what is possible for students and predicated on the following ideas.

All means ALL: Create a vision that is both aspirational and fearless, that drives programming and mindsets to ensure all students will be given the ability to grow and achieve rigorous outcomes. Collegiate started with a clear vision and a set of values that has guided our development in serving all students, including students with diverse learning needs. This vision for “all” has propelled our growth in programming supports that lead each student to their maximum independence in college, career, and life.

Believe in the limitless potential of every student: Our students are at the center of our culture and vision. A central tenant of this idea is the practice of teammates doing whatever it takes to maximize the potential of every student. Regardless of each individual student’s diverse learning needs, staff work to ensure every opportunity is maximized to prepare that student for college, career, and life success.

Values drive strong culture: Our core values drive our actions and beliefs daily. Our team works to live our values and constantly ensures our daily actions are aligned to them. This alignment has been central to our students’ success. Our values nurture our teams’ mindsets and help us hold high expectations for our students and teammates as we work toward our vision.

Every problem has a solution: In our work with diverse learners, it is expected, and ultimately cherished, that the students we serve will run into barriers to their success socially, functionally, and academically. We believe that it is our role and unique opportunity to both acknowledge moments of struggle and brainstorm solutions that will eventually equate to student success.

Constant growth leads to success: Core to our culture is a focus on constantly growing and increasing our effectiveness. We must become experts in serving our students, so that we are truly leading them to the rigorous goals. Our teammates embrace a love of growth and tenaciously look for ways to improve their practice. We know and deeply understand how critical our growth is to fueling our students’ success.

Feedback drives quality: In order for our schools and teams to constantly grow and ultimately attain our vision, our culture embraces and employs frequent feedback practices. We believe that feedback is one of the largest levers for both growth and ensuring a strong, vision-aligned culture. Across Collegiate, staff are provided with constant feedback on their work both in and outside the classroom. This feedback is leveraged to generate new and improved instruction and programming for our students.

Invest in leadership: We are committed to the growth of everyone within our network – that means teachers and staff, as well as students. Team members are encouraged to participate in a number of leadership opportunities where they learn about themselves, their strengths, and how to affect positive change for their school community. The building and growing of these leadership skills by teachers, leaders, and teammates alike ensures the ongoing ownership and improvements within our schools that ultimately impact our students’ success.

Our Core Practices

Collegiate's intervention and special education Student Support Team is driven by a unique set of principles and practices from which all school teams operate.

We believe that every learner is capable of greatness and a life of unlimited opportunity. We model unwavering conviction in our pursuit of each person's most rigorous post-secondary opportunity and each student's ability to build their positive narrative in our schools.

We constantly collaborate with our colleagues, families and students to ensure that every students' rigorous post-secondary opportunity is actualized. We know that our families and students have valuable insight, we work to constantly create spaces and moments that elevate all voices in pursuit of each students' success.

We believe that diverse learners are able to access rigorous work with the right supports and by working to activate and leverage the unique assets they bring with them. Therefore, we commit to consistently make the least dangerous assumption in terms of our students abilities and leverage data to drive decisions that impact placement, program decisions and instruction that ultimately lead all scholars to achieve limitless opportunity.

We always grow and continually build our expertise. We believe it is our responsibility to show up as a better iteration of ourselves each new day we have the opportunity to serve our students and communities.

We celebrate with our teammates, students and families always, especially when it is hard. We believe the sharing of proof points further elevates our practice and reinforces critical mind-sets that are the foundations of our effective and evolving practice.

Values in Action

A Values-Driven Approach

The mission of Collegiate Academies' Student Support Department is to **redefine what is possible for diverse learners by preparing every student to achieve his or her most rigorous post-secondary outcome**. That means that all of our schools are maximizing the services they provide to each student to help them realize their potential.

To achieve this mission, we create programs that adhere to five values, which are interconnected with the Core Practices outlined above.

1. **Conviction:** We are convinced that the impossible is possible for students with diverse learning needs. We never waiver in our pursuit of each student's most rigorous outcome.
2. **Collaboration:** We embed ourselves in school teams through teamwork and believe it is essential to our students' success.
3. **Achievement:** We set ambitious goals and reflect on data to guide our actions.
4. **Growth:** We build expertise in our schools, our teammates, and ourselves.
5. **Celebration:** We honor our wins, both small and large, and never hesitate to share these accomplishments with our scholars and community.

These values constantly guide our daily actions towards ultimately achieving our vision. Each of these values can be applied to varying situations and moments to guide our actions and behaviors in an optimal way. They guide the intervention supports and services our teams provide for students. In our toughest moments, our roughest days when we struggle the most to find a solution to a current barrier, we look to the values to guide our actions and help formulate our next steps, because we know that they will help keep the needs of our diverse learners at the center of our work. The common thread among them is that they encourage a growth mindset, teamwork, and hold an unwavering belief in the limitless possibility for each and every student.



These values are reinforced by reading and discussing four critical texts:

- Carol Dweck's famed *Growth Mindset*
- Jim Collins' *Good to Great*, specifically the section on 'The Stockdale Paradox'
- Anne Donnellan's *Least Dangerous Assumption* theory
- Ross Greene's *Lost at School*, specifically the idea of 'lagging skills'

These texts help our team to fully embrace and understand our values, hold critical conversations about and build investment in our values, and further our belief that all people can grow in small and large ways, and that this growth should be both planned for and celebrated.

As a team we celebrate when we see these values in action through the use of "shout outs" and other forms of public praise. Through this practice we are able to reward behaviors that get us closer to our mission and connect as a team in what we believe positively drives our practice and work with students. We also believe that celebrating these values is critical to ultimately achieving our vision for each and every student we serve.

Solutions-Oriented Practice

In addition to the values at the foundation of Collegiate’s intervention work, our network also operates from a set of principles that views challenging situations as opportunities. We view adverse situations as questions in need of an answer, and we all try to find that answer.

The network-wide principles also confront reality with an unblinkered view. Challenges are not minimized, but rather directly addressed. This is especially urgent for diverse learners who have lagging skills. Based on the research of Dr. Ross Green, our team believes that lagging skills can be identified, targeted, and grown for any student, by using the right interventions, expertise, and data. Ultimately, we also have a foundational belief that all students are capable of their own unique greatness, and our role is to help them attain it.

Cherishing Unique Learning Profiles

These values and principles provide the overarching framework for the strategic interventions employed at Collegiate schools for diverse learners. School teams view each student as wonderfully unique, looking beyond disability labels to personalize the best possible learning experiences. This means that no one learning style is superior to another. Instead, our staff strive to meet each student’s needs with enthusiasm and respect. This individualized approach results in a great deal of trust between staff and student and the ability of staff to maximize the potential of each student. We strive to help students both understand their disabilities and to discover their unique potential and future opportunities.

Driving Towards Outcomes: The Opportunities Matrix Tool

Every diverse learner at Collegiate is working towards targeted outcomes that are closely tracked and monitored by our staff to ensure they align to data-driven goals. Using data to constantly monitor progress or adjust course when progress is not being made, helps us to achieve our results.

Collegiate uses four steps to create actionable outcomes for each student that are then placed into an individualized matrix. We refer to the tool that guides these steps as the “Opportunities Matrix.”

Step 1: Identify all of the potential outcomes a student may achieve when they graduate or move on from our school. We work exclusively with students in the high school context, so we backwards plan from goals like a four-year college, a two-year college, a technical training program, independent living and employment, or supported living and employment. (It is important to note that this approach is resource dependent and may vary given the services available in your school’s environment.) On our Opportunities Matrix, this section is titled “Outcomes” and answers the question: What is the most rigorous outcome this student is prepared for and has access to post-high school?

Step 2: Align the assessments or required data benchmarks that a student needs to achieve or pass in high school to be eligible for each outcome on the grid. On our Opportunities Matrix, this section is titled “Goal” and answers the question: What data points does the student need to achieve to prep for and/or gain admittance to this outcome?

Step 3: Adopt universal screeners and progress monitoring assessments to benchmark each student’s progress toward the ultimate goal. On our Opportunities Matrix, this section is titled “Data” and answers the question: Which data points are monitored to ensure students are constantly progressing toward this outcome?

Step 4: Adopt structures and intervention curricula that help you reach benchmarks and goals. Additionally, you may need to create and build programs that help facilitate growth toward goals for students who need higher levels of support. On our Opportunities Matrix, this section is titled “Interventions” and answers the question: Which courses, interventions and/or programs are in place to support students as they work toward their goals and data benchmarks?

As we have shared this tool with colleagues throughout the years, there have been a number of questions that arise. Some may worry that it forces us to track students too early on, and thus limits the outcomes we prepare them for. One could possibly infer that we use the Opportunities Matrix as a way to place students into more restrictive programming. These are all legitimate concerns, and they serve as important reminders for ensuring that all students get what they need and deserve in the setting that is most appropriate for them as individuals. There are two questions that we think best illustrate how we balance this by using this tool while also ensuring that the worries we outlined are not actualized:

How do you ensure that you are actually providing services for each student's most rigorous outcome, and not setting them on a less rigorous track?

The concept of the Least Dangerous Assumption, coined by Anne Donnellan, is relevant here. The essence of the concept is that when it is challenging to appropriately assess where a student is functioning, one should assume competency of that student. This relates nicely to how we use the matrix. Upon meeting a student, we assume that he or she will reach the most rigorous outcome listed on the matrix. For most of our students, this outcome is college. For our students coming in with more significant needs, this outcome is achieving independence both in a job and life.

While we assume the maximum outcome for all students, we also want to know exactly where they are currently performing. We use our assessments to identify current levels and lagging skills. This data allows us to identify the gaps that exist between students' current skills and the outcome that we are working toward. Knowing the details of this gap allows us to strategically map the interventions, supports, and services that a student needs to get him from where he is to where he needs to be. Thus, a conversation might sound like this: "Michael is currently on track toward a two-year college. As an IEP team, including this student, we know that he is capable and has the desire to attend a four-year college. What are our next steps to ensure that Michael will get closer to the outcome?"

What does this mean for a student who [insert the profile of a student that keeps you up at night, because you know their maximum potential and have not yet been able to find the right intervention to actualize their success]?

It would be naïve to think that a matrix could predict an outcome for every student that we have the pleasure of serving. The Opportunities Matrix is not a perfect formula, nor is it meant to be, but instead it is a place to start a meaningful conversation with and about a student. If we are using it to its maximum capacity it affords us a framework of thought, a language, and a process that is designed to help us think about students on an individual level. It is also a framework that forces us to think about where a student is currently functioning in comparison to their goals. This ensures that we can have the strategic conversations centered in supports and services that will eventually ensure each student is successful.

Finally, it is a tool for us as adults and leaders of intervention and special education. It challenges us to demand better and more for all students, then assists us in designing a roadmap for achieving each student's "more." This process keeps us honest in pursuit of our student support vision by forcing us to plan, use data, and keep the outcome in mind. This tool has been incredibly helpful for us, but like anything that is purposeful, we are constantly reviewing and revising it. We learn new lessons each year about interventions that work better than those we have used in previous years. We add new programs to build out our continuum of services. We adopt new universal screeners that are more efficient and targeted than the ones we have used before. We learn about new outcomes that are now available to our students. The growth of the tool is imperative to the growth of our services and ultimately our students. We know that it will never be perfected, but instead, like the process it yields for IEP teams, it will serve as an outline for the important conversations that will drive us to best support toward rigorous outcomes and maximum opportunities for our students.

Intervention New & Refreshed

In order to ensure that we are able to support our students in achieving the rigorous outcomes they set out to achieve, we work to provide a robust continuum of services and case management supports. These are outlined in detail below.

Case Management

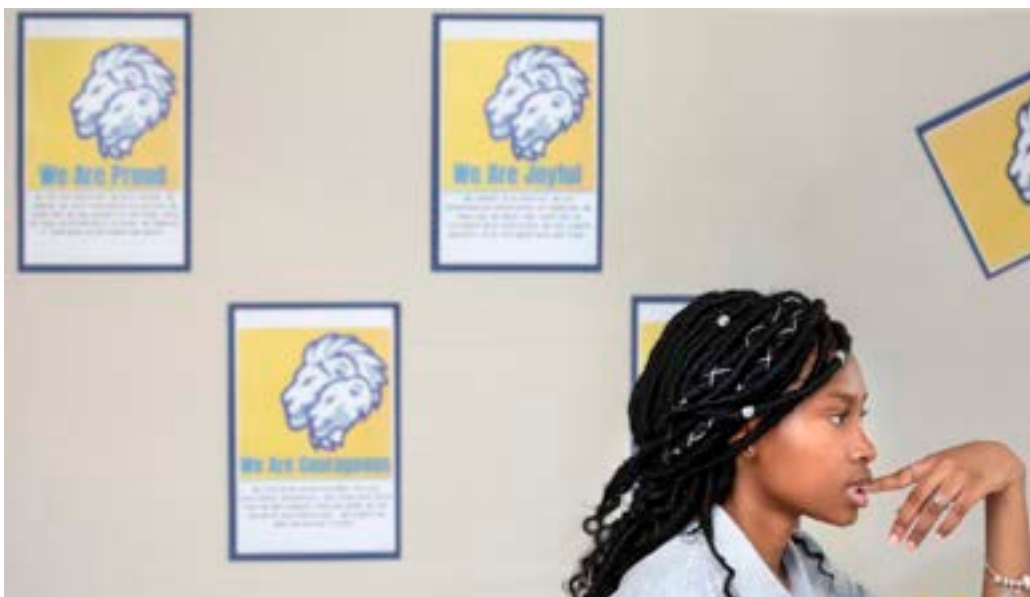
Overview: As part of our network's commitment to students' most rigorous post-secondary outcomes, we strive to create highly individualized, rigorous, and supportive learning environments. In order to reach our vision for all diverse learners, we recognize the importance of having a whole-school team that is aligned in vision, values, and mindsets so that teachers, parents, and students can partner to create a holistic and personal plan for growth.

For our students with IEPs, the case manager serves as the leader of this team in creating dynamic and excellent plans informed by data and team input. Ideally, Collegiate assigns at least one case manager per grade level and one case manager per special program, ensuring that case managers play a constant role in a student's daily life. All case managers are special education teachers and interventionists, who utilize their expertise of exceptionalities and intervention best practices both in their classrooms and in managing their caseloads.

Case managers act as intervention experts at Collegiate and serve as the ultimate partner for teachers in the classroom and parents at home, able to offer support and work with teammates to build capacity for the unique needs of every student. We grow our case managers skills and ultimately cultivate the mindset that they are the facilitator of growth in serving students with diverse learning needs for both the students and teammates they work with. Case managers frequently observe other teachers and provide feedback on how to improve student performance and teacher practice. The ultimate goal is to have a team working collaboratively on each students' IEP with a shared understanding of the student, his/her goals and the student's targeted outcome. Every member of our intervention and larger teams are committed to the growth of the students they serve. Our case managers constantly work to improve their own ability and expertise in serving all students with diverse learning needs, knowing that their growth will ultimately help their teams in meeting the unique needs of all students we have the pleasure of serving.

Case managers ensure that every student on their caseload is making progress toward their most rigorous post-secondary outcome by tracking data and progress. Growth is tracked on a weekly basis through data analysis of student-level indicators, that include attendance, behavior, and academic performance.

Through constant data analysis, observation and communication with the student and the student's team, case managers at Collegiate ensure that the IEP team is working collaboratively to ensure student plans are excellent.



Case Management Best Practices:

IEPs drive action: Through case management, we work to create a cohesive and passionate team of experts working toward each student's rigorous outcome. This team is convinced every student can achieve rigorous and dignified life outcomes. They are willing to do whatever it takes to make this success possible. Our teams do not believe that IEPs are just forms to be filled out, but instead roadmaps that outline the path to student success. We work to ensure that IEPs are dynamic documents that we, as a team, adjust and shift as the student grows to ensure it reflects their real-time needs.

Positivity is non-negotiable: Our intervention teams define the value of positivity as a solutions-based approach to all student needs. This means that our teams collaborate to “think outside of the box” and come up with plans that are both innovative and creative in supporting a student towards their most rigorous outcome. At Collegiate, we believe that every problem has a solution. The first step to finding that solution is embracing positivity.

Relationships are central to success: In the role of case manager, we believe one of the responsibilities aligned to this is being the “glue” of the IEP team. Their role is to be trusted and cohesively bring diverse experts to the table to focus on one student and their unique goals. The case manager must cultivate extreme trust with the peers, parents, community partners, and experts he/she works with. These strong and positive relationships go a long way towards ensuring effective collaboration and student success.

Collaboration is critical: The Student Support Team works together, and with the IEP team, to build the best possible plan of supports for each individual student. To facilitate constant movement and assure implementation of this plan, a case manager may have check-ins with teachers to go over student growth, and to identify unique barriers to success. Once any barrier is identified, the case manager calls upon the team to work together to create solutions to ensure growth the following week and into the future.

Open and honest feedback is essential: One of the central responsibilities of case managers is to provide productive feedback to teammates while simultaneously being willing to receive feedback. With a culture of trust established, we believe feedback should occur regularly and routinely and become the culture of “what we do.” The team must feel strongly that if we are not working to improve constantly, our students will not maximize their growth.

Data is a lever to success: Case managers use data to track student progress towards goals. Weekly, case managers analyze individual student data to find any trends and identify current barriers to a student's success including data points of attendance, course performance, and behavioral trends. Analyzing this data helps case managers to confront realities (such as the Stockdale paradox, in which you remain optimistic while confronting the reality of the challenge you face) of where students are currently at, and also celebrate data bright spots of student growth and success. Case managers have the responsibility of sharing these growth areas and bright spots with the students' IEP team to create a constant conversation about what supports are working and where services may need to be intensified.

Case managers are experts: Training and supporting case managers to be and become experts is critical to creating a school that serves all diverse learners and builds supports that ensure their most rigorous outcomes. Case managers must have resources, knowledge, and/or a place to get critical information that will best serve a student that is not currently reaching their goals, or support a teacher and/or teammate that is struggling to meet the needs of a student. To truly be a driver of solutions and facilitator of generating excellent plans, the case manager must have expertise and consistently building their knowledge of diverse learner needs and supports.

On-going development is required: Case managers receive weekly feedback and professional development from intervention leaders at the network and school level. This ensures that case managers are growing in expertise when it comes to knowledge of exceptionalities, interventions, and best practices for writing and implementing excellent plans. We believe that alongside case manager growth will come student growth.

Specialized Programs

Collegiate Academies' staff have developed a continuum of innovative programs to effectively serve diverse learners. These programs are profiled in the following pages, along with best practices from each. Many of the best practices are shared across programs.

The Journey Program

Program overview: One of the major needs we identified as our schools have grown, in both age and size, is the need to increase therapeutic programming for students with intensive mental and behavioral health needs. Like many schools in the aftermath of Hurricane Katrina, we served a number of students whose behavioral health supports were cut, disjointed, or altogether absent. This left them without the supports they needed to be successful at school and in life. As a network, we took this as a call to action. The result was the Journey Program.

The Journey Program (JP) is a targeted program for students with disabilities that have the most intensive social-emotional needs, and who have not yet responded to less restrictive interventions. The goal of the program is to utilize a therapeutic setting to maximize student ability to achieve similarly to peers in general education classrooms, and ultimately transition successfully back to the general education setting to the maximum extent possible.

Program structure: Students who are a part of Journey are offered increased therapeutic supports throughout the day to ensure they are on track to meet their goals. These supports include counseling services and behavior interventions, alongside the delivery of the general education curriculum in individualized or small group setting. Core program components include therapeutic check-in and check-out, therapeutic resets, daily group counseling, and increasing individual counseling. All students have individualized Behavior Intervention Plans (BIP), and use a daily tracking sheet to get feedback from teachers and interventionists throughout different settings on how they are progressing towards their BIP goals. The Journey team uses this tracker data to monitor progress on a daily basis, and analyze data to ensure progress and adjustments to programming for students as needed.



Academic participation in the Journey Program can take on a variety of different forms depending on the student's level of need. The Journey Program has a leveling system that works to increase access to the larger school community as a student builds the skills necessary to excel within an increased amount of time in the general education setting. There are some students that only access therapeutic supports and are in general education courses for the entire day with behavioral support from the Journey Program team. While others may need a majority of their classes within the Journey Program setting to maximize their success. These courses are smaller in size and include more support for students than a typical classroom through the work of a Behavior Interventionist

(para-professional) trained in targeted behavior intervention strategies.

The class schedule for each student is customized based on his or her needs and re-evaluated annually by analyzing behavioral and academic data points. Some students in the Journey Program also benefit from a daily Transition Class, which teaches employment and daily living skills. As part of Transition Class, students in Journey work to acquire on-campus internships where they grow in professional skills and utilize their tracker to attain feedback from an employer's lens. As the Journey program grows, teams hope to continue to provide students with transitions services, potentially through external internships and other alumni support.

Currently, we have a student who has participated in the Journey Program since his sophomore year and has grown to a level where he takes all of his courses in the general education setting with program support. As a part of his transition skill development, this student currently is taking courses with a third party vendor to become a Certified Nursing Assistant (CNA). When the student graduates in the spring of 2016, he will have earned a TOPS diploma as well. This has entirely changed his life and career trajectory and we are continually excited to see what he does next.

Essential Skills

Program overview: As part of our commitment to serving all students in achieving their most rigorous post-secondary outcome, the Essential Skills program is designed to support students with lower incidence disabilities that require intensive supports to reach their goals and achieve maximum independence. Students in Essential Skills work to increase their levels in three major domains of instructional experience: literacy, numeracy, and transition skills. With the support of teachers, para-educators, speech-language pathologists, occupational and physical therapists, and adapted physical educators, the Essential Skills team works to create a holistic plan that addresses each area of need and ensure student growth through individualized and small-group service delivery. The students use the holistic plan to create a portfolio of their growth. Each student works with his/her teacher, teaching aide and related service providers to illuminate his/her growth in literacy, functional math, and transition. They then track that progress throughout each year in the program.

Program structure: Essential Skills varies depending on the composition and needs of the students participating in the program. We work to ensure the courses, instruction, and experiences are highly individualized to student needs and their goals. In our Essential Skills classrooms, there is a core belief that transition growth is just as critical as math and reading growth to ensure all students achieve their rigorous outcomes. Students in Essential Skills typically begin at a pre-literacy level, according to Kathy Slaughter's literacy rubric, and a Pre-Kindergarten level in terms of numeracy skills. Transition classes often are targeted to build student knowledge of functional and daily living skills relevant to personalized areas of growth. The ultimate goal for the transition skills is to empower each student in achieving his/her most independent and dignified life outcome. Transition units for daily living focus on hygiene, personal health, and eating, while other units may focus on social skills and communication with peers or adults.

School teams work to maximize genuine access points for students in all social components of the entire school. This ensures that students who participate in Essential Skills also have time throughout the school day with their same-age peers. This includes participation in advisory, extra-curricular activities, and lunch. When appropriate to student outcomes and related goals, students occasionally take some general education classes with support from para-instructors.

Given that Essential Skills is one of the most restrictive programs that we offer on our school campuses, we work with teams, families, and students to ensure that we have irrefutable evidence to suggest that this is indeed the correct setting for a student. We believe Essential Skills is a wonderful and rigorous solution for the right students, but always want to ensure that we are being extremely deliberate about placement into this highly specialized program upon initial placement. This deliberate placement helps us remain focused and true to our goal to prepare each student to truly achieve their most rigorous outcome.

“Intervention at Collegiate is special due to the flexibility and personability of the staff. There are an abundance of support staff in our schools. With this capacity, there is so much that we are able to provide outside of academic courses that provide the type of community and educational environment for all of our students that I do not feel they would get elsewhere.”

- Stephen Hoyt
Former Essential Skills Instructor and Current Teaching Assistant for OA



REACH

Program overview: The REACH program targets developmental and Common Core-aligned literacy, numeracy, and transition development growth for students with IEPs. Students participating in the REACH program may be working on either an alternative (LAA1) or traditional (TOPS or TOPS Tech) diploma track. If students participating in the program are working toward a traditional diploma, typically the scholar would require additional years needed to graduate. Students in REACH typically have mild to moderate intellectual disabilities, with reading and math levels in the 1st to 5th grade range. However, like all programs at Collegiate Academies, we do not place by disability type, but instead by reviewing a student's holistic needs. The goals of REACH are to achieve one year of growth in reading, math, and one level of growth on the transition skills rubric within an academic year. Seniors who started with the pilot REACH program three years ago entered on a reading level of the 1.7 grade are now reading at a 3.8 grade level. This total growth represents 2.1 years, which surpasses the reading growth they made in their first nine years of schooling combined.

Program structure: Instruction in REACH is usually targeted on the 1st to 5th grade level for numeracy and literacy, and often include multi-modal and multi-sensory methods of instruction to ensure access for all diverse learning needs. The REACH program may utilize blended learning, including a computer class to learn typing skills, to push students towards maximal independence in completing coursework and accessing content. Supports in REACH vary to push students towards their rigorous outcomes and consistently ensure the least dangerous assumption. With the least dangerous assumption in mind, students may take a unique combination of courses, both in REACH and the general education setting, in order to best position a student towards meeting their annual growth goals. The REACH team (a lead teacher assisted by transition teachers, social workers, speech therapists, and career counselors) coordinates supports to ensure each student has all of the services he or she needs to be successful in all settings.

REACH places an emphasis on ensuring that students have the personal and transition skills to thrive as adults. These skills are constantly measured in both the REACH academic and transition classrooms, as well as in general education settings and internships. Students participate in internships and gain exposure to unique career opportunities, both in-school and in-community that are both personalized and aligned to each students' individual post-secondary outcomes. This allows the program to truly serve a range of learners and maximize the development of skills they need for a successful and independent life.

Students in REACH may have a professionalism tracker throughout the day in various settings that links to their transition goals towards success in employment. Students receive daily whole-team feedback on their progress towards these goals such that every member of the scholar's IEP team may participate in tracking their progress. This tracking sheet complements ongoing progress monitoring according to a transition rubric and allows the program to track transition skill growth alongside traditional academic growth in both reading and math.

"I liked the REACH program because it helped me a lot with achieving my goals and learning how to persevere when having to try new things. Before REACH, school was really complicated and my GPA was low. I grew so much because I got comfortable asking for help."

*- Susan Nguyen
ASA Alum*

HIGH INCIDENCE

Program overview: High incidence programming is a continuum of Specially Designed Instruction (SDI) that addresses the needs of students with high incidence disabilities who are taking classes within a general education setting and on a traditional (TOPs) diploma track. At CA we work to ensure that all classrooms have a framework of overall excellent instruction that at a baseline serves every student, including diverse learners. We work to consistently educate students with high incidence disabilities alongside their peers without disabilities because we know that high expectations and rigorous general education inclusion are the two pillars that predict a student's with a disability success. We also know that nationally, students with high-incidence disabilities are the most prevalent among children and youth with disabilities in U.S. schools. This group typically includes students with emotional and/or behavioral disorders (ED), learning disabilities(LD), attention deficit hyperactivity disorder (ADHD) and mild intellectual disability (MID). At CA, when we say this, we mean any of the above disability categories alongside the fact that they are participating in core classes within a general education setting (meaning instruction not given in a specialized program).

We believe that increased supports and specialized services result in the achievement of grade level standards, and ultimately, graduation requirements so that all students are on track to achieving their most rigorous post-secondary outcome. For most of these students, we believe this to be college success. The goal of high incidence programming is to close the gap between the achievement of students with disabilities and their peers without disabilities in terms of GPA, reading level and mastery of core content. We believe this programming is best executed when it is inclusive of the following components: universally designed instruction and effective provision of accommodations and modifications, specially designed instruction, consultation and collaboration, and incorporation of learning profiles to leverage strengths.

Why is high incidence programming so important?:

- **We believe equitable classrooms are essential to create equitable schools.** A refreshed focus on high incidence programming will result in CA schools achieving the same (or better) excellent outcomes for all scholars in our general education classrooms, including those with disabilities. Mission achievement means our classrooms are equitable: the playing field is leveled for scholars with high incidence disabilities so they can access and achieve the same rigorous goals, we leverage strengths so scholars achieve or exceed the goals that other scholars without disabilities achieve.
- **We embrace diverse learners.** We celebrate that some kids learn differently. They should not feel like they are different, something is wrong, or that they are not learning as much or as challenged because of this. We embrace diverse learners.
- **Data drives our actions.** Students with high incidence disabilities have been achieving significantly lower than their peers on key measures aligned to college success (GPA, MAP Reading, high-stakes or graduation-required tests, ACT). This differential in achievement indicates a need for programming that is focused on improving outcomes for this population. This specially designed instruction will include individualized adaptations and evidence-based practices, resulting in the student mastering the grade-level general education standards and IEP goals, and the ultimate closing of the gap between students with and without disabilities.
- **We strive to redefine outcomes and possibilities.** We believe high incidence programming will allow us to ensure all students are achieving and succeeding equitably. We know that this program will help us to ensure that no student falls behind due to their academic and behavioral struggles. By raising the bar for what is possible for diverse learners in high school, we help to re-envision possibilities and outcomes after high school and beyond. We strive to create a path for every student to achieve his or her most rigorous post-secondary outcome and thus redefine what is possible for those who learn differently.
- **We provide all students with strong, universally designed instruction that addresses the needs of all learners and incorporates accommodations and modifications outlined in a student's IEP.** We design classrooms and lessons to meet the needs of all learners, representing multiple modes of information, providing multiple opportunities to engage in information and show understanding. Because of their basic nature and ease of implementation, an individual does not have to have specialized training to provide accommodations.

- **We believe collaboration is key to students' success.** We set rigorous goals for all students, and for diverse learners to achieve these, it takes creativity, innovation, and ongoing collaboration between content teachers and case managers to ensure a student is accessing lessons and content and progressing towards goals.
- **We provide excellent Specially Designed Instruction (SDI) to close additional gaps and meet the individualized and unique needs of a student with a disability based on their IEP goals.** We know Specially Designed Instruction designed and delivered by a special education teacher will ultimately increase and ensure access to general education content.
- **We utilize learning profiles to consider how students learn and design programming and classrooms that leverages student strengths while providing instruction and coaching in challenges.** Each student has a unique learning profile that reflects his or her particular learning strengths, weaknesses, and affinities. Teacher case managers use academic history, family history, testing data, personality information gathered through interviews and assessments to identify student's strengths, challenges, goals, interests and needs in a holistic profile and share this profile with students, families, teachers, and IEP team members. The learner profiles provide students the self-awareness to identify strengths, challenges and needs and use this information to self-advocate and achieve goals.

High Incidence Continuum:

- **Continuum for High Incidence Programming:** A continuum of services provides a large picture overview of the range of supports available to students within a school setting.

	Specially Designed Instruction	Replacement	Provides intensive supports with focus on priority standards modified scaffolding up to grade level standards in a separate classroom taught by a special education teacher and only comprised of students with disabilities.
		Resource	Differentiated, individualized instruction in a separate setting that provides each student an opportunity to master content through supplemental instruction and practice, usually on foundational ELA and Math skills.
		Small Group Targeted Instruction	Direct assistance to students with disabilities in the form of pre-teaching, re-teaching, vocabulary support, or other evidence-based practice to increase a student's access to general education curriculum.
Least Restrictive	Consultation		Teacher case manager collaborates (e.g., adapting curricula, using behavioral support and interventions, and selecting appropriate accommodations) with general education teachers of core academic subject areas.
	Strong, universally designed instruction that addresses the needs of all learners and incorporates accommodations and modifications outlined in a student's IEP		The teacher case manager supports the content teacher to integrate accommodations and additional special designs into the lesson planning process and consider the learners needs when creating learning activities, assignments, assessments and projects.

Comprehensive Transition Programming

At Collegiate Academies, we know that for our students to truly be prepared for rigorous opportunities post-high school, we must commit fully to a high quality transition program that provides a long-term plan for how students are experiencing instruction, experiences, and receiving frequent feedback in the highest leverage transition instructional areas.

Transition Class at Collegiate Academies: We work to provide transition programming that addresses a comprehensive range of skills that are necessary for students to lead fulfilling and meaningful personal and professional lives. Most of our transition programming happens within specialized programs, which allows instruction and materials to be appropriately modified to meet each student's specific needs, as well as their academic and functional levels. This programming includes instruction on key areas such as independent living, community access, and employability. Additionally, we work with families, students, and IEP teams to ensure that we have the right menu of agencies involved in ensuring that every student has the additional supports they need to remain successful post-high school in whatever opportunity they should pursue.

Typically, a teacher plans lessons and creates materials, while support staff within each program (REACH, Essential Skills, and the Journey Program) works with individual students to help implement lessons and provide assistance where needed. Transition class is structured around daily and weekly routines that provide students with consistent practice in important transition and life skills. By structuring the class around regular routines, students are able to foster their skills and preferences over time in an environment that is conducive to their learning and development. Some examples of critical routines that our students use regularly are:

1. **Professionalism Trackers:** We believe that professionalism is ultimately about practicing soft skills in all settings and getting frequent feedback on how you are performing in all functions of the school day. Tangibly, this looks like a tracking sheet with target professional behaviors and skills each student needs to work on as they increase their professionalism for future work opportunities. This system allows a student to get feedback on these target skills many times a day/week. It also ensures that students are growing their employable skills outside of a classroom and/or internship.
2. **Economy System (Salaries):** Students that participate in a transition class have many opportunities to earn points (salary) both in and outside of the course. Through their internships, by using the Professionalism Trackers and other systems, they have many opportunities to earn money. This allows Collegiate to facilitate how to use a checkbook and perform budgeting, and also facilitate more authentic experiences generalizing and building each students' financial literacy.

In their Junior and Senior years, students in Transition participate in internships on-campus that align to their work preferences and target specific skills related to their career goals. As a part of these diverse experiences, every student applies and conducts a job interview for each internship. Additionally, throughout their school career, as they participate in many different internships, they grow and maintain a resume that will be useful for them post-high school. Some examples of the internships we have created on campus include:

1. **Office Assistant:** An office assistant works with our operations team in the front office of the school. The role may vary slightly based on the student's unique strengths, but typically this student works to deliver mail to all teachers and teammates, organize supply orders, and fill supply requests for the school. This role requires students to build and grow their communication, organization, and planning skills.
2. **Teaching Assistant:** A teaching assistant works with an individual teacher to help them prep materials and classroom spaces for high quality instruction of their course. A teaching assistant's roles may vary based on a student's strengths, but this could include making copies, setting up centers, and stocking supplies. This role requires students to build and grow their organization, planning, and follow-through skills.

For both roles, and all other internships, each student's supervisor gives him or her feedback at the end of every shift. Students have shifts three-to-five times a week. Most students participate in an internship every day.

"As the Physical Therapy Fellow it helped me with my major because now I know what it is like since I have been around it." He also had the opportunity to visit rehab clinics and said: "I really liked it. From the rehab visits, I knew I would like helping people get stronger again. That boosted me a lot and got me excited about my major."

- Derrick Price,
GWC Alum

Planning and Measuring Progress: Collegiate Academies has developed leveled transition rubrics that we use to both get a baseline of student transition abilities and to allow us to progress monitor each student's individual progress over their years in high school and Opportunities Academy. Rubrics and objectives are modified to address skills for all students at all levels and to ensure instruction is appropriate and rigorous for everyone.

The transition rubrics encompass a range of objectives in the areas of employment, daily living, community, personal life, and lifelong learning. These objectives are measured on a scale of independence with the ultimate goal that students master these skills as independently as possible. Independence may look different for each student, based on his or her functional and physical needs, but independence is still possible for every student and that is the expectation we are constantly working towards.

Students are assessed weekly on classroom routines using a task analysis and Criteria for Success. Through weekly assessment we're able to track if students are relying less on prompts and adult support over time and are therefore becoming more independent in that specific skill. If students are not progressing and are still relying on the same level of support from week to week, we're able to identify what barriers exist and implement interventions or modifications as needed. Ultimately, some students will always rely on some level of support from family or care providers given their level of needs. However, through Transition, we work with them on building independence in specific daily living skills such as eating or engaging in a game with a peer or in communication skills, such as asking for help on their own or utilizing their communication devices authentically.

Experiences in Transition Class are designed to be diverse. While we are working on money management skills, students in REACH may be working on balancing checkbooks and making change with a range of bills and coins. Students in Essential Skills are working on identifying different bills and coins and their unique values. Other students may be working on the essential motor skills needed to count out bills and use their communication device independently to state how much money they have and what they want to purchase. Through Transition programming, students in specialized programs develop career awareness and work preferences, become more independent in daily living skills such as money management and cooking, and learn how to access their community and explore opportunities in recreation and leisure.

“Our intervention programming stands apart because it encapsulates key mindsets explicitly taught to both intervention and general education teachers. These mindsets include always pushing for the most rigorous bar for each student, developing lagging skills, and remaining solutions orientated. Collegiate’s intervention programming spans the continuum of services for students with exceptionalities. Students with a variety of needs can attend Collegiate’s intervention programming and receive exactly what they need based on robust data collection, thorough evaluations, and family and partner input.”

- Rachel Cox

Dean of Intervention and REACH Teacher, LCA

“Transition class was fun, we did cooking and we practiced using money in class and when we go get snowballs. I got an internship working with Mr. House and helping teachers and stocking paper in the copy machines.”

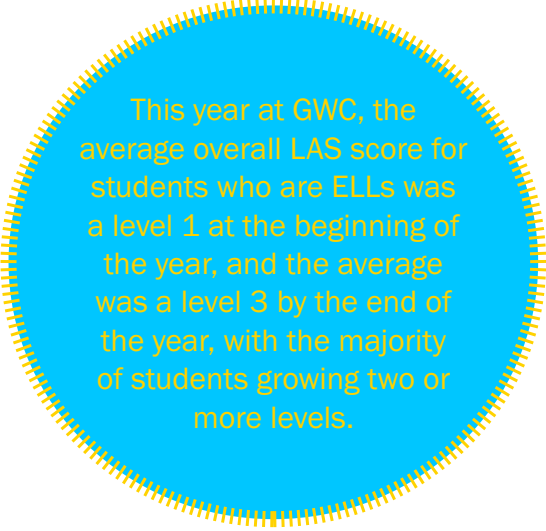
- David Moore

ASA Alum and Current OA Student

English Language Learner Programming

Program Components: The English Learner (EL) Program focuses on redefining what is possible for students who are English Language Learners by providing them with an excellent and empowering education. EL Programming across our schools has the following core components:

- 1. Assessment and Ongoing Progress Monitoring:** All students who are non-native English speakers are assessed on the LAS exam upon entering Collegiate Academies and placed in an appropriate ESL class and/or in fully-immersed English classes. This data is reviewed regularly both to monitor that students are making adequate progress and to ensure that placement continues to be correct in ensuring and facilitating a pathway for each student to make maximum growth.
- 2. Language Acquisition Plans:** Language Acquisition Plans (LAPs) are created annually for students with a team including their case manager, parent(s), and other key stakeholders to define a student's placement and their needed accommodations in core classes.
- 3. Case Management:** Navigating a new school and a new country can be a daunting experience. This is why each student in the EL program has a case manager who is a certified interpreter who forms a LAP with their students and their families at the beginning of the year. The case manager also serves as a liaison between the school and the student's family to update them on growth, events, etc. throughout the year. Finally, at the LAP meeting, the team also discusses what the students' goals are for a post-secondary education, and it is the duty of the case manager to check in with the student regarding those goals and to put systems in place with the student's teachers and advisors to allow those goals to become realities.
- 4. ESL Courses:** The goal of the EL Program is for students to graduate from Collegiate Academies at a level 5 on the LAS, or proficient in English, and be prepared to attend a college or trade school of their choice. This requires intensive intervention in reading, writing, listening, and speaking. The short-term goals of the program are for students to annually grow 2 levels on the LAS test, with an ultimate goal for the year to make growth on the ELDA.
- 5. Targeted Classroom Supports:** Core classroom teachers are strategically supported in meeting the needs and facilitating growth of the English Language Learners (ELLs) they serve in their classrooms. This happens in a number of ways. First, teachers are taught how to implement common accommodations such as word-to-word dictionary in each students' native language, using picture representations and gestures and other high leverage strategies informed by the SIOP model. The EL program leader on each school's campus observes teachers to provide feedback on implementation of these strategies regularly. This allows us to both ensure that we are effectively implementing these tools with fidelity and also for us to continue to grow in the quality of instruction we are providing. Finally, we work with teachers to understand what each language acquisition level means and how rigor, accommodations, etc. can be maximized and shifted to ensure that students are consistently growing at the maximum rate possible.
- 6. Cultural Celebrations:** Collegiate schools work to build a culture of social excellence for students who are ELLs. Cultural events like Honduras Independence Day or Day of the Dead are celebrated with a gathering of students, their families, and staff members to honor and embrace cultural norms and artifacts treasured by our students, families, and community.
- 7. Agency Partnerships:** To further support a successful transition and the individual growth of our English Language Learners, Collegiate works hard to develop partnerships with many community organizations that can assist in providing students and families with the supports they need outside of school.



This year at GWC, the average overall LAS score for students who are ELLs was a level 1 at the beginning of the year, and the average was a level 3 by the end of the year, with the majority of students growing two or more levels.

Coordinated Related Services

Collegiate Academies works to ensure that all related services are provided at the highest level of excellence. We believe that the coordination, clear definition, and outline of services and use of data to track effectiveness and fidelity of implementation are critical to the ultimate success of the diverse learners we serve across our network. By having clear goals of how our related services support students across a continuum of services, including students without formal plans in RTI processes, we are better able to support each student's progress toward rigorous outcomes.

Mental Health Services

At Collegiate Academies, we strongly believe that mental health and academic success are inextricably linked. Our students cannot achieve their most rigorous post-secondary outcomes if we are not providing them with targeted, appropriate mental health services. Our mental health team works in close partnership with students, families, teachers, administrators, and student-specific teams to ensure we are working in tandem with these systems.

Mental Health Service Components: Our Mental Health Services include three distinct areas of support: Behavior RTI, Therapeutic Support, and Acute Needs.

Behavioral Response to Intervention: Our mental health team and providers are embedded in grade level teams in partnership with our culture teams to familiarize themselves with student-specific data to ensure that students are receiving increased support as behavioral trends emerge in the data. The mental health team works with our school culture team to create a three-tiered model of behavioral supports we frequently refer to as the "behavioral continuum," that increases intensity of supports as students' data shows a need for more targeted attention. This increase in services could include supporting the creation of an advisor-based intervention (tier two), a check-in/check-out program (tier two), or full Functional Behavior Assessment (FBA), likely resulting in a Behavior Intervention Plan (tier three).

To ensure that these interventions are being provided with consistent fidelity, the mental health team conducts ongoing observations and uses the findings from these observations to increase and maintain each intervention's implementation fidelity. Additionally, our mental health team collects and monitors data on a daily, weekly and quarterly basis to ensure that our students with behavior interventions in place are constantly growing. This data is used to foster additional collaboration, drive new strategies that will increase success, and communicate clearly with stakeholders - specifically, students and families. Ultimately, this data helps us to ensure that we are targeting the most important data and skills at the highest level of effectiveness. This data points us to bright spots of where the interventions are working and leads us to areas where intervention needs improvements and solutions we have not yet realized and/or planned for. Both of these understandings are critical to the growth of our students.

Finally, to ensure that all behavior interventions are maximally successful, the mental health team works to strategically collect data from all relevant stakeholders. We believe that insights gathered from a comprehensive group of teachers, family members, and other stakeholders is critical to the ultimate success of the plan and the student. Therefore, there are clear systems to solicit input from teacher, students, and family members to ensure the plan is actionable and effective.

"What's special is that at our school there is no fixed right or wrong way of doing things. We are innovative when it comes to meeting kids' needs and we will do whatever it takes to meet those needs. New ideas and research are always sought out to improve our practices. It's creative extremism."

- Emma Merrill
Director of EL Programming, GWC

Therapeutic Support: Our Mental Health team works to provide therapeutic supports for students across a continuum of need. We work to identify needs through a variety of sources and ongoing referral from school-wide teammates. We begin the year with knowledge of our students and their data from the previous year knowing who has received services and within that group, have a deep understanding based in data about who has been successful, who does not need services any longer, and which students still have barriers to their academic success and require ongoing and/or more intensive services.

Every year, as with all schools, we welcome new students to our schools. To ensure that we are as proactive as we possibly can be in uncovering any and all mental health barriers that may exist for students, we administer a universal screener. Currently, we use the Strengths and Difficulties Questionnaire (SDQ) to identify students that may need further screening, including a psychosocial assessment, and targeted therapeutic interventions.

For students with a documented and formal diagnosis (per DSM) and students identified as “at risk” via our screening and referral process, our mental health team provides targeted support. These supports are defined with clear goals via the creation of a formal “Treatment Plan” that clearly outlines what each student needs to work on to break down barriers to their academic success. These plans are diverse, and can include, but are not limited to, medicine management coordination with our nursing staff, weekly counseling sessions at school, coordination with outside providers, and/or referral to outside agencies. Support is personally tailored to ensure students receive work in the best setting from the best providers.

We frequently find that we wish we had more capacity and providers. Each of our schools that are built-out in complete 9th-12th grades have at least two full-time mental health professionals on campus, and all of our schools have at least one provider. We work hard to build a high quality bank of agency partners to help us provide the best services we possibly can for our students. One example is our partnership with Project Fleur de Lis and Project LAST to provide targeted services to support students experiencing Post Trauma Stress Disorder (PTSD).

Acute Needs: We realize that not all needs are deeply rooted and come from something that is more situational. Therefore, one of the largest buckets of our work is case managing and coordinating services for students who present acute needs. For students with an acute need such as homelessness, pregnancy, immigration-related challenges, or criminal system-involvement, the mental health team is able to provide a plethora of supports. For students who are homeless, we not only ensure they receive appropriate transportation, school supplies, and uniforms as outlined in the McKinney-Vento Act, but also offer counseling services and referrals. For students who are expectant mothers or fathers, we are able to coordinate homebound services, refer to appropriate community agencies, and procure donations of items such as diapers, clothing, baby food, and more. We connect students who are recent immigrants to multilingual counseling agencies, and provide support groups and opportunities to celebrate one’s heritage on campus. Additionally, we work tirelessly to provide meaningful opportunities for students who are system-involved to shine in academics and athletics, and ensure this positive information is communicated to the courts to provide a whole picture of the child. We welcome students who are leaving incarceration.



“I get better at my work because I get time out of class to work on my writing one-on-one. Teachers have helped me to get on track through check-ins, making sure I am in school and checking in class to make sure I am completing my work. I feel supported.”

- Aaron Jones
2017 Graduate, GWC

Mental Health Data and Progress Monitoring: Our rigorous data collection and reflection allows us to ensure our work is targeted and high-leverage. For students with behavior interventions and treatment plans, data is collected and reviewed regularly. Some of the most frequently reviewed data includes GPA, attendance, formal incident frequency/intensity, behavioral infractions, and behavior tracking sheet data that reflects the unique goals of therapeutic and behavioral interventions.

We know students are most successful when we see them hitting new and more rigorous goals and our data consistently illustrates they are being successful. The utilization of objective data allows us to communicate to students our unwavering belief in their unique capacity for greatness, and has allowed students to hit previously inconceivable goals. “John,” a recent graduate of one of our schools, worked with the mental health staff throughout his time in high school. With the support of his counselor, who helped him to set rigorous academic goals, he was able to achieve a 3.0 GPA after several years of significantly lower GPAs. This was possible because of the targeted plans, consistent tracking of data, and deeply rooted understanding that mental health has a unique ability to target social-emotional barriers to academic success. Through continuing to target and strategically attack these barriers in partnership with our students, families, and teams we remain convinced that all students can and should achieve rigorous outcomes and new heights in their educational careers. Through strategic and holistic mental health programming we work to continue building more proof points of what all students are able to achieve with the right supports and services based in data.



“There is never an opportunity for me to not believe that things can happen for students. With that said, when it seemed like nothing was working for some students, I knew that we would come to a solution because that is what we do. It took a lot of work and our team collaborating to make it happen, but I never believed that we wouldn’t get them what they needed to be successful.”

- Jacqueline Nguyen
Mental Health Staff, ASA

Speech-Language Services

Speech-language services at Collegiate Academies partners with our specialized programs, Case Managers, RTI structures, and IEP teams to ensure that communication barriers to students' success are eliminated and reduced. To effectively do this, our team of speech-language pathologists use regular and annual data, collaborate with IEP teams and teachers regularly, and clearly define service goals and alignment to ELA and reading goals in an effort to further ensure each student ultimately achieves their most rigorous post-secondary opportunity and outcome. Additionally, Speech-Language Pathologists have partnered with a local university so students who are non-verbal are able to get Augmentative and Alternative Communication evaluations and obtain speech generated devices through Medicaid that will live with them and be their voice beyond their years in our programs.

Speech-Language Components: Like all diverse learner supports at Collegiate Academies, speech-language services are defined, planned and executed based on data and ongoing monitoring of progress. Service provision minutes and the focus and goals of these services are determined by the results revealed through yearly administration of language assessments that clearly illustrate each student's communication strengths and lagging skills. Based on the results, students, speech therapists, and IEP teams define a number of services, if services should be conducted in a group and/or individually, and if they are aligned to goals for each individual student. As defined lagging skills improve, service provision is decreased so the student is able to spend more time in the classroom setting and further generalize their communication skills.

Our speech team works with students across the intervention continuum and specialized programs offered at Collegiate. To maximize these services, we work annually to define how speech can best wrap around programs to maximize students' growth in aligned program goals that further their ability to actualize rigorous outcomes. Some examples of this include:

- **Students Participating in Essential Skills (ES):** Typically, students in ES are working on pre-literacy skills, phonics, or reading comprehension based goals to increase their literacy skills. Additionally, there are a number of students who participate in the ES program that are traditionally nonverbal and need support in using an alternative voice via an augmented and alternative communication device (AAC device). The speech team works with all stakeholders to ensure that all students have a voice that they can authentically use in all settings, including the classroom, cafeteria, and the hallway. The speech team meets regularly (usually biweekly) with the teacher and lead of the ES program to ensure that services are coordinated and pushing literacy skills and the generalization of a students' voice in tandem with what is happening in the program and across the school.
- **Students Participating in REACH:** Usually, students in REACH get the most support in literacy skills. The speech team works very closely with the classroom teacher to ensure we are addressing the highest leverage needs based on students' current skill sets so they can become confident readers. Therapy sessions focus on skills ranging from phonemic awareness to reading comprehension. The ultimate goal is that language and literacy are growing together and increasing the reading growth and overall academic progress of students throughout their courses.
- **Students Participating in Opportunities Academy (OA):** Generally, students participating in the OA program with significant disabilities are working on goals to address career and independent living skills. In therapy, working on these goals could involve role-playing interview questions, reading a menu and placing an order with a server, or it could be reviewing the directions to follow a recipe. Each of these activities increase progress toward language goals and generalizes this progress towards ultimate transition outcomes.
- **Students who are mostly included in General Education (including students in Journey Program):** Typically, for students that are participating in a majority of general education courses, the speech team programs to explicitly grow lagging skills and deficits in receptive and expressive language by directly supporting classroom activities, as well as teaching students how to utilize strategies to improve listening comprehension, reading comprehension, and written expression. This means that our speech team is regularly working to communicate with ELA teachers to understand what overarching course goals are and working to drive language development through supporting content of units and core reading skills. For students in the Journey Program, the speech team will also collaborate with IEP team members to understand how language may be impacting social-emotional challenges and working devise strategies so that students can increase lagging skills and success.

Data and Progress Monitoring: Our speech team monitors progress quarterly and annually assess each student's individualized progress using a standardized assessment tool. Given that we have clearly defined how speech can maximize their supports of students across different settings, we are able to differentiate goals and determine effectiveness of services by collecting and analyzing data based on the program the students we serve are enrolled in to see how language is impacting their literacy progress. We use data such as reading level, GPAs, engagement in classroom activities, Communication Matrix progress (this is the assessment used for students who are non-verbal to track their progress in utilization of their device), alongside progress on IEP goals to monitor students' progress. We believe that both data sets are important, because if a student is growing on their IEP goals, but these achievements are not equating to increased academic success, then we are not truly working to ensure that we are preparing students for their rigorous post-high school opportunities.

Opportunities Academy

Opportunities Academy

Program overview: In 2014, Collegiate Academies recognized that the post-secondary opportunities for students with moderate to significant disabilities were few and far between in Louisiana and New Orleans. We realized that in achieving our mission of post-secondary success for “all” students, we could not be successful until we identified meaningful and rigorous post-secondary opportunities for students with moderate to significant disabilities. The goal is to provide academic and vocational skills students will need to pursue their desired levels of independence and employment. Thus, the network created Opportunities Academy (OA), a rigorous, post-secondary program that operates in an aspirational way like an independent college for students on pathways towards vocational and independent living skills. OA supports each student in achieving his/her highest level of independence in his/her pursuit of meaningful and fulfilling personal and professional outcomes, in the areas of independent living, community access, and career readiness.

OA accepts students from high schools across New Orleans who have completed their traditional 9th-12th grade year, and are between the ages of 18 and 21. Opportunities Academy offers individualized services to target students’ independent living, community access, and vocational skills. Upon entering OA, the student and his/her IEP team meet to develop the student’s person centered plan, or PATH, which includes his/her desired employment outcome. All services are then aligned through experiential learning that is heavy on internships to best prepare the student to reach the goals outlined.

Program structure: In its design, OA strives to feel like a real college campus so that students can have an authentic and individually-driven post-secondary experience. Upon enrollment, students choose classes from a course catalog modeled on those of four-year institutions. Prior to enrollment, and then on an on-going basis, students in OA are immersed in courses and instruction that work toward their person-center plan goals in the areas of independent living, community access, and career readiness. The OA Rubric serves as the cornerstone of student progress towards goals, with each level of the rubric helping students to target and develop a variety of skills grounded in the major domains of transition necessary for an independent adult life. OA supports students in reaching their individualized goals and monitors their progress in the major domains of transition, including employability, daily living, community, personal life, personal interests, and lifelong learning. The instruction is as practical as it is academic, with communication and problem solving skills being honed alongside job awareness, transportation navigation, nutrition, and functional math and reading (budgeting, paying for RTA, reading a map/ recipe, reading a job description etc.).



Daily schedules in OA include internships, movement, lunch, instruction in daily living, community access, and employability. Half of the day is spent in a whole group setting while receiving individual support when needed. The other half of the day is spent on cultivating individual skills in smaller groups or entirely personalized instruction. As a result of this structure, students get both individual attention and the benefits of interacting with their peers – just as do students on college campuses. The instruction is highly personalized and typically students receive support, including related services such as speech-language therapy, occupational therapy, physical therapy, and mental health services, based on his or her individual person-centered plan. The OA team includes at least one lead teacher and one job coach, who is a para-educator. If students in the program require one-on-one services, there are multiple job coaches in the classroom at one time.

Job experience: Many of our students have the opportunity to go to college to learn skills to maximize their independence later in life, and learn from a diverse set of experiences. OA provides students with the same opportunity through an innovative enterprise within their classroom, the school, and the larger community in New Orleans. Through a partnership with Louisiana Rehabilitative Services, some students are paid for their work. Depending on their levels and goals, some students have the opportunity to do internships off-campus with local community partners. All of these experiences build toward the goals that are originally outlined in their PATH planning session.

rOAst Coffee Shop is a student-operated Coffee Shop run within OA, where Collegiate teammates, students, and friends frequently visit. The professional and real-world experience students gain through rOAst is immense, reinforcing employment and independent living skills, while also helping students gain customer service training. Each part of this experience is carefully planned for and taught using task analysis, feedback, and consistent tweaking to meet student's individual needs and work toward their individual goals. For example, one student's PATH career goal is to work at a retail location. At rOAst, this student runs the cash register to gain practice with greeting customers, fielding questions, managing money, making change, and using a credit card machine. These are all skills this student will need to be successful in his future career goals. The strategic operation of rOAst allows us to provide him with these experiences and increase his ability to be successful and independent in them on a daily basis.

Measuring progress: Prior to placement in the OA program, a student's IEP team works with the student and other stakeholders to draft a person-centered plan that focuses on the three critical elements of transition: Independent Living, Career Readiness, and Community Access. This PATH plan identifies individual goals and outcomes the student can achieve. The goals identified in each plan determine the student's courses and schedule in OA. Progress is measured by constant tracking and analysis of individual skill acquisition and progress towards their ultimate independence. The ultimate goal and vision for the students in the program is to maximize independence in career, community, and life and thus achieve greater access to the rigorous outcome of their choice.

We aim to have students achieve one full level of growth on a transition rubric and to reach maximum independence on the goals outlined on their plans. To foster this progress, micro goals are tracked on a nine-week cycle and the data is used to plan for maximizing instruction and experiences for the next cycle in order to achieve goal attainment at the end of the year. By April of its pilot year, 80% of students in OA had already met their goals. To ensure that each student continues to push his/her growth and independence, we work with families to evolve plans to ensure that students continue to experience growth toward their life goals.

As students in OA work to successfully transition into adulthood and graduate from the school and program, our team plans to leverage external partnerships and work to ensure that they are:

- linked to an independent support agency
- have appropriate personal care assistants and home living aids, and
- are maximally integrated in the community.

As an example, we have one student this year who has been working at an internship in a local community restaurant. He helps do a lot of stocking and daily routines to prepare the restaurant to open, but also helps do food preparation and cleanup. We have been in communication with the owner of the shop about employment for him as he graduates from OA. This employment and authentic placement is the ultimate goal for both this individual student and OA.



Collegiate Academies Child Find, MTSS, and SBLC Policy

Purpose: To establish CA policies around child find and SBLC requirements under IDEA and state law, as well as outline CA's implementation of those requirements within our MTSS framework

Adopted: 7/1/2020

Updated: 7/1/2020

Citations:

Bulletin 1508: **§ 301. Response to Intervention** – A. The Response to Intervention (RTI) process is a three-tiered approach to providing services and interventions to struggling learners and/or students with challenging behaviors at increasing levels of intensity. Essential components of the process include three tiers of instruction and intervention, use of standard protocols and/or problem-solving methods, and an integrated data collection/assessment system to inform decisions at each tier of instruction/intervention. The process incorporates increasing intensities of instruction and/or intervention that are provided to students in direct proportion to their individual needs. Embedded in each tier is a set of unique support structures or activities that help teachers implement, with fidelity, research-based curricula, instructional practices, and interventions designed to improve student achievement. RTI is designed for use when making decisions in both general and special education, creating a well-integrated system of instruction and intervention guided by student outcome data.

Bulletin 1508: **§303. School Building Level Committee** – A. The School Building Level Committee (SBLC) is a general education, data driven, decision-making committee whose standing members consist of at least the principal/designee, a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent or guardian is an invited participant. The SBLC shall review and analyze all screening data, including RTI results, to determine the most beneficial option for the student. The committee's options include, but are not limited to one of the following actions.

1. Conduct no further action at this time.
2. Continue current intervention and progress monitoring through the RTI process.
3. Conduct additional interventions through the RTI process.
4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.
5. Refer the student to pupil appraisal personnel for support services.
6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.

B. Parents must be provided a report or summary by the SBLC on the status of the student's response to scientifically research-based interventions which would include repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction. This report or summary must be provided to parents at least once each grading period until a decision is reached. If the parents disagree with the SBLC actions or decision, the parents must be provided a copy of their rights, which includes the right to request an evaluation. If it is the opinion of the SBLC that the student be referred for an initial evaluation, a pupil appraisal team member shall be present to review supporting documentation.

Bulletin 1508: **§305 Screening Activities** – A. Overview 1. An LEA shall identify a student, enrolled in an educational program operated by the LEA, as suspected of having a disability only after the student has participated in an RTI process that produces data sufficient for the SBLC to recommend that a comprehensive individual evaluation be conducted by pupil appraisal personnel. For a student suspected of having a communication disorder, follow the screening activities in §305.D.1-3. Through the RTI process the SBLC shall coordinate and document results of all screening activities described below. RTI and screening activities for enrolled students are conducted by general education personnel with assistance from other school personnel and pupil appraisal members, if necessary.

2. The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

- B. Sensory Screening
- C. Health Screening
- D. Speech and Language Screening [ref bulletin for guidelines]
- E. Motor Screening [ref bulletin for guidelines]
- G. Social/Emotional/Behavioral Screening
1. Social/emotional/behavioral screening should include, at a minimum, a review of:
 - a. incident reports/discipline records;
 - b. teacher reports;
 - c. parent reports and information provided by the parent;
 - d. developmental profiles;
 - e. previous behavior intervention plans; and
 - f. anecdotal records.
2. If a review indicates current concerns in the above areas, the student's social/emotional/behavioral status is "at risk." Documented, evidence-based intervention(s) appropriate to the student's age and behavioral difficulties shall be conducted with fidelity for the length of time necessary to obtain sufficient data to determine their effectiveness. Interventions are required for students with a suspected emotional disturbance unless there is substantial documentation that the student is likely to injure him/her self or others.
 - H. Educational Screening. 1. Educational screening is accomplished by conducting:
 - a. a review of the results of the student's educational history;

- b. a review of the student's academic performance, including dyslexia screening results and results of applicable statewide and district-wide tests;
- c. a summary of the teacher/parent communication regarding the student's specific difficulties or exceptional skills;
- d. a review of the results of universal screening, conducted by the teacher or other staff member, which enables school personnel to measure the performance of students as compared to peers within their class, school, and/or district; and
- e. a comprehensive and documented review of evidence-based intervention(s) conducted with fidelity and for the length of time necessary to obtain sufficient data to determine their effectiveness. Interventions should be appropriate to the student's age and academic skill deficits:
 - i. interventions are required for students suspected of having autism, developmental delay, emotional disturbance, mild intellectual disability, orthopedic impairment, other health impairment, and specific learning disability. Interventions are not required for a student suspected of having a severe or low incidence impairment.

J. Other Considerations

1. The SBLC must provide data-based documentation that the student's lack of educational progress is not primarily due to:
 - a. lack of appropriate, explicit and systematic instruction in reading which includes the essential components of reading instruction: phonics, phonemic awareness, fluency, comprehension, and vocabulary; (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected);
 - b. lack of appropriate instruction in math (e.g., if more than 50 percent of the class falls below benchmark on universal screening, lack of appropriate instruction might be suspected);
 - c. limited English proficiency; (for students identified as English Language Learners, refer to *Louisiana Guidelines for Identification and Instruction of English Language Learners with Disabilities* for additional information);
 - d. environmental or economic disadvantage (e.g., if a majority of low income students in the class fall below benchmark on universal screening, environmental or economic disadvantage as a primary factor might be suspected); or
 - e. cultural factors (e.g., for students from culturally and linguistically diverse backgrounds, there is evidence that the school and classroom teacher have been sensitive toward the students' diverse learning needs).
2. When data indicate that the student is not responding to the intervention, the SBLC shall consider other options within the RTI process. The SBLC shall provide, at a minimum, evidence that a scientifically research-based intervention was implemented with fidelity, the student's progress was monitored at reasonable intervals, and the student's rate of progress relative to peers was not adequate.
3. For students who are found to be "at risk" in any of the screening areas listed above, but are not suspected of having an exceptionality, the SBLC shall conduct interventions or refer the student to the appropriate specialist to address the concern.
4. For students who are found to be "at risk" in any of the screening areas listed above and are suspected of having an exceptionality, the evaluation coordinator shall ensure that the screening areas determined to be "at risk" are addressed in the individual evaluation

Bulletin 1508 §307. Referral Process

- A. A referral for an individual evaluation should be made when the provisions in Paragraphs 1, 2 and 3 of this Subsection have been met.
 1. The SBLC provides documentation that the RTI process addressing academic and/or behavior concerns, or the speech or language intervention(s) addressing communication concerns have included:
 - a. scientifically research-based intervention(s) implemented with fidelity as evidenced by data sheets, computer-generated records, or other permanent products;
 - b. monitoring of the student's progress relative to peers, at reasonable intervals; and
 - c. graphed evidence that the student's rate of progress relative to peers was not adequate.
 2. The SBLC provides data-based documentation that the student's lack of educational progress is not primarily due to the considerations described in §305.J above.
 3. The SBLC suspects the student of having a disability.
- B. An immediate referral may be made to pupil appraisal services for an individual evaluation of those students suspected of having low incidence impairments such as hearing impairment, visual impairment, deaf-blindness, traumatic brain injury, intellectual disability (moderate or severe), multiple disabilities, and some students with severe autism, orthopedic impairments and/or significant health issues; or based on substantial documentation by school building level personnel of any student suspected of being likely to injure him/herself or others. Screening activities should be completed during the evaluation for these students.
 - C. All referrals for enrolled students to pupil appraisal for evaluation shall be made through the SBLC with the approval of the principal/principal designee. If it is the opinion of the SBLC that the student be referred for an initial evaluation, pupil appraisal staff shall be present to review the supporting documentation to ensure there are adequate data to suspect the student may have an exceptionality.

Bulletin 1706. §111 and §174

Policy:

Child Find

Child Find is a part of the federal Individuals with Disabilities Education Act (IDEA), which requires Local Education Authorities (LEA's) to identify, locate, and evaluate children who are in need of special education and related services. Individuals between the ages of three (3) and twenty-one (21) who are currently enrolled in a public, charter, parochial or private school setting who are suspected of having a disability may be referred to be screened and evaluated for services. At Collegiate Academies, all children with disabilities, including children who are homeless, migrant, or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.

Collegiate Academies (CA) implements Child Find procedures in order to ensure that all scholars who have a documented disability or are suspected of having a disability receive the services needed for success. Our school takes steps both during the enrollment process and throughout a scholar's years with us to ensure all scholar needs have both been identified and met.

Procedure for Identifying and Evaluating Scholars with Suspected Disabilities

In General

In order to ensure that the needs of students are being met via services, Collegiate Academies puts forth a variety of measures, including ongoing monitoring of scholar data and an ongoing referral system.

The school teams follow 1508 regulations via child find in order to identify and support scholars with disabilities. The Intervention and SBLC teams track scholar grades, attendance, and behaviors on a weekly basis. This weekly data assessment serves as one way to ensure that all scholars are growing and all needs are being addressed. Scholar growth is also closely monitored quarterly through school interim assessments.

Collegiate Academies schools ensure that all scholars are properly identified, placed in appropriate interventions, and that their progress is monitored through clear systems and structures in the areas of Universal Screenings, placement in Multi-Tiered System of Support (MTSS), and by employing an SBLC team function.

Universal Screeners:

At the beginning of each school year, the school team administers universal screeners to all scholars in order to assess each scholar's baseline levels. The results of these screeners are analyzed and ultimately used to determine need and recommendation for placement in appropriate interventions.

School Building Level Committee (SBLC)

As required by *Bulletin 1508*, each school has established a School Building Level Committee. The SBLC is a general education, data-driven, decision making group that meets on a scheduled basis to receive referrals from teachers, parents or other professionals on students who are experiencing difficulty in school due to academic and/or behavior problems. A SBLC Chair is designated each year by the school leader.

Purpose of the Committee

The purpose of the SBLC is to review and analyze screening data, including Multi-Tiered System of Support (MTSS) data, in order to determine what options are available to meet the needs of a student.

Membership

Required standing members of the SBLC include at least the school leader or a designee, a classroom teacher, and the referring teacher. In discussing an individual student's difficulties, the student's parent or guardian is also an invited participant. The SBLC Chair will ensure that parents receive written notice and an invitation to participate in all SBLC meetings where the student is discussed. Parents are also invited to participate in any follow-up discussions when the SBLC revisits the scholar's interventions and determines whether a scholar might need more intervention, has made adequate growth and no longer requires interventions, or is recommended for an evaluation under Section 504 or Bulletin 1508.

Other optional members of the team may include School Counselors or Social Workers, Culture Deans, Directors of Student Support, School Nurses, 504 Coordinators, or members of the Pupil Appraisal team, as needed.

Reasons for Referral

Collegiate Academies has an ongoing online referral system through which teachers and parents can make referrals. The referral form is available to parents and school staff throughout the course of the school year, and submissions are reviewed to identify scholars who may need interventions.

A student may be referred to the SBLC whenever a member of the school team feels there is a need for additional supports or services to meet a student's academic, behavioral, or health needs. For example, a team member might refer due to:

- Repeated low grades on assessments
- Chronically (continuous over more than a week despite interventions) low homework or classwork completion
- Chronically low attendance
- Chronic inattentiveness in class
- Chronically low mastery
- Perceived barriers to learning (poor eyesight, suspected attention disorder or learning disability, homelife that is not conducive to homework completion, long-term physical injuries or disabilities, etc.)
- Emotional instability

SBLC Meeting and Review Process

The SBLC meets regularly to review students who have been submitted for referral via the internal referral systems; to review the status of students' response to interventions previously put in place; and to monitor General Education students not yet referred.

Students Newly Referred

The SBLC concentrates on one student at a time, reviewing and analyzing all screening data to determine the most beneficial option for the student. They identify current trends in the scholar's performance and select an intervention from a menu of research-based interventions that match current trends in data and are hypothesized to be helpful to the scholar moving forward. The team defines what interventions will look like (when, how, who, intensity) and a defined period of time during which the intervention will be implemented and tracked, which is generally 4-9 weeks.

Students already in the MTSS Process:

For each student already in the MTSS process, at the end of the previously-designated intervention period, the SBLC reviews the data and determines the best course of action. The committee's options include, but are not limited to one of the following actions:

1. Conduct no further action at this time.
2. Continue current intervention and progress monitoring through the MTSS process.
3. Conduct different or additional interventions through the MTSS process.
4. Refer the student to the appropriate committee to conduct a Section 504 evaluation.
5. Refer the student to pupil appraisal personnel for support services.
6. Refer the student to pupil appraisal personnel for an individual evaluation if an exceptionality is suspected.
7. Move the student to a lower tier
8. Exit the student from SBLC monitoring due to sufficient progress and/or positive response to intervention.

In the event that the SBLC, including the scholar, parents, and teachers, decide to move forward with an evaluation of the scholar, the school's in-house Director of Pupil Appraisal Services will coordinate parental consent for an evaluation within a reasonable time frame, but no less than 30 days.

SBLC-initiated General Education Monitoring

In addition, school personnel will monitor General Education students who are already covered by Section 504, IDEA, or in MTSS for academic or behavioral concerns to determine if referral is appropriate.

Based on this data, the SBLC/MTSS chair may determine whether to add a particular student to the next meeting for consideration of interventions in conjunction with the parent. This meeting may be scheduled as soon as is needed.

In order to track and document child find activities, the SBLC/MTSS Chair will keep a log of referrals and decisions, and progress towards goals.

Parent Participation

Parents will be invited to all meetings in which decisions will be made regarding their child. The school must have written documentation that the parent was invited to the SBLC meeting.

If there is written documentation inviting the parent to the meeting but the parent has not responded and is not in attendance, the SBLC may discuss the student and decide on appropriate interventions, but must not make a decision for evaluation until the parent is invited to another SBLC meeting. If the parent does not attend the second SBLC meeting, the team may then decide on the option for a multidisciplinary 1508 evaluation, if appropriate, and sign a referral packet. An SBLC log should be completed for each SBLC meeting documenting the decisions of the team and who was in attendance. Parents must also receive written notice of all decisions made by the SBLC.

MTSS Data and Documentation

Documentation of all MTSS activities is required. Data are collected by individual classroom teachers, administrators, and/or support staff who are implementing interventions and by the MTSS team, as appropriate.

Referral for Evaluation

1508 Evaluation:

Implementation of interventions is required before a student may be referred for a multidisciplinary 1508 evaluation unless the student is suspected of having a low incidence exceptionality or is a danger to self or others. The SBLC process requires a review of MTSS data by the SBLC committee when discussing an individual student and making any decisions regarding a multidisciplinary 1508 evaluation.

The decision to conduct a multidisciplinary 1508 evaluation can only be made after receipt and review by the SBLC of all required screening results from the SBLC Screening Packet. A member of the pupil appraisal team must be present at the meeting to review supporting documentation and to determine if additional information is needed. It is also important to review graphical representation at the meeting of the student's progress in the MTSS process when the results of intervention data are appropriate to the decision making process for special education assessment.

If the SBLC decision is for a multidisciplinary 1508 evaluation, then the Pupil Appraisal team provides a pre-referral packet to complete. Once all appropriate paperwork is completed, the Pupil Appraisal personnel appropriate will request and obtain formal consent from the parent to initiate the 1508 evaluation. Parents must be given a copy of the *Louisiana's Educational Rights for Children with Disabilities* booklet at the time of the request for parental consent.

504 Evaluation:

A student may have a mild disability that does not significantly impact a major life activity. This student will not be eligible under Section 504 or IDEA. However, if a student's disability significantly impacts a major life activity then that student may be eligible under Section 504 and may need accommodations. If a student's disability warrants a specifically designed instructional program, then the student may be eligible under IDEA.

It is sometimes difficult to determine if a student has a suspected disability under Bulletin 1508 without MTSS data, but the student may qualify under Section 504 if the student has a disability that significantly affects a major life activity.

A doctor's diagnosis does not guarantee an automatic eligibility under either Section 504 or IDEA, but it does mean that there may be a suspected disability requiring an assessment. Thus, further assessment should be conducted if there is evidence of a medical diagnosis.

Parent Consent and Documentation of Attempts

Once the team signs the referral packet, the Evaluation Coordinator must request parental consent for an individual evaluation within 10 days of the decision. The date of the parent consent for evaluation is documented on the Letter of Consent for Initial Evaluation. This date must be no later than 30 days after the date the SBLC signed the referral form.

The documentation of reasonable efforts to obtain parent permission is kept by the Evaluation Coordinator of the case. Reasonable efforts to obtain parent permission include:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parent including certified mail and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

Parents must be given a copy of their rights at the time of the request for parental consent.

If the Pupil Appraisal personnel is unable to obtain parent permission within the allotted time period, the case is closed using the "Unable to Obtain Parental Consent" form. The school is responsible for filing and maintaining copies of the relevant documents for the student's cumulative record. It is essential that the school maintain a copy of the documentation of all efforts to address the student's educational difficulties.

Parental Requests for Evaluation

If the parent requests an evaluation for concerns other than gifted and talented, the parent is given a copy of the Parental Request for Evaluation Form to complete. The SBLC Chair will schedule an SBLC meeting to discuss the request and the student's information as soon as possible, but in any event with enough time to respond to the parent's request in writing within 30 days. The parent shall be invited to attend the meeting and documentation of the invitation must be kept on file.

Note: A parental request for an evaluation cannot be delayed because of insufficient or lack of MTSS data when there is a suspicion of a disability

If a parent requests an evaluation and the school does not have sufficient MTSS data:

1. If there **is** a suspicion of a disability (evidenced by private vendor reports, medical diagnosis, SBLC screening information, etc) the school should, within 30 days of receiving the documentation, notify the parent that we will evaluate and get parental consent to initiate an evaluation. In the interim, the school should also be gathering the missing MTSS data.
2. If there is **no** documentation supporting a suspected disability, then notify the school's 504 Chairperson that a Section 504 assessment must be conducted. The SBLC determines what additional data is needed to address the parent's concerns.
3. If the SBLC decides to refuse the parent's request for evaluation then the SBLC must provide written reasons why a disability is not suspected
4. When a student is accepted for a Special Education Evaluation but does not qualify for a Bulletin 1508 disability, when appropriate, document in the Recommendations section of the report that this case may be reviewed by the Section 504 committee to determine Section 504 eligibility and include a few suggested accommodations.

If the SBLC's decision is not to conduct a special education evaluation at this time, then a letter is sent to the parent within 30 days of the parent's request. The letter will document to the parent:

- what information was reviewed by the committee and what is still needed;
- why the evaluation was refused and what are the next steps;
- future SBLC meeting dates to discuss interventions, progress monitoring data, and an analysis of the student's progress.

The SBLC will give the parent a copy of the Louisiana Educational Rights of Children with Disabilities. The SBLC will complete the "Refusal to Evaluate" Worksheet and compose the refusing parental request letter using the completed worksheet. The letter is submitted within 5 business days of the parental request at the SBLC meeting. The letter will be reviewed and mailed to the parent. A copy of the letter must also be placed in the student's school for the student's folder.

Scholars experiencing homelessness

Collegiate Academies provides a free appropriate public education to any homeless child or youth as regulated in the provisions of the McKinney-Vento Homeless Assistance Act.

Collegiate Academies recognizes that the term *homeless* includes an individual who lacks a fixed, regular or adequate residence; or has a primary nighttime residence in a shelter, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings; or is sharing the housing of other persons. The term does not include any individual imprisoned or adjudicated.

Scholars experiencing homeless are identified by school personnel through enrollment paperwork and ongoing records from the scholar, his or her family, and any assisting agencies. The school will communicate to parents or guardians of students experiencing homeless of educational and related opportunities available to their children.

Homeless students requesting enrollment will be placed in school immediately, even if required registration documents are unavailable. School documents needed should be requested after the student has been enrolled. There will be no barriers to homeless children and youth entering school.

All scholars, including scholars who identify as homeless, receive the same protections, rights, and safeguards under the law regarding the school's Child Find procedure. A scholar who is homeless and currently has a documented disability or is suspected of having a disability will receive all services and supports from the school team in order to ensure the scholar's success.

If a student who is homeless has an Individualized Education Program (IEP), Collegiate Academies will aim to avoid any disruption in appropriate services by conducting any necessary IEP meetings or re-evaluations.

Scholars who are wards of the State

Collegiate Academies works to ensure that all safeguards under the school's Child Find policies include safeguards for scholars who are wards of the state. Collegiate Academies defines a "ward of the state" as a child who, as determined by the state where the child lives, is either a foster child, considered a ward of the state under Louisiana state law, or is in the custody of a public child welfare agency. A ward of the state does not include a foster child who has a foster parent who meets the definition of a parent.

If a scholar who is a ward of the State is suspected of having a disability, he or she will benefit from the school's Child Find methods including assessment, referral, MTSS and SBLC functions.

Collegiate Academies will always work hard to ensure parent participation in implementing Child Find safeguards. The school will make attempts at contacting a parent and document all efforts to locate a parent to notify of a scholar's needs. For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, informed parent consent is not required for a student if the school cannot discover the whereabouts of the parent or if parental rights have been terminated by legal/court actions. The school will ensure that a scholar's needs are not impeded by this status, and will continue the process for evaluation if the school team believes it would support the scholar.

Scholars who are migrant

Collegiate Academies works to ensure that all scholars who are migrant are protected by education safeguards, including Child Find procedures. Migrant scholars are children who have moved across school district lines within the past three years alone or with a parent/guardian.

School teams work with the parents or guardians of migrant scholars to ensure that all scholar documentation (Evaluations, 504s, IEPs, etc.) is acquired by the Intervention team. The Intervention team routinely requests additional records from schools the student previously attended, especially if a student is coming from out of state (in these situations, IEPs are usually not indicated in RSD database or SER). In the event that there is an issue in timely retrieval of records from another school and/or district, we continue to work with stakeholders to ensure all records are retrieved and ensure timely provision of all required services for each individual scholar.

If a scholar who is migrant is suspected of having a disability, the school team will employ the Child Find procedures including use of assessment, referral, MTSS and SBLC functions.

Updated: 7/1/2020

Update Notes

Criteria for Success for a Multi-Tiered Systems of Support (MTSS) Program

Purpose: This document lays out the Criteria for Success (CFS) for a comprehensive MTSS program at a CA School, including both legal guidance and best practice.

[See here for CA SBLC/ Child Find Policy](#)

Table of contents

[What is MTSS?](#)

[Components of MTSS System](#)

[Continuum of Interventions](#)

[Criteria for success](#)

What is MTSS?

MTSS (Multi-Tiered System of Supports) is a framework using collaborative, data-based decision-making to provide prevention and early intervention across attendance, academics, behavior and therapeutic needs.

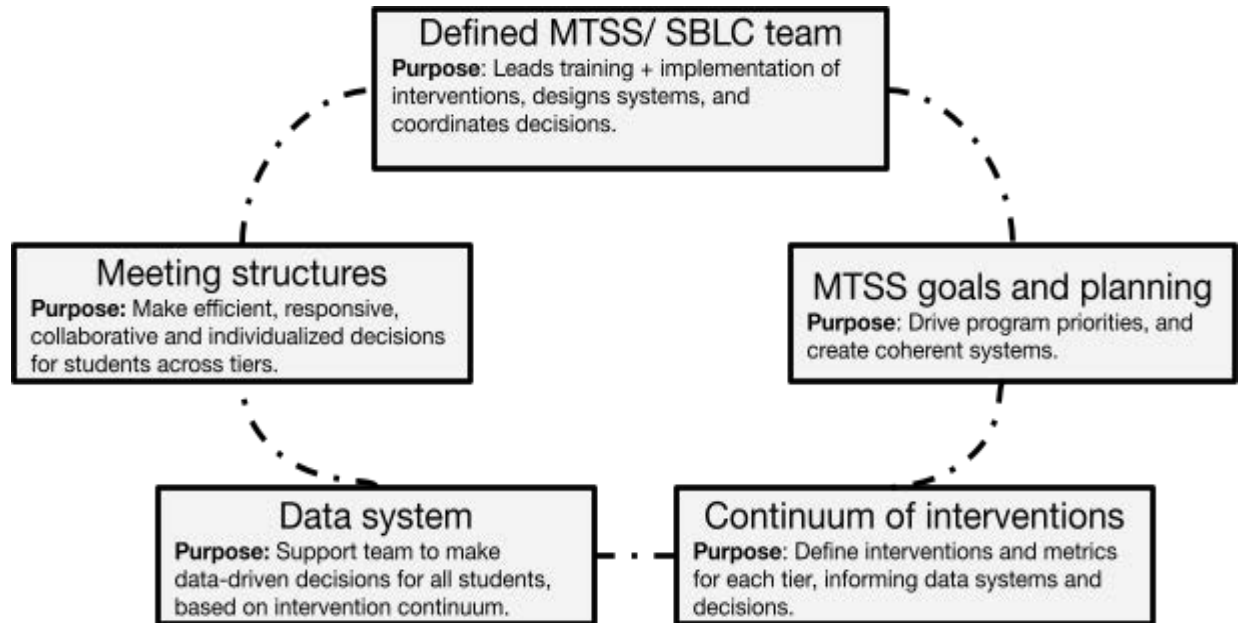
Mindsets and Core Principles

To prepare all students for lives of unlimited opportunity, we must build schools that respond to the whole student. Our Multi-Tiered System of Support (MTSS) includes supports for attendance, academics, behavior, and therapeutic needs. Without this, we will never achieve the 'all' in our mission.

- **All students:** All students can grow in all areas with the right interventions and supports.
- **All teammates:** Every teammate understands how they play a role in schoolwide MTSS systems, and can see how schoolwide Tier 1 systems are connected to more intensive tiers of support.
- **Efficient and early intervention:** Streamlined systems and integrated program design ensure each student gets the “just right” support, exactly when they need it.
- **Coordination:** Collaboration around any student is seamless across roles, with clear leadership, intentional capacity-building, and shared language and frameworks.
- **Data-driven:** Data drives decisions, balanced by team review.

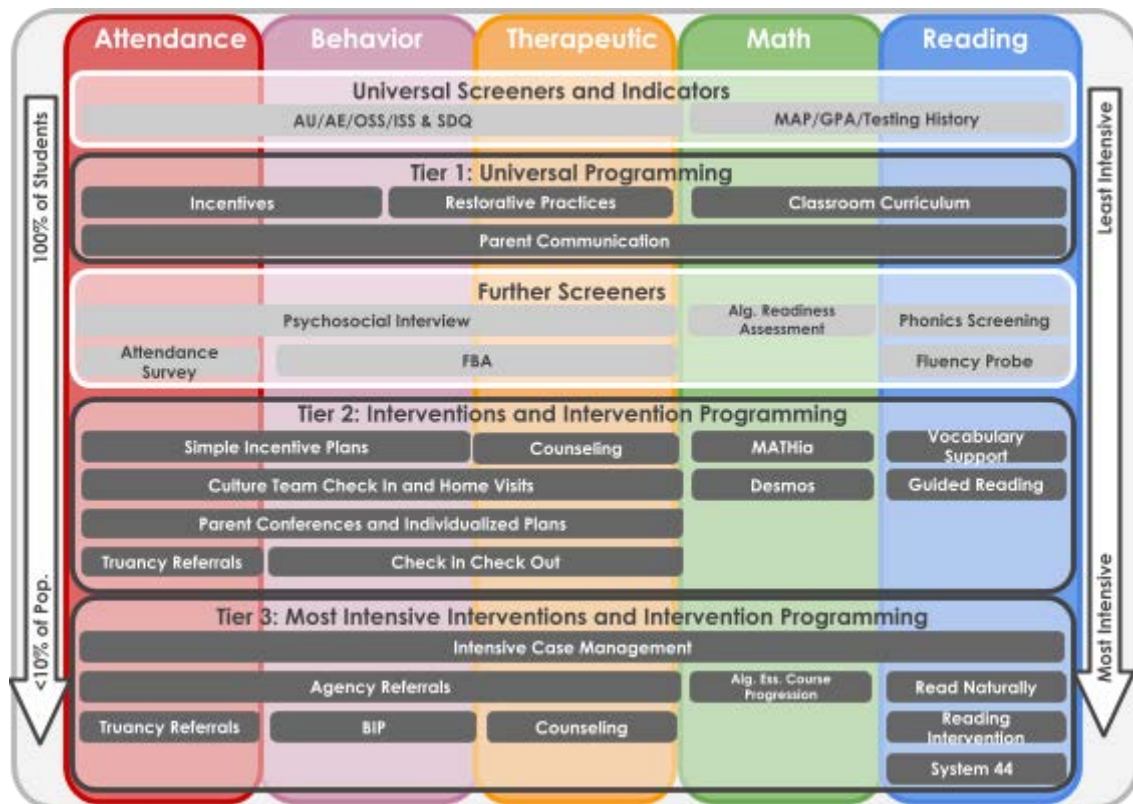


Components of MTSS System



To be a coordinated system, all components must exist. It is better to have each at baseline, rather than build one without developing others. [Click HERE for detailed Criteria for each Component.](#)

Continuum of Interventions



Each CA school varies, but this is a typical continuum of interventions across domains. At top, universal screeners and Tier 1 programming. Moving down, more intensive interventions.



Appendix 3

DRAFT GRIEVANCE POLICY

Specific sections within this sample Student and Family Handbook for an existing school are highlighted in yellow. The proposed school will adopt the same or similar language and policies.

The school supervises dismissal from classes at the end of the school day and encourages all scholars to go directly home. The school is not responsible for scholars that choose not to board the afternoon school bus or scholars who take transportation to a school-sponsored event and leave the site or campus for an unknown destination and the school is not responsible for scholars that ride the bus but do not report straight home once they are dropped off by the school bus.

Any **scholars that drive their own vehicles to school** may park in the lot that is behind the school building. Scholars may not park in the front of the building and scholars may not go to their cars during school hours. If scholars park in a no parking zone or a 15-minute zone, the vehicle may be towed. Scholars are expected to follow all state traffic laws and to drive with caution on campus. Scholar vehicles are subject to search once on campus (see procedures for scholar searches). Scholars may choose to park cars away from campus and walk to school. Scholars that do not drive safely on campus may not be allowed to park on school grounds.

After School Activities. Families are responsible for their child’s transportation if and when that child stays after school for academic or behavioral reasons. Approved scholars may be permitted to ride a school sponsored activities bus. It is not Abramson Sci Academy’s policy, or an advisor’s responsibility, to provide rides in personal vehicles to or from school.

Students with Special Needs

If a student's IEP requires that a guardian meet the student at his or her stop and the guardian is not present when the bus arrives the bus driver will return the student to the school. A member of the school's staff will contact the guardian and ask that they pick up the student from school. The student will remain under the supervision of a school staff member until the guardian arrives.

If the student’s guardian fails to respond or pickup the student:

- **First occurrence:** A school administrator will schedule a conference with the parent to review the student’s transportation information and the requirement to have an adult at the stop to receive the student. The parent will also be notified that upon the second occurrence the school may file a report with DCFS requesting an investigation. At the conference the parent will sign an acknowledgement that includes everything discussed.
- **Any subsequent occurrences:** The school may file a report with DCFS requesting an investigation for child abandonment.

Tobacco Free Campus

ASA is a tobacco free campus. Use or possession of any tobacco product by students, staff, or visitors is prohibited on school grounds and school buses. This includes electronic vaping devices and other similar devices.

Non-Discrimination Policy

As a matter of policy, Abramson Sci Academy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, Collegiate Academies does not permit or condone discrimination based on race, creed, color, national origin, religion, marital status, gender, sexual orientation, gender identity or expression, physical disability, or age in employment matters or assignment in programs or services provided.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact Anthony McElligott via email at amcelligott@collegiateacademies.org or phone: 504-331-5920.

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Appendix 4

SCHOOL LEADERSHIP TEAM



Appendix 4

School Leadership Team Roster

Name	Role	Major Responsibilities	Area of Expertise/ Justification
Jerel Bryant	CEO	Fulfill all organizational goals in service of mission and vision, inclusive of academic, financial, and operational benchmarks. Provide information and partner with the Board of Directors to ensure alignment.	10+ years of highly successful leadership of a top-performing open-enrollment New Orleans high school (G.W. Carver High School). Visionary leader and culture-builder.
Stacy Martin	President	Lead external relationships and community engagement. Manager the Chief Operating Officer and Chief Talent Officer.	Proven organizational leader with career accomplishments across government, private sector, and public education.
Justin Pickel	Chief Operating Officer	Lead network team that supports all CA schools in meeting their financial and operational goals, including HR, Facilities, Shared Services, Data/Technology, and Finance/Accounting.	Led the creation of a wide array of critical operational systems and structures. Secured and fostered critical partnerships from vendors and nonprofits, including on-campus clinics at all CA schools.
Soraya Verjee	Chief Talent Officer	Lead network team that supports all CA schools in meeting their hiring and talent retention goals.	12+ years of impact. Led the creation of a wide array of critical talent systems and strategies. Secured and fostered critical partnerships from educator pipelines.
Lisa Shea	Chief Academic Officer	Lead network team that supports all CA schools in meeting their academic goals via curriculum, educator development, etc.	15+ years of leadership in various academic leadership roles at Collegiate, resulting in state-leading academic growth data across each



			campus and ~3,000 students.
Rhonda Dale	Chief of Staff	Oversees the Post-Secondary programing at Collegiate including Next Level NOLA, Opportunities Academy and CA Next. Ensures the network team (CST) is aligned and meeting all goals.	20+ years of work in education and 15+ years in leadership including serving as the school leader at Abramson Sci Academy, Next Level Nola and Walter L. Cohen High School

SCHOOL LEADER PROFILE AND QUALIFICATIONS

Overview: Below we include a description of the Collegiate Academies School Leader Competencies. In selecting the School Leader of the proposed school, the CEO and School Leader Manager will lead a rigorous process to assess and evaluate candidates' current demonstration of these crucial skills and capabilities, as well as their ability to rapidly grow from feedback and coaching in all domains. Candidates must have concrete accomplishments, both personally and as the leader of one or more teammates, on the goals outlined in Question 38 in order to qualify for the process. All hiring, including for School Leader roles is conducted in a transparent, rigorous, and equitable manner in order to ensure the strongest possible educators are serving the students and families that have selected a Collegiate Academies school.

Headline	A CA School Leader...
Adult Culture	Creates and personally leads adult culture through identity, narrative, and values. They ensure their team knows the answer to the questions: "Who are we?" (Identity), "Why are we here? (Narrative), and "What will it take?" (Values). They immerse adults in an identity that affirms and transforms them all into even better versions of themselves. Adults can actively describe this alignment. They arrange their calendars so that the bulk of their adult time focuses on three levers that ensure this: Hiring, Orientation, Re-orientation.
All	Believes their primary purpose in leading a CA school is to realize the belief that all children can reach the world's highest levels of opportunity and success, no matter the challenges that may daunt others, or whose solutions are not yet clear. They are known for their solutions-orientation, even and especially when challenges are greatest.
Communication	Communicates - verbally, nonverbally and in writing - with authenticity and clarity across all audiences. Keeps their team in the loop on knowns and unknowns and what is coming. Listens attentively and communicates understanding with words and body language. Has systems in place so that their team is able to receive, digest, and act on necessary information. Leans in and acts when the need to communicate is most unclear, uncertain, or scary.



Data- Driven	Knows their school's data because they are constantly reviewing it. They track and push their data against their scorecard and our mission daily. Their decisions are based on what the data is telling them.
Development	Constantly turns teammates into leaders who can run the place without them. Knows that adult growth leads to student growth, so prioritizes this work. Is able to target development areas and provide feedback and resources that result in measurable growth and increased performance. Is able to create and lead systems that ensure everyone on their team is being developed equitably. Creates access points to development for all teammates to be successful, grow rapidly, and be elevated.
Emotional Foundation	Has a constant emotional foundation. Things that make others stressed and fatigued are viewed as opportunities by them, because they know challenges can and will lead to a more excellent school when they're fixed. They actively eliminate needless negativity from their work, and like the best classroom teachers, bring good weather everywhere they go, both up and down the org chart.
Feedback	Loves being pushed and having their work critiqued. They choose the SL job because they love feedback more than most and know the job gives them more of it than just about any job out there. When getting tough feedback, they are excited by the clarity offered by a teammate or coach's voice. After getting it, they are even more excited to own implementation so they never get the same critique twice.
Network Hat	Is considered among the most powerful leaders and influencers in our network, so actively wears a "CA" hat on top of their school's, and remembers that hat in their decisions, relationships, and time allocations.
Organization	Develops strong organizational systems that allow them to stay on top of everything. They follow-through on large and small tasks. Their systems allow them to process and act on a large volume of needs and keep track of many small details. They organize their time to focus on priorities and achieve goals.
Ownership	Is the CEO of their school. No act of teamwork or solidarity with their peers, nor support, clarity or accountability from the network, diminishes the buck-stopping responsibility they have for reaching their school's mission. They are grateful to benefit from outside direction and help, but own everything like founders. They leave no aspect of their school's success to chance. They are intentional to set clear goals and then win on them. From the behaviors of the adults they lead to the results being achieved with students, they see it all as their responsibility to see, name, own, and coach to success.
Productive Paranoia	Is productively paranoid about the actions, behaviors, and mindsets of teammates and students, and ultimately, the impact of these on student performance. While leading with belief in what's possible, they work to predict and prevent challenges to our mission that can be avoided, and teaches their teammates how to do the same.



Relationships	Builds and maintains strong relationships in their communities - scholars, individual staff members, families, community stakeholders, other network counterparts, other SL's, and the network team. Knows that every other move is made easier and stronger when the SL has strong bonds with stakeholders. They take responsibility for these bonds themselves and never blame others for their difficulties. This is equally true concerning leadership across lines of difference.
Student Culture	Creates and personally leads student culture through identity, narrative, and values. They ensure their students know the answer to the questions: "Who are we?" (Identity), "Why are we here (Narrative)?", and "What will it take?" (Values). They immerse students in an identity that affirms & celebrates their culture and transforms them all into even better versions of themselves. Kids and adults can actively describe this alignment. Their day is packed with moments that reinforce and strengthen this identity, narrative, and values across the student body.
Teaching	Is among the absolute best teachers in their building (and in our network). They see the high instructional bar everywhere they look, name gaps between it and other teachers quickly, and have everyone working on the right things to close those gaps daily. They model excellent teaching whether in front of students or adults. They build culture through their content. Professional development sessions they lead are well planned, organized, clear, include practice, and set teammates up for mastery of the skills being addressed.
Teams	Holds an uncommonly high bar for their teams: affirming, pushing, holding accountable. They affirm and reinforce mission-aligned decisions and actions. They continuously grow themselves to share ever-more recognition and create time in their calendars to do so. They share feedback that will push their teammates to grow rapidly. They create & uphold systems that ensure follow-through & accountability. They have accountability conversations urgently when that is the need. This is all equally true across lines of difference.
Hiring	Knows that excellent hires impact more in less time than any other resource, so they are recruiting actively all year long, and spend significant amounts of time finding and hiring the best people. They are intentional with the clarity of their hiring processes, including the inoculation and onboarding of teammates. They know that hiring extends to orientation, re-orientation, and performance management, and so they invest time and attention to ensure all these systems are aligned and ever-increasing in effectiveness.
Orientation	Is intentional with clarity in the initial weeks on the job. A new hire's day-to-day experience matches what was messaged in their hiring process. All teammates are exposed to strong models, are given feedback frequently, and have multiple opportunities to practice, especially values & mission-aligned behaviors. Values & mission-aligned choices are specifically affirmed. Teammates receive clarity of their role & work as well as the tools, resources, and foundations to do their work successfully.

Jerel Brant



EDUCATION

Yale University, 2003 - 2007

Bachelors of Arts in History

- Anthony Schulte Prize for Community Service, 2007
- Afro-American Cultural House Academic Achievement Award, 2004-2006
- Fulbright-Hays Grant for isiZulu at the University of Kwazulu Natal, 2006

Relay Graduate School of Education, 2014

National Principals Academy Fellowship

RECENT EXPERIENCE

George Washington Carver High School, Collegiate Academies, July 2012 – Present

Founding School Leader

Stacy R. Martin

Objective

To acquire a position that allows for professional growth and advancement, one where interpersonal and other communication skills are required.

Experience

Collegiate Academies, Senior Director of Community Affairs & Advocacy

Promoted to Senior Managing Director of External Affairs (2/2020)

Promoted to Chief External Affairs Officer (9/2020)

Interim Chief Executive Officer (7/2021)

2016 – Present

- Maximizing greater network community impact on the success of our schools and students.
- Ensuring all current and future School Leaders meet their goals.
- Training and facilitating teams, leaders to ensure distributed responsibility across the network.
- Assisting the Board of Directors with the planning and hiring of the permanent Chief Executive Officer.
- Responsible for leading a network-wide strategy for dramatically increasing family engagement.
- Developed and organized the Parent Steering Committee partnership.
- Responsible for leading regular community engagement events and tours of CA schools.
- Responsible for the development and maintenance of both local and statewide relationships with local stakeholders, advocacy organizations, key influencers, policy makers, and elected officials.
- Implement and lead an issue resolution process that ensures all school community members have a clear and productive path to address any challenges that may arise.
- Build a strong coalition of critical friends who provide insight and advice that improve our schools, particularly in our work to increase our staff's diversity and cultural understanding.
- Lead award winning partnership with the New Orleans Police Department to ensure strong relationship for our school community.
- Responsible for expansion plans.

The Black Alliance for Educational Options, Louisiana State Director New Orleans, LA

2012 – 2017

- Responsible for positioning BAEO as an effective voice on education reform and parental choice.
- Responsible for organizing and mobilizing the community in support of key reform initiatives.
- Responsible for building and maintaining strong relationships with state and local elected officials.
- Responsible for lobbying legislators to support education reform policy and laws.
- Responsible for the development and training of staff and parents related to advocacy.
- Manage an operational budget of \$800K, develop and maintain philanthropic relationships.
- Manage a staff of 4 and as well as a team of consultants.

**Ochsner Medical Center (Department of Pathology & Laboratory Medicine), Administrative Assistant
New Orleans, LA. 2010 – 2012**

- Responsible for coordinating the daily office functions for Laboratory Administration.
- Providing support to System Department Chairman and the Assistant Vice-President.
- Responsible for coordinating appointment calendars, system wide departmental meetings; as well as coordinating both local and out of town travel, i.e. air, hotel and ground transportation arrangements.
- Site coordinator for national meetings and technical support for site visits by Joint Commission and for educational seminars.

- Responsible for coordinating professional and administrative meetings face-to-face and WebEx, preparing departmental statistical reports, minutes for senior management meetings, weekly power point presentations, and other materials, and distributing communications to system wide laboratory leaders. Serve as front line administrative support for internal and external customers, clients and medical staff.
- Maintain department confidential files that include personnel records, contracts, financial reports and accreditation documentation.

**Fair Grounds Race Course & Slots (A Churchill Downs Company), *Director of Community Relations*
New Orleans, LA. 2005 – 2009**

- Responsible for implementing policy and initiatives that assisted with obtaining the conditional use permitting relative to the development of the gaming (slots) facility.
- Developed and implemented community outreach initiatives congruent with the mission of Fair Grounds Race Course & Slots and its parent company Churchill Downs, Inc.
- Prepared and balanced daily reports on sales of programs and Daily Racing Forms. Liaison between racetrack officials and City and State Legislators.
- Fair Grounds representative on advisory and neighborhood association boards and other non-profit organization boards.
- Developed and managed an annual budget, all charitable giving that averaged from \$500,000 to \$1 million. Managed all volunteer activities and in-kind contributions.
- Developed strategic partnerships with non-profit organizations and relationships of trust with key stakeholders.
- Developed methods of measuring and quantifying community relations and return on investments.
- Assisted employees when they needed emergency assistance prior to and especially after Hurricane's Katrina & Rita via the company's internal program HORSE (Helping Others Receive Support in Emergencies).
- Supervised a customer service staff of thirty.

**City of New Orleans (Mayor's Office of Community Affairs & Special Events), *Director*
New Orleans, LA. 1993 – 2002**

- Overall responsible for developing and implementing policy and initiatives relative to human resources and services in the City of New Orleans.
- Liaison to large conventions that selected the City as their site and assisted with city services as needed.
- Liaison to the Enterprise Communities (Federal Initiative of the Clinton Administration) assisted with the development of their organizational and implementation plans as well as provided on-going information relative to the development of empowerment strategies.
- Managed high-profile events and community outreach programs including:
 - Community Night with Disney on Ice in conjunction with the New Orleans Public School District, New Orleans Recreation Department, government agencies as well as the community at large.
 - Mayor's Summer Youth Employment Initiative, which provide employment for 2,000 young people each summer.
 - National Youth Service Day, an annual youth volunteer event.
 - U. S. Conference of Mayors Gala
 - Annual Martin Luther King, Jr. Day Celebration, the city's celebration.
- Mayor's Office personnel liaison responsible for all personnel records, personnel orientation, prepared and distributed office payroll.
- Supervised a staff of four.

**Security Pacific Financial Services, Wilmington, NC - *Branch Manager* ~1989 – 1993
Norwest Financial, Marrero, LA. - *Branch Manager* ~ 1983 – 1989**

Justin Pickel

Justin Pickel



Experience

COLLEGIATE ACADEMIES / Chief Operating Officer

JULY 2021 - PRESENT, NEW ORLEANS

Senior Director of Operations

JULY 2016 - JUNE 2021, NEW ORLEANS

- Lead a network team responsible for capital projects, facility management, human resources, student recruitment, new school launches, and central office operations
- Develop, measure, and drive key goals and standards across campuses to ensure operational excellence
- Manage all existing contracts with authorizers, including charter reauthorization, and regular compliance submissions in adherence to all federal, state, and local laws
- Lead bid and negotiation activities of all major vendor service contracts.
- Expand a local partnership to provide free nursing services and an on site clinic to all CA schools by 2022

SCI ACADEMY / Assistant Principal

JUNE 2015 - JULY 2016, NEW ORLEANS

- Coached and lead a diverse team of campus leaders including the Director of Operations, Culture Deans, Director of College Counseling, Director of Mental Health Services, Director of Therapeutic Programming, and School Nurse
- Supported the development and execution of school-wide goals and priorities, analyzed data to assess progress relative these goals, and participated in the development and execution of strategies to ensure the school's continual improvement
- Led network-wide DFO tactical meetings to brainstorm solutions, codify best practices, and facilitate ongoing collaboration across school teams
- Collaborated with network recruitment team and cultivate middle school partnerships to improve outreach to prospective scholars, resulting in a 23% increase in enrollment over the last three years

Director of Finance and Operations

MARCH 2012 - JUNE 2015, NEW ORLEANS

- Implemented new systems and institutionalized best practices to meet the operational demands of a school growing from 75% to 100% student capacity and from 40 to 77 staff members.
- Hired, trained, and provided ongoing support to the operations team (5 team members) and ensured that all auxiliary staff and support staff were held accountable to the school's cultural expectations
- Initiated and executed the first network-wide School Operations Audit to compare operational performance across schools and standardize measures of excellence
- Reduced vendor costs network-wide by supporting an outside consultant and the DFOs to reduce transportation costs. Negotiated with food service provider to significantly reduce meal rates (-17.7% per breakfast and -11.2% per lunch) for all

schools in the network, while simultaneously increasing the level of staffing and service they provided to each school

- Standardized annual goals, systems, and internal compliance measures for school nurses across the network that increased the services available to scholars and ensured compliance with all legal mandates in conjunction with the Director of Scholar Support
- Collaborated with the School Leader, Network Director of Finance, and Chief of Staff to develop annual budgets aligned with the school's academic and cultural priorities. Managed the annual school budget and tracked expenditures in conjunction with the network finance team
- Ensured that all required scholar and staff data was collected, entered, and reported annually in compliance with LDOE deadlines
- Maintained the school's facility to ensure that the building and equipment were well maintained and repaired to provide a safe and clean environment for scholars and staff

SOJOURNER TRUTH ACADEMY / Director of Operations

JULY 2009 - JANUARY 2012, NEW ORLEANS

- Led the operations and data team while developing and expanding the operational supports of the school as it doubled in staffing and enrollment
- Built and trained school staff in operational systems and procedures
- Managed all school operations including technology, data reporting, compliance, safety, procurement, facility maintenance, and transportation

Education

TULANE UNIVERSITY / Master of Arts History

JUNE 2007 - MAY 2008, NEW ORLEANS

Concentration in Circum-Caribbean and Latin American History

Bachelor of Arts History

AUGUST 2003 - MAY 2007, NEW ORLEANS

Concentration in Latin American History

SORAYA VERJEE

OBJECTIVE

To build a school system that achieves performance, diversity, and longevity simultaneously and at the highest levels.

EXPERIENCE

Collegiate Academies – Chief Talent Officer, November '14 – Present

Director of Human Capital, July '11 – October '14

- Talent strategy and culture: Develop and execute talent strategy as leader of talent, one of three strategic priorities. Build a culture of recruitment and retention by setting clear goals for Principals and teams and meeting their needs to reach those goals.
- Marketing and branding: Create and execute strategy to build a national brand awareness for Collegiate Academies among target talent pools. Collaborate with communications team to update key messages and taglines, develop a new website, and design new collateral. Design outreach maximize exposure and excitement for the CA brand.
- Teacher pipeline: Design and drive a national recruitment strategy to deliver a strong teacher pipeline. Leverage national brand awareness efforts to drive cultivation of passive candidates. Leader pipeline: Develop and execute strategy to have five school leader fellows enter year 1 of our fellowship.
- Retention: Support Principals and network leaders with tools to drive staff retention, designing and managing execution of our staff data, performance evaluation and career conversation tools, and network career pathways. Hold leaders accountable for acting on goals and act on opportunities to meet needs across schools based on trends.
- Team and Network Leadership: Train all new hiring managers on how CA does hiring. Provide ongoing coaching and support to all hiring managers. Develop policies and protocols to govern how CA runs talent. Lead a team of three talent team members towards being high performing culturally aligned teammates.
- *Results:*
 - 85% annual end of year to beginning of year retention over five years.
 - Grown our organization from 40 people to 340 people.
 - Increased annual teacher hires from 26 per year to 100 per year.
 - Increased diversity of our teacher workforce from under 20% identifying as Black to between 40-70% of each school's teacher workforce identifying as Black.

Collegiate Academies – 9th Grade Algebra I Teacher, July '09 – June '11

- Planning and execution: Developed scope and sequence, including units plans, rigorous assessments, and aligned lesson plans backwards planned from the end of year assessment.
- Data Driven Instruction: Assessed learning throughout class and daily with a formative exit ticket. Used data to target key misunderstandings whole group and individual scholars with small group or individualized interventions, including lunch and after school tutoring groups.
- Relationships: Built relationships with all scholars. Led an all-female advisory from 9th through 12th grade. Of 14 advisory graduates, 13 enrolled in 2 and 4-year colleges after graduating.
- Co-Curriculars: Led the Girls Volleyball Team as Head Coach for four seasons, extending through the 2013-14 fall season. Built model team culture for Athletics at Sci Academy.
- Results: Earned highest Algebra I scores in the Recovery School District both years teaching.

Aga Khan Academies, AKDN – *Volunteer Consultant*, Jan '09 – June '09

- Served on volunteer consulting team supporting expansion of a needs-blind, merit-based private school network developing future leaders in Central Asia, South Asia, and East Africa.
- Identified trends in teacher pipelines and mindsets across eight geographies previously studied. Made recommendations on securing high quality pipelines of teachers.

KIPP New Orleans – *Director of Recruitment and Strategic Projects*, Aug '07 – Jan '09

- Recruitment and selection: Developed and executed strategy to fill 42 teaching roles and 11 non-instructional roles across four schools. Built relationships with partners, attended recruitment fairs; conducted interviews; coordinated candidate visits, observations, and offers.
- Systems and technology: Implemented applicant tracking system to manage and track applicant flow and facilitate School Leader communication. Trained School Leaders on its effective use.
- Strategic planning: Led effort to articulate intended impact and theory of change, gathering feedback from key stakeholders. Drove content and prose of business plan: market analysis, impact analysis, growth scenario analysis, 5 year pro forma financial projections.

Envision Schools, San Francisco (former client) – *Interim Finance Manager*, Jun '07 – Jul '07

Supported annual budgeting process and grant reporting. Updated 5-year pro forma financial model.

The Bridgespan Group, San Francisco – *Associate Consultant*, Jan '05 – Apr '07

Member of consulting team helping nonprofit clients achieve greater social impact. Selected work:

- Financial analysis for CMO: developed 5-year pro forma financial model; analyzed impact of cost drivers on financial sustainability, finding \$400K annual savings/school; collaborated closely with CFO to assess financial advantage of adding middle schools.
- Market analysis and segmentation for nonprofit focused on aging and employment: Recommended client positioning within landscape of organizations focused on aging and employment. Profiled 68 programs addressing socially-oriented employment opportunities for baby boomers. Performed SPSS segmentation to size campaign target market.
- Implementation planning for youth development nonprofit: developed 18-month implementation plan to operationalize strategy; formed client teams around key workstreams requiring collaborative leadership. Created milestones and metrics to track progress towards goals.

EDUCATION

University of California, Berkeley

Bachelors of Science in Bioengineering, emphasis in Tissue Engineering, Dec '04

- Biology Fellows Program, Howard Hughes Medical Institute, summer research fellowship
- National Merit Scholarship Recipient, National Merit Scholarship Corporation

ACTIVITIES

Weekend soccer leagues, cooking in my crock pot and other paleo cooking endeavors, reading the New Yorker, yoga, running, vocal performance, a cappella, walking my dog, laughing.

REFERENCES

Ben Marcovitz, CEO. bmarcovitz@collegiateacademies.org

Margo Bouchie, Chief Academic Officer. mbouchie@collegiateacademies.org

Amy Flynn, Director, Talent recruitment. aflynn@collegiateacademies.org



Rhonda A. Dale

EXECUTIVE PROFILE

A leader who continuously improves: researches, observes, learns, generates new ideas, experiments, shares and collaborates. Highly motivated and hardworking professional with comprehensive knowledge of the principles, practices, and procedures of school administration. A results-oriented, multi-tasking, creative thinker with problem-solving skills. Possesses interpersonal capacity to fluidly manage diverse teams, across lines of difference and functional areas.

SKILL HIGHLIGHTS

- Problem-solving
- Analytical reasoning
- Strengths-based coaching
- Team building
- Project management
- Event planning
- Visionary leadership
- Partnership development
- Public speaking
- Decision making
- Google Suite, Excel, MS Office, and collaboration software

PROFESSIONAL EXPERIENCE

School Leader, June 2022-Present

Rosenwald Collegiate and Walter L. Cohen High School, New Orleans LA

- Executed a legitimate school turnaround in one year moving school from failing SPS score to a C SPS score with an A for growth
- Established a positive and productive adult culture with a rising middle level leadership bench
- Managed merger of two high schools uniting faculty and students to one aligned vision

Founding Executive Director, June 2020-Present

Next Level Nola, New Orleans LA

- Led all aspects of the development and implementation of programming, curriculum, marketing, recruitment, staff training, and adherence to regulatory requirements
- Coached faculty and supporting staff members using research-supported coaching strategies
- Developed influential relationships with community organizations, business partners, and students
- Pursued opportunities to expand career and college partnerships for students
- Intentionally created authentic learning opportunities in all settings and circumstances
- Provided real-time, specific, affirming feedback to staff and students.
- Set high standards and consistently conveyed a sustained belief that others would meet that standard; making discrete actions into transferable knowledge

School Leader, June 2012-June 2020

Abramson Sci Academy, New Orleans LA

- Performed a wide variety of human resources, including the hiring, selection, and training of new staff
- Designed and implemented ongoing staff training for teachers, supporting staff members, and all school-level employees
- Led annual school vision setting for academic and behavioral goals
- Observed, supervised, and evaluated teachers and staff to further our school's vision of excellence
- Oversaw budget development and fiscal management of the school
- Launched new programming initiatives in electives, co-curricular activities, and restorative practices

Founding English Teacher, Academic Dean and Culture Team Leader, July 2008-June 2012

Abramson Sci Academy, New Orleans LA

- Louisiana Charter School Teacher of the Year, 2009
- Taught content and skills in reading, English language, literature, and composition resulting in top standardized test scores in the district
- Communicated with parents, students, and other teachers regularly to develop and update personal learning plans and schedules, score assessments, provide feedback on student work, suggest instructional approaches and strategies, monitor completion of assignments, and coach special projects
- Coached teachers and deans using research-supported coaching strategies
- Authored school handbook and policies with feedback from team members and adherence to legal policies
- Developed whole school cultural incentives resulting in increased learning time and student classwork completion
- Planned and executed school activities that included positive behavior incentives, field trips, dances and service projects

Director of Admissions and Faculty Coordination, Oct 2005-June 2008

AMDG Online High School, Atlanta GA

- Oversaw recruitment, selection, training, management, and evaluation of online faculty
- Provided technical and curriculum support to school site facilitators, teachers, and students
- Acted as school registrar; maintaining student, teacher, and mentor database
- Performed lead instructor duties, setting high expectations for student participation and performance
- Provided students with clear guidelines for learning activities, conscientiously monitored individual student progress and strived to provide collaborative learning opportunities through e-mails, discussion strands, simulations, activities, and other projects

English Teacher, Aug 2004-Aug 2005

George Washington Carver High School, New Orleans LA

- Performed lead instructor duties in reading, English language, literature, and composition
- Designed and executed lessons that helped students make significant progress, implementing a multitude of instructional strategies and scaffolding of lessons to differentiate instruction in both English I and English I co-taught inclusion classes
- Planned lessons with an emphasis on authentic data-driven assessment
- Served on school-wide management and planning committee

ADDITIONAL EXPERIENCE

- | | |
|--|---|
| · Summer Institute Director, TeachNOLA | · Language Arts Teacher, San Benito High School |
| · Observation Specialist, TeachNOLA | · Director of Operations, Teach For America |
| · Team Member, Whole Foods Market | · Adult Education Instructor, San Benito |
| · Director of Recruitment Support, Teach For America | · Corps Member, Teach For America |

EDUCATION AND CERTIFICATIONS

Relay Graduate School of Education, 2014

- National Principal Academy Fellowship

University of New Orleans, 2007

- Educational Leadership Classes

University of Texas, Rio Grande Valley, 2000

- Teacher Certification Classes, Secondary English

Western Colorado University, 1999

- Bachelor of Arts, Major: Political Science, Minor: English



Appendix 5

CHARTER BOARD RESUMES

STEPHEN R. ROSENTHAL

EDUCATION

- 1980 **Wharton Graduate School**, Philadelphia, Pennsylvania
M.B.A., Risk Management
- 1978 **Amherst College**, Amherst, Massachusetts
B.A., Economics Summa Cum Laude

PROFESSIONAL EXPERIENCE

- 2008-Present **Strategic Comp, a division of Great American Insurance**, Divisional President
- 1992- 2008 **Strategic Comp**, Founder, CEO
- 1991-2002 **The Rosenthal Agency, Inc.**, Co-CEO
- 1980-1991 **The Rosenthal Agency, Inc.**, Executive Vice-President

CIVIC ACTIVITIES - PAST

- Laurel Elementary School Business Partner**
James Lewis Extension School – Funder/Board
Laurel Eagles Founder
New Orleans Charter Middle School Board Chair

CIVIC ACTIVITIES – CURRENT

- First Line Schools Board (Past Board Chair)**
KIPP New Orleans Board
Collegiate Academies Board (Current Board Chair)
New Schools New Orleans Board (Past Board Chair)
ReNew Charter Schools Board

Adam Hawf



PROFESSIONAL EXPERIENCE

Grand Isle Group

January 2015 —

Present

Founder & Managing Partner

Partner with city and state governments, and other education-focused organizations, to improve the quality and efficiency of public services provided to local communities. Representative public sector clients include Clarke County School District, Ector County ISD, Hartford Public Schools, Houston ISD, Longview ISD, the Nevada State Public Charter School Authority, Newark Public Schools, NOLA Public Schools, Pharr-San Juan-Alamo ISD, Providence Public Schools, the Rhode Island Department of Education, San Antonio ISD, the School District of Philadelphia, and the Texas Education Agency.

NOLA Public Schools (formerly Orleans Parish School Board)

November 2016 – August 2018

Assistant Superintendent of Schools & Chief of Staff

Transitioned from providing part-time consulting support to OPSB to working there full-time shortly after the passage of Act 91 – legislation mandating the return of state-authorized charter schools in New Orleans to local control – in order to manage the organizational change necessary to prepare for a July 1, 2018 transition of responsibilities from the state to local control.

Partnered with Superintendent Lewis in developing and executing strategy for the newly unified system of public education in New Orleans and led the effort to restructure the staffing, structure, and financial model of the district to be responsive to future needs.

The unification process was successful with all milestones achieved on schedule for the July 1, 2018 transition of power; furthermore, the district earned millage renewals with a significant margin of victory in fall 2017 and was on track to be debt-free within three years.

Louisiana Dept. of Education and Recovery School District (RSD)

July 2011 — November

2014

Assistant Superintendent (Louisiana Dept. of Education)

January 2013 — November 2014

Integrated the Louisiana Recovery School District's Portfolio Division into the Louisiana Department of Education's Office of Portfolio. Led the new department, which guided all public and private school choice activities throughout Louisiana. Developed and implemented a more equitable funding formula for public school students in New Orleans. Designed a high-risk insurance pool in partnership with the Orleans Parish School Board.

Deputy Superintendent, Portfolio Division (RSD)

April 2012 — December 2012

Integrated the Office of School Performance into the existing Portfolio Division and ran the combined operation which included four primary functions: portfolio analysis and planning, new school development, school turnaround, and school oversight. Led collaborative effort with the Louisiana Department of Education to develop new, improved and unified systems for charter authorization, which resulted in a more rigorous, less bureaucratic experience for existing and prospective charter organizations. Advised and supported RSD Superintendent Patrick Dobard and State Superintendent White in leading the RSD's effort to transition to a 100% charter district.

Founding Executive Dir., Office of School Performance (RSD)

December 2011 — April 2012

Designed, launched, and led a new office to oversee all Recovery School District charter schools statewide. Created and implemented a new system of oversight that raised performance expectations for schools, improved issue resolution for parents, clarified the role of boards of directors, streamlined oversight for special education, and invested key stakeholders in the critical belief that schools must earn

the right to remain open by meeting performance expectations.

Founding Executive Dir. of Planning, Portfolio Division (RSD)

July 2011 — November

2011

Supported then-RSD Superintendent John White in creating the first Portfolio Office at the Recovery School District. Designed, implemented, and facilitated core planning processes for the Recovery School District, including portfolio analysis, recruitment of entrepreneurs and charter school organizations, new school development and launch, school evaluation and closure, assignment of school organizations to facilities, and matching newly-authorized schools with existing school sites for turnaround and replacement.

Holden Capital Management

November 2008 —

December 2010

Investment Analyst

Recruited from Vault Partners during the global financial crisis to work for a growing hedge fund in Greenwich, CT. Served for two years as an investment analyst with gradually increasing responsibility and P&L authority. Generated positive returns during the financial crisis and eventual recovery with particular success in the for-profit education, regional banking, and airline sectors.

Vault Partners

June 2007 — November

2008

Research Associate

Conducted bottom-up and top-down research for a newly launched global long-short equity hedge fund based in New York. Engaged in both industry analysis and individual equity research with a focus on financial, education services, and consumer discretionary businesses in Asia. Developed proficiency in accounting and financial analysis through self-study.

EDUCATION

Tulane University

August 2003 —

May 2007

Bachelor of Arts, History & English

Graduated summa

cum laude, Phi Beta Kappa

Received one of thirty-four university-wide “Tulane 34” awards for overall academic and civic performance of a graduate, top graduating senior awards in both the History and English departments, and the George W. Bush President’s Volunteer Service Award Gold Medal for work in the aftermath of Hurricane Katrina. Survived testicular cancer.

TERRENCE D. LOCKETT

Accomplished professional seeking to leverage extensive public and private sector experience within the government affairs arena. Ability to create partnerships and alliances with strong planning, analysis, organizational, and communications skills. Highly motivated self starter with ability to strategically translate complex information into layman terms.

CAREER HISTORY

AXIS STRATEGIES LLC, Baton Rouge, LA, May 2009 to Present

Owner

Responsible for initiating and managing government relations and public affairs projects to favorably influence the public policy environment in support of multiple clients' business objectives in Louisiana. Collaborated with other contract lobbyists and clients' internal assets to develop and implement effective strategies to impact government officials, opinion leaders, trade associations, and the public at large on various issues related to clients. Monitored over 500 pieces of legislation during the general session, and 200 pieces of legislation during the fiscal session, successfully managed lobbying effort at the Louisiana Legislature; successfully managed a number of political campaigns.

U.S. SENATOR MARY LANDRIEU, Baton Rouge, LA 2012 January 2015

Capital Regional Manager/State Education Liaison

Appointed by Senator Landrieu to serve as legislative liaison to a 12-parish area which included elected officials, community leaders, and stakeholders for each parish. Also, responsible for monitoring and shaping education policies and representing Senator Landrieu's education position with stakeholders. Monitored hundreds of proposed pieces of legislation and engaged legislators during the 2012, 2013 and 2014 general sessions on behalf of Senator Landrieu. Created a statewide education working group that advised Senator on rural education initiatives. Developed and maintained strategic partnerships with petrochemical plants and associations along with business and trade associations.

SOUTHERN UNIVERSITY A&M COLLEGE, Baton Rouge, LA, September 2010 to 2012

Adjunct Professor/Director Clinical Service

Responsible for managing five (5) clinical supervisors and over 40 students. Managed the day-to-day operations of the Speech and Hearing clinic. Increased clinical site offerings for students with off campus rotations. Established mandatory clinical workshops for all students enrolled in clinical studies. Instituted a teletherapy training service for clients outside of the capital region.

OFFICE OF THE FEDERAL COORDINATOR FOR GULF COAST REBUILDING, New Orleans, LA, 2009 to 2010

Senior Advisor/Regional Director

Responsible for advising the Federal Coordinator for Gulf Coast Rebuilding on political and community related issues in Louisiana and Mississippi. Coordinated with appropriate Federal agencies on solutions to the areas of healthcare, education, housing and infrastructure in the Gulf Coast region. Assisted community and grassroots organizations with developing plans to address and improve quality of life issues in the areas affected by hurricanes Katrina and Rita. Assisted municipalities with developing best practices for long-term recovery and sustainability in their respective areas. Served as liaison to Mayor's Offices, City Council, Congress, and Legislative Delegations.

FRANKLIN INDUSTRIES, LLC, Baton Rouge, LA, 2006 to 2009

Senior Consultant for Governmental Affairs

Vital member of the Government Relations Section hired to advise company president on governmental affairs issues and manage external relations in the State of Louisiana. Established cooperative working relations with 200 state and local elected officials and community leaders including the Louisiana Legislative Black Caucus, New Orleans Legislative Delegation, Mayor and City Council. Drafted, implemented and managed the execution of the annual Governmental Affairs strategic plan. Prepared clients to testify before house and senate committees.

U.S. SENATOR MARY LANDRIEU, Baton Rouge, LA, 2004 to 2006

Regional Manager

Appointed by Senator Landrieu to serve as legislative liaison to a 13-parish coverage area which included elected officials, community leaders, and stakeholders for each parish. Monitored hundreds of proposed pieces of legislation during general and fiscal sessions to inform Senator Landrieu on bills of interest to the office.

EAST BATON ROUGE PARISH SCHOOL SYSTEM, Baton Rouge, LA, 2002 to 2004

Speech Language Pathologist

Responsible for designing and implementing therapy plans for a 30-student K-12 caseload. Coordinated the implementation of services with Classroom teachers and students. Developed IEP's (Individual Education Plan) to meet students and parents educational objectives. Developed clear and concise written objectives for lesson plans while maintaining an environment conducive to therapeutic intervention.

KEVIN N. WILKINS

Experience

- 2013 - Present **TREPWISE, LLC** **NEW ORLEANS, LA**
Founder. Responsible for leading advisory services firm with the mission of using entrepreneurial thinking and approaches to grow and sustain for- and non-profit organizations by providing innovative and practical solutions. trepwise, llc provides services to incubators, start-ups, growth ventures, and established organizations.
- 2012 - Present **TULANE UNIVERSITY** **NEW ORLEANS, LA**
Adjunct Professor, The Freeman School of Business. Responsible for teaching a variety of marketing courses to undergraduate and graduate students. Course work includes:
 - *Marketing Planning and Implementation*
 - *Consumer Behavior and Marketing Fundamentals*
- 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 **STATE STREET RESEARCH AND MANAGEMENT COMPANY** **BOSTON, MA**
2003 – 2005 **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>Second Year Honors.</i> Vice President of Student Association. Tutor: Marketing; Strategy; Macroeconomics.	BOSTON, MA
1983 – 1987	DARTMOUTH COLLEGE Bachelor of Arts, <i>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	Alum of <i>Young President's Organization</i> (YPO) – forum leader; <i>United Way</i> Advisory Board; <i>Dartmouth College Alumni Council</i> ; Lead Boston Class of 2002; <i>City Year NOLA</i> Board Member; <i>Math & Science Foundation</i> Board Member	

Contact

www.linkedin.com/in/sharonda-williams-7b099b4 (LinkedIn)

Top Skills

Administrative Law

Appeals

Civil Litigation

Sharonda Williams

Attorney

Greater New Orleans Region

Experience

Fishman Haygood LLP

Special Counsel

July 2024 - Present (1 year 3 months)

New Orleans, Louisiana, United States

Loyola University New Orleans College of Law

General Counsel and Director of Government Affairs

July 2021 - Present (4 years 3 months)

New Orleans, Louisiana, United States

Fishman Haygood LLP

Special Counsel

2016 - July 2021 (5 years)

New Orleans, LA

City of New Orleans

4 years 2 months

City Attorney

May 2013 - November 2015 (2 years 7 months)

Chief of Litigation

October 2011 - May 2013 (1 year 8 months)

Sher Garner Cahill Richter Klein & Hilbert

Member

2003 - 2011 (8 years)

New Orleans, LA

Kilpatrick Stockton

Attorney

2001 - 2003 (2 years)

Atlanta, GA

Duke University

Research Assistant-Department of Neurosciences-School of Medicine

1994 - 1994 (less than a year)

Durham, NC

Education

Loyola University New Orleans College of Law

JD · (1998 - 2001)

UNC School of Medicine

· (1994 - 1998)

Xavier University of Louisiana

· (1990 - 1994)

Janel Henry

Customer Service Representative

New Orleans, LA 70112



To obtain a position as a customer service representative where my skills and abilities can be fully utilized.

Ability Summary

Experience in interacting with customers to provide information in response to inquiries about products and services, and to handle and resolve complaints.

Authorized to work in the US for any employer

Work Experience

Customer Service Associate

LOWES HOME CENTERS LLC - New Orleans, LA

January 2015 to Present

- Using hand held technologies provide information on products that would enhance or give functionality to customers living space. Mainly focused on outdoor spaces.
- Merchandise products in designated areas according to planograms.
- Finalizing sales by completing the register transactions.
- Conduct inventory replenish reports, cycle counts and annual inventory reports

Customer Service Representative

Medix Staffing Solutions - Houston, TX

October 2010 to March 2012

- Interacted with customers to provide information in response to inquiries about products and services and to handle and resolve complaints
- Override prior authorizations of prescriptions
- Informed member of benefits and changes to benefits
- Prepared reports
- Took messages
- Used computers to enter, access or retrieve data
- Used telephone communication techniques
- Placed at Health Springs a Medicare provider

Pharmacist Technician II

OCHSNER CLINIC FOUNDATION - New Orleans, LA

September 2008 to December 2009

- Prepared medications under the direction of a pharmacist
- Measured, mixed, counted out, labeled, and recorded amounts and dosages of medications according to prescription orders

- Compounded IV admixtures
- Utilized aseptic technique
- Prepared IV doses using Intelligent apparatus
- Recorded drugs delivered to the pharmacy, stored incoming merchandise, and informed the supervisor of stock need

Pharmacy Technician

Walgreens Store - Cypress, TX

August 2004 to August 2008

- Prepared medications under the direction of a pharmacist
- Measured, mixed, counted out, labeled, and recorded amounts and dosages of medications according to prescription orders
- Performed data entry, filing, inventory
- Called for insurance verifications
- Assisted customers with over the counter medications and handle cash transactions

Education

Vocational in Business

University of Phoenix

Vocational in Criminal Justice

Technical or Vocational

Skills

computer literate (10+ years), Type 50 Wpm (10+ years), Customer Service, Call Center, CSR, Customer Support, Customer Care

Assessments

Customer Service Skills — Proficient

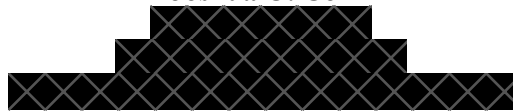
August 2018

Measures a candidate's skill in evaluating approaches to customer service & satisfaction.

Full results: https://share.indeedassessments.com/share_assignment/zxepbkbmift99bud

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

Joshua O. Cox



EDUCATION

University of Pennsylvania Law School, Philadelphia, PA

JD, May 2014

Fels Institute of Government, University of Pennsylvania, Philadelphia, PA

Politics Certificate, May 2014

Yale University, New Haven, CT

May 2008

B.A. History

Yale Varsity Baseball, 4 year Letterman

2005-2008 Seasons

WORK EXPERIENCE

Resilience Works, CEO

July 2022 – Present

- Launched for-profit labor brokerage that connects workers to climate-related projects in Sonoma County, CA, and New Orleans, LA. Grew company's annual revenue from zero to \$1.3M in 2024
- Employed 40 workers on over 50 projects, managed day to day operations, including business development, financial management and talent recruitment.
- Managed contract negotiations with clients and vendors.
- Interfaced with the State and local government agencies for climate-related contracts in California; advocated for climate mitigation related funding allocations
- Led the organization's fundraising from impact investors, including a \$500k investment from Ford Foundation's Mission Related Investments Team.

City of New Orleans | Mayor LaToya Cantrell, Dir. of Strategic Initiatives

July 2018 – May 2022

- Managed over 120 City, State and incorporated boards and commissions, including negotiating major contracts, conducting external communications with media, vetting individuals for appointments and handling intergovernmental affairs as necessary
- Managed year-long contract negotiations for the administration of sales tax dollars for supplemental security and other quality of life improvements in the French Quarter with the French Quarter Management District
- Raised \$6.7M philanthropic dollars from March 2020 - December 2020 for pandemic relief in New Orleans -- focusing on economic and housing instability, community health and youth disconnection.
- Partnered with Humana's Corporate Office of Health & Advocacy on a community benefits package for the State of Louisiana's Medicaid RFP related to public health interventions connected to outcomes-based financing.

City of New Orleans | Mayor LaToya Cantrell, Interim Executive Counsel

May 2018 – July 2018

- Served as interim executive counsel to the Mayor from May 2018 - July 2018:
 - Drafted, reviewed and negotiated cooperative endeavor agreements, ordinances, and executive orders on behalf of the Mayor as counsel.

Orleans Parish School Board, Dir. of Policy and Intergovernmental Affairs

Aug. 2017 – April 2018

- Drafted and executed operating agreements for 80 charter schools that governed all aspects of school performance
- Managed implementation of charter school transparency and oversight policy for a portfolio of approximately 80 charter schools across New Orleans

- Developed and executed OPSB's legislative agenda during the legislative session to advocate for school autonomy and unified enrollment.

Barrasso Usdin Kupperman Freeman & Sarver, *Commercial Litigator* September 2014 – July 2017

- Admitted to the Louisiana Bar in 2014
- Drafted corporate and nonprofit incorporation documents as well as operating and lease agreements for small businesses
- Worked on securities fraud, insurance defense, toxic tort liability defense and general commercial litigation matters
- Represented candidates for state house and local offices in election-related litigation matters.

Sylvanie Williams College Prep Charter School, *Teacher* August 2009 – June 2011

- Taught middle school English Language Arts in New Orleans' Third Ward. Developed curriculum and created lesson plans in order to deliver high-quality instruction
- Developed HYP (Harvard-Yale Program) to bring underserved students to Ivy League campuses over spring break.

Professional Baseball February 2009 – June 2009

- Independent minor league baseball player in the Canadian American League for the New Jersey Jackals
- Brief stint in the Arizona Winter League for the Saskatchewan Silver Sox.

CIVIC ENGAGEMENT

Jounce Partners, *Board Member* October 2019 - Present

- Nonprofit charter school consultants who accelerate learning for students in underserved communities by helping teachers and principals get better, faster. Provide school launch support for CMOs with new charters and principal and teacher coaching for charter networks in Philadelphia and New Jersey.

Collegiate Academies, *Board Member* August 2024 – Present

- Collegiate Academies is a network of 7 charter schools with a mission to prepare students with academic and life skills for success in college, career, and beyond. Collegiate offers a challenging high school curriculum paired with enrichment classes and activities as well as strong extracurricular programs in the Arts and Athletics.

Communities Academies New Orleans (CANO), *Board Member* September 2024 – Present

- CANO is a network of 3 schools that teach Pre-K through 5th graders in New Orleans, specializing in serving English Language Learners and kids from disadvantaged backgrounds.

AWARDS/HONORS

- William Neely Mallory Award (May 2008). The highest honor given by the Yale Athletic Department to the senior man who on the field of play and in his life at Yale best represents the highest ideals of American sportsmanship and Yale tradition.
- Set Yale records for most hits (72 hits) and at bats (191 at bats) in a season; top 10 all-time in runs scored (109), hits (185), and stolen bases (62).

Davis M. Zaunbrecher

Results-oriented leader with sustained track record across functional domains. Combines strong analytics with exceptional communication and leadership capability. Energized by solving problems, building a powerful team culture, and creating lasting impact for high-performing organizations.

WORK EXPERIENCE

Collegiate Academies

January 2016 – June 2024

Highly regarded network of public charter schools across New Orleans and Baton Rouge, serving 3,000 students with particular focus on students with disabilities, over age students, and others with complex needs. Served in a series of executive roles with increasing responsibility: CFO (2016), COO/CFO (2017-2021), Chief Strategy Officer (2021-2024). Major accomplishments include:

- **Finance:** Developed Collegiate's first multiyear financial model and led annual budget process, including scenario planning, training for school-based leadership, and aligned reporting. Managed organizational budget as it grew from \$15M annually to >\$65M. Served as primary liaison to Board Finance Committee, district, and state department on all financial matters. Built strong reserve fund balance (>100 DCOH) and received annual clean independent financial audits.
- **Operations:** Launched network Operations team and ensured excellent service across Facilities, Transportation/Shared Services and HR as Collegiate expanded from two (2) schools to seven (7) schools. Co-led COVID-19 response, ensuring operational continuity and coordinating family and team communications as the crisis unfolded.
- **External Affairs:** Successfully advocated for improvements to charter school regulatory environment, including school accountability/renewal framework and revisions to the school funding formula. Secured favorable coverage in local and national media. Led successful student recruitment efforts, including digital marketing campaigns and in-person experiences, leading to a 10% YOY increase in applicants in Winter 2024 despite citywide enrollment declines. Secured more than \$55M in philanthropic and federal grant funding to support organizational vision for student success.
- **Governance/Other:** Led long-range planning and organizational priority-setting. Led weekly Leadership Team meetings and monthly Network Team meetings to reorient to organizational vision and values and ensure alignment on key upcoming priorities and opportunities. Facilitated Board of Directors. Launched cross-functional Artificial Intelligence working group to set systemwide policies and prioritize implementation across instructional and operational domains.

New Schools for New Orleans – Managing Director of Strategy

June 2013 – December 2015

- Led analytics to determine promising growth investments by thoroughly examining student achievement data and financial sustainability, and closely tracking the public facilities landscape in New Orleans. Secured more than \$20M in federal and philanthropic funds to directly fund schools and support organizations.
- Developed action-oriented briefs and led problem-solving discussions with executive team and citywide educational leaders on a range of issues, including Career & Technical Education, special education, and talent pipelines.

McKinsey & Company – Business Analyst

February 2010 – June 2011

Active in eight client engagements and internal knowledge projects as a member of the Chicago office, including:

- Developed 10-year strategic plan for social sector client with over \$1B in assets. Completed first benchmarking of financial performance for their 350+ affiliates. Recommendations, informed by demographic and financial analysis, led organizational leadership to begin significant restructuring.
- Completed organizational strategy review for financial services firm facing significant shift in regulatory environment. The study led to comprehensive rebranding and new strategic direction.

EDUCATION AND ACADEMIC AWARDS

Broad Residency in Urban Education – 2017-2019 Cohort

Los Angeles, California

Completed highly selective two-year advanced fellowship for proven education system leaders.

Yale Divinity School – Class of 2013

New Haven, Connecticut

Master of Arts in Religion (M.A.R.)

University of Virginia – Class of 2009

Charlottesville, Virginia

Cumulative GPA: 3.92 | Major: Latin American Studies | Distinctions: Lawn Resident

Appendix 6

CHARTER BOARD'S GOVERNING BYLAWS

COLLEGIATE ACADEMIES

BYLAWS

ARTICLE I

STRUCTURE

Section 1.1. Structure. Collegiate Academies (the “Corporation”) is a non-stock, non-profit corporation organized under the laws of the State of Louisiana.

Section 1.2. Mission. Collegiate Academies creates and supports schools that prepare all scholars for college success.

Section 1.3. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon: (a) to operate one or more open enrollment public charter schools in New Orleans, LA; (b) to exercise all rights and powers conferred by the laws of the State of Louisiana upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Louisiana.

ARTICLE II

OFFICES

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in New Orleans, Louisiana USA. The Corporation may have such other offices, either within or without the State of Louisiana, as the Board of

Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Louisiana a registered office and a registered agent whose office is the Corporation's registered office. The registered office may but need not be identical with the Corporation's principal place of business, and the address of the registered office may be changed from time to time by the Board of Directors according to applicable law.

ARTICLE III

BOARD OF DIRECTORS

Section 3.1. Powers. . The Board of Directors shall oversee the management of the business, affairs and property of the Corporation

Section 3.2. Number. The number of Directors shall be no less than seven (7) and no more than fifteen (15). The number of Directors may be increased or decreased from time to time by amendment of these, provided that no decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director and provided further that the number of Directors shall never be fewer than seven (7)

Section 3.3. Election and Term of Office. Directors shall be elected by a majority vote of the Directors then in office. Directors shall hold office for a term of three (3) years and until their successors are elected and qualified, or until their earlier death, resignation or removal

Section 3.5. Removal. Any or all of the Directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose.

Section 3.6. Resignation. Any Director may resign at any time by delivering written notice of his or her resignation to the Secretary or Chairman of the Corporation. Such resignation shall become effective upon receipt by the Secretary or Chairman, unless it is specified to be effective at some later time, but the acceptance of such resignation shall not be necessary to make it effective. A Director may be requested to resign if he or she misses three (3) consecutive meetings.

Section 3.7. Vacancies. Any newly created Directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Directors regardless of their number. Directors

so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.8. Meetings. All meetings of the Board of Directors shall be held at the time and place provided in a notice prepared in compliance with the Louisiana State open meetings law, La. R.S. 42:4.1 et seq. The annual meeting of the Board shall be held in the 4th quarter (April 1 through June 30) in each year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings may be held at such time and place as shall from time to time be determined by the Board, which has been initially established to be held on the first Wednesday of each month. The Board of Directors shall meet no fewer than five times per year. Special meetings may be called at any time by the Chairman or by the Secretary upon written request of one-third of all of the voting Directors then in office.

Section 3.9. Notice of Meetings. Notice of meetings will be given in compliance with the Louisiana State open meetings law, La. R.S. 42:4.1 et seq. Notice of the time and place of each regular, special or annual meeting of the Board, and a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by personal delivery, facsimile, electronic mail, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of special meetings to discuss matters requiring prompt action may be given to him or her by telephone, confirmed in writing by facsimile, electronic mail, personal or overnight delivery, no less than 24 hours before the time at which such meeting is to be held. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If a meeting is adjourned for more than 24 hours, notice of such adjournment shall be given to the Directors who were not present at the time of the adjournment.

Section 3.10. Quorum and Voting. A majority of the entire Board of Directors, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board.

Section 3.11. Action by the Board. A vote may only take place if there is a quorum (simple majority) of the board members physically in attendance during the open meeting. A board member participating in the meeting via phone/video/internet/etc.

cannot be considered as “in attendance” when determining if a quorum exists and cannot cast a vote. Voting by proxy or secret ballot is prohibited.

Section 3.12. Committees. The Directors may elect or appoint such committees (which may include persons who are not Directors) as they may from time to time determine necessary or advisable, and may delegate, to the extent permitted by law, the Charter, or these Bylaws, such powers and duties thereto as they may deem advisable; provided, however, that any committee to which the powers of the Directors are delegated shall consist solely of Directors; and further provided, that all committees shall be chaired by a Director. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the elected members of such committee. Any committee may, subject to the approval of the Board of Directors, make further rules for the conduct of its business. However, unless otherwise provided by vote of the Board of Directors or by rules established by the Board of Directors the members of any committee shall serve on such committee at the pleasure of the Directors.

Section 3.13. Compensation. Persons serving as Directors or members of a committee shall not receive any salary or compensation for their services as Directors or committee members; provided, however, that Directors or committee members shall be entitled to reimbursement for reasonable expenses incurred in carrying out his or her duties as a Director or committee member.

Section 3.14. No Personal Liability. No Directors or officers of the Corporation shall be personally liable for any debt, liability or obligation of the Corporation. All persons, corporations or other entities extending credit to, contracting with, or having any claim against, the Corporation, may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or of any money that may otherwise become due or payable to them from the Corporation.

ARTICLE IV

OFFICERS

Section 4.1. Number. The officers of the Corporation shall be a Chairman, Vice Chairman, Secretary and Treasurer, and such other officers, if any, as the Board of Directors may from time to time appoint. The same person, with the exception of the offices of Chairman and Secretary, may hold any two or more offices provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2. Election and Term. A slate of officers shall be nominated by the Governance Committee. All officers shall be elected by a majority vote of the Board of Directors and shall hold office for a term of two (2) years. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3. Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the Chairman or Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any of such remaining offices shall be filled for the unexpired term by a majority vote of the Board.

Section 4.4. Chairman. The Chairman shall preside at all meetings of the Board of Directors and shall have general charge and supervision of the administration of the affairs and business of the Corporation. He or she shall have the power to sign alone in the name of the Corporation all contracts authorized specifically by the Board of Directors, to execute and deliver other documents and instruments and to sign checks, drafts, notes and orders for the payment of money. The Chairman shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

Section 4.5. Vice Chairman. The Vice Chairman shall, in the absence or disability of the Chairman, perform the duties and exercise the powers of the Chairman. The Vice Chairman may have such powers and perform such duties as may be delegated by the Chairman or prescribed by the Board of Directors

Section 4.6. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Directors and of any committees of which a secretary shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

Section 4.7. Treasurer. The Treasurer shall assist the Board of Directors in the oversight of the Corporation's financial management but shall not participate therein. The Treasurer shall also serve as the Chair of the selection committee for the auditor engaged to conduct the Corporation's annual audit

ARTICLE V

STAFF

Section 5.1. Chief Executive Officer. The Board shall employ, on behalf of the Corporation, a person who shall act as Chief Executive Officer, or chief staff administrator, having charge of the day to day affairs of the Corporation, subject to the annual policies, work plan, and budget as voted by the Board and subject to the management of and evaluation by the Board. The Chief Executive Officer shall manage all other Corporation staff. The board retains the right to select, appoint, evaluate and/or remove the Chief Executive Officer.

ARTICLE VI

BOARD MEMBER INDEMNIFICATION

Section 6.1. Indemnification. The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, indemnify each person who may serve or who has served at any time as a Director, Chair, Vice Chair, Treasurer, Secretary or other officer of the Corporation, each person who may serve or who has served at the request of the Corporation as a Director, officer, employee or other agent of another organization, and each person who may serve or has served at its request in a capacity with respect to any employee benefit plan (collectively, "Indemnified Officers" or individually, "Indemnified Officer"), against all expenses and liabilities, including, without limitation, attorneys' fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding whether civil, criminal, administrative or investigative (a "proceeding") in which an Indemnified Officer may become involved by reason of serving or having served in such capacity (other than a proceeding voluntarily initiated by such person unless a majority of the full Board of Directors authorized the proceeding); provided, however, that no indemnification shall be provided to such Indemnified Officer with respect to any matter as to which such Indemnified Officer shall have been finally adjudicated in any proceeding (i) to have breached the Indemnified Officer's duty of loyalty to the Corporation, (ii) not to have acted in good faith in the reasonable belief that such Indemnified Officer's action was in the best interest of the Corporation, (iii) to have engaged in intentional misconduct or a knowing violation of law, or (iv) to have engaged in any transaction from which the Indemnified Officer derived an improper personal benefit; and further provided, that any compromise or settlement payment shall be approved by the Corporation in the same manner as provided below for the authorization

of indemnification. Any person who at the request of the Corporation may serve or has served another organization or an employee benefit plan in one or more of the foregoing capacities and who shall have acted in good faith in the reasonable belief that his or her action was in the best interests of such other organization or in the best interests of the participants or beneficiaries of such employee benefit plan shall be deemed to have acted in such manner with respect to the Corporation.

6.2. Advances; Repayment. Such indemnification may, to the extent authorized by the Board of Directors of the Corporation, include payment by the Corporation of expenses, including attorneys' fees, reasonably incurred in defending a civil or criminal action or proceeding in advance of the final disposition of such action or proceeding, upon receipt of an undertaking by the Indemnified Officer to repay such payment if not entitled to indemnification under this Section which undertaking may be accepted without regard to the financial ability of such Indemnified Officer to make repayment.

6.3 Authorization. The payment of any indemnification or advance shall be conclusively deemed authorized by the Corporation under this Section, and each Director and officer of the Corporation approving such payment shall be wholly protected, if:

- (i) the payment has been approved or ratified (1) by a majority vote of the Directors who are not at that time parties to the proceeding or (2) by a majority vote of a committee of two or more Directors who are not at that time parties to the proceeding and are selected for this purpose by the full Board (in which selection Directors who are parties may participate); or
- (ii) the action is taken in reliance upon the opinion of independent legal counsel (who may be counsel to the Corporation) appointed for the purpose by vote of the Directors in the manner specified in clauses (1) or (2) of subparagraph (i) or, if that manner is not possible, appointed by a majority of the Directors then in office; or
- (iii) the Directors have otherwise acted in accordance with the standard of conduct applied to Directors under La. R.S. Sections 12:226 and 12:227, as amended from time to time; or
- (iv) a court having jurisdiction shall have approved the payment,

6.4 Heirs, Executors and Administrators. The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of any Indemnified Officer entitled to indemnification hereunder.

6.5 Non Exclusive Rights. The right of indemnification under this Section shall be in addition to and not exclusive of all other rights to which any person may be

entitled. Nothing contained in this Section shall affect any rights to indemnification to which Corporation employees, agents, Directors, officers and other persons may be entitled by contract or otherwise under law.

6.6 Adverse Amendments. No amendment or repeal of the provisions of this Section which adversely affects the right of an Indemnified Officer under this Section shall apply to that Indemnified Officer with respect to the acts or omissions of such Indemnified Officer that occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted for by or was made with the written consent of such Indemnified Officer.

6.7 Employees and Agents. To the extent legally permissible and only to the extent that the status of the Corporation as exempt from federal income taxation under Section 501(c)(3) of the Code is not affected thereby, the Corporation may indemnify any employee or agent of the Corporation to the extent authorized by the Board of Directors by an affirmative vote of a majority of the Directors entitled to vote.

ARTICLE VII

CONFLICTS OF INTEREST

Section 7.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 7.2. Definitions.

(a) Interested Person. Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family –

- (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 7.3. Procedures.

- (a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.
- (b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board or committee meeting while the financial interest is discussed and voted upon. The remaining Directors or committee members shall decide if a conflict of interest exists.
- (c) Procedures for Addressing the Conflict of Interest.
 - (1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
 - (2) The Chairman of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - (3) After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

(1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7.4. Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain –

(a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or committee's decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 7.5. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person –

- (a) Receipt. Has received a copy of the conflicts of interest policy.
- (b) Read and Understands. Has read and understands the policy.
- (c) Agrees to Comply. Has agreed to comply with the policy.
- (d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Section 7.6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

ARTICLE VIII

MISCELLANEOUS

Section 8.1. Checks, Notes and Contracts. The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation.

Section 8.2. Insurance. The Corporation shall purchase and maintain a Directors and Officers Liability Insurance policy.

Section 8.3. Fiscal Year. Except as from time to time otherwise determined by the Directors, the fiscal year of the Corporation shall be from July 1 to June 30 of each year.

Section 8.4. Allocation of Contributions. Contributions made to the Corporation may be used to carry out the mission and purposes of the Corporation. In the absence of specific instructions from the contributor, the Board of Directors may allocate any contribution to income or principal or between income and principal.

Section 8.5. Amendments. These Bylaws may be amended at any meeting of the Board of Trustees by a vote of the majority of the entire Board of Directors.

Appendix 7

**BACK OFFICE SERVICE PROVIDER
AGREEMENT**



**STATEMENT OF WORK
FINANCIAL MANAGEMENT SUPPORT SERVICES
FY 24**

THIS STATEMENT OF WORK (the “Agreement”) is made and entered into as of January 1, 2024 (the “Effective Date”) by and between Collegiate Academies the “School”) and EdOps (hereinafter, separately a “Party” and jointly “the Parties”).

The following provisions are designated in accordance with the existing Services Agreement, dated December 1, 2021, which is incorporated herein by reference.

I. ACCOUNTING AND MONTHLY CLOSE

The foundation of the budgeting and analytical work we perform is strong basic accounting and bookkeeping executed in accordance with Generally Accepted Accounting Principles. We strive to carry out our accounting engagements with staff who are not only technically skilled and personable, but who are also passionate and knowledgeable about schools.

EdOps Responsibilities	• EdOps prepares and records journal entries and maintains the general ledger according to accepted accounting standards. • EdOps reconciles primary bank and investment accounts to the general ledger monthly or upon receipt of statements. Revolving and petty cash accounts are reconciled quarterly or as required. • EdOps reconciles credit card accounts to the general ledger monthly or upon receipt of statements. • EdOps records capitalized assets as provided by the School and records related depreciation and amortization in the general ledger. • EdOps maintains necessary supporting schedules such as restricted net assets, grant/pledge discounts, loan amortization, etc. • EdOps maintains the School’s chart of accounts and can use customized account codes (within reason) for unique features of the School program. • EdOps can track revenue and expenditures by fund - e.g., Title I funds and expenditures. • EdOps verifies that the School is receiving the correct amount of funds from the LA DOE and/or East Baton Rouge Parish. • If the funds from LADOE or East Baton Rouge Parish are not correct, EdOps tracks down the appropriate officials and alerts them of the problem. EdOps will use reasonable efforts to negotiate on behalf of the School in disputes with funding agencies over improperly calculated payments. • EdOps trains appropriate personnel on accounting procedures and practices designed to support accurate record keeping
School Responsibilities	• The School will provide online read-only access to all bank accounts, credit card accounts, investment accounts and other accounts that EdOps will be reconciling. The School will provide any statements for which online access cannot be established within three business days of receipt. • A member of the School’s staff will be designated as the operational interface between the School and EdOps. That individual will respond promptly to all requests for information from EdOps staff regarding financial activity for the month including grants, pledges, contracts, obligations, contingent revenues or expenses, and generally any transactions or conditions which may impact the financial statements or forecast for the School under GAAP. • The School will manage depositing incoming checks, cash, or other instruments into the School’s bank account(s) including making and maintaining copies of all checks to be deposited.

	• The School will obtain/retain receipts for all credit card transactions, and file such receipts with each month's credit card statement/reconciliation bundle. • The School will provide information on grants, pledges, or other similar items that are pending, expected, or awarded. • The School is responsible for obtaining a subscription to Quickbooks Online (or another mutually agreeable accounting system that EdOps can remotely access) and paying all associated fees. • Note: EdOps typically targets delivery of full financial packages for the immediate prior month by the 20th of each month.
--	--

II. FINANCIAL STATEMENTS, ANALYSIS, AND BOARD SUPPORT

EdOps produces financial statements as part of its monthly close process. One of the cornerstones of the EdOps approach is that we go beyond simply producing generic backward-looking financial reports. We work to make financial data relevant and actionable for School leaders and Board members by supplementing the historical data with forward-looking analytics and explanatory narrative.

EdOps Responsibilities	<i>Financial Statements</i> • EdOps prepares a monthly YTD income statement compared to budget and balance sheet in time for board meetings and East Baton Rouge Parish or LADOE submission. • EdOps can generate reports for departmental spending to support budget management by department or function. • EdOps can generate the following supplemental reports upon request: detailed account activity; bank register activity; summary of budget, expenditures by account; cash balances; payroll register (for periods when payroll is processed by EdOps); revenues; general ledger account balances. <i>Analysis and Board Support</i> • EdOps critically reviews budget to actuals and updates the budget forecast on a monthly basis. • EdOps produces a cash flow forecast showing anticipated cash balances by month through the end of the fiscal year to assist the School with cash flow management. • EdOps performs reasonable financial analysis that the staff or board requests. EdOps will also provide customized reports (within reason) for grant proposals. • EdOps helps School leaders work through options to manage cash position, both excess liquidity and potential shortfalls. • In addition to financial statements, EdOps provides a PowerPoint summary and analysis of the financial statements so the Board and staff can quickly focus on the salient financial issues facing the School. • EdOps will attend monthly board meetings or finance committee meetings in person or by teleconference as requested (up to one per month) to present its financial statements, analysis, and forecast. • As requested, EdOps can help the School leader find solutions to financial issues by recommending budget changes and/or identifying sources of potential funding.
School Responsibilities	• The School is responsible for providing EdOps with dates for any Board or Finance Committee meetings at which its support is needed at least two weeks in advance. • In performing financial forecasting, EdOps is dependent on the School for providing timely updates on operational items that impact financial performance such as new vendor contracts, changes in enrollment outlook, or new grant awards • Financial forecasting is inherently uncertain. School is responsible for critically reviewing and forming its own judgment regarding the validity of any forecasts provided by EdOps.

III. AUDIT AND 990 SUPPORT

EdOps supports the auditor during audit field work and in preparing the School's annual 990 tax filing to reduce the impact on School staff.

EdOps Responsibilities	• Before the beginning of audit field work, EdOps completes an internal close of the School's financial books for the fiscal year. • EdOps prepares all financial schedules on the auditor's "Prepared by Client" or "School Assistance" list. • EdOps provides face-to-face assistance as requested by the auditor during fieldwork and conducts follow up work responding to auditor's financial requests. • EdOps supports the School and auditor in preparing Form 990 tax-exempt organization annual filing. The audit firm is responsible for compiling and filing the form with the School's approval. EdOps supports the process by providing financial information requested by the auditor.
School Responsibilities	• The School will prepare the non-financial items required by the auditors and assist EdOps in resolving and reconciling all outstanding items and issues that arise as EdOps closes books for the year and prepares deliverables for the auditor. • The School will assist the audit team during the on-site portion of the audit. This support will include providing access to files and hard-copies of requested documentation. • Throughout the audit process, the School will provide EdOps and auditor with occasional clerical assistance. Clerical duties will include, but are not limited to, gathering and/or copying relevant documentation, including contracts, leases, invoices, bank statements, etc. • For clarification, fees for audit and 990 are paid by the School, and it is the School's and auditor's sole responsibility to ensure these forms are filed. The School is solely responsible for the accuracy of all disclosures in the 990.

IV. PAYROLL SUPPORT

EdOps clients generally use a full-service payroll processor (e.g. ADP or Paychex) to manage payroll and associated tax remittances. EdOps will provide support as requested on payroll calculations.

EdOps Responsibilities	• EdOps will provide support with payroll calculations and problem resolution. • At the request of the School, EdOps can prepare remittances for 401(k) or 403(b) Retirement Plan contributions using information in official payroll reports. • EdOps supports the preparation of Forms W-2 with payroll processor.
School Responsibilities	• As school has FTE assigned to process payroll, school will be responsible for the processing of payroll and distribution of funds to employees, tax agencies, retirement accounts, and insurance providers. • The School is responsible for the administration of its employee benefits programs and the filing of Forms 1095 as required by the Affordable Care Act. • Note: School retains and pays the fees for the payroll processing company (e.g., ADP, Paychex).

V. FEDERAL GRANTS MANAGEMENT

EdOps will manage the financial portion of federal grants applications as well as completing reimbursement requests associated with spending under those grant programs.

EdOps Responsibilities	• EdOps acts as Federal Grants Manager for Collegiate Academies. • EdOps manages the financial portion of the initial applications for many of the programs run through LADOE (e.g., Title I-II, IDEA, EEF, Title V-b). • EdOps submits budgets, reimbursement requests, and periodic expense reports for federal grants such as Title I, IIA, IV, IDEA, ESSER, and other grant programs • EdOps prepares grant budget revisions and reallocations as requested by the School. • EdOps sets up fund accounting to track direct and allocated costs to grants. • EdOps will also manage CSP reimbursements, TIF/TSL reimbursements, LRS Transition Counselor reimbursements, and personnel tracking and reporting for any private grants.
School Responsibilities	• The School is responsible for completing and submitting all Federal Grant applications. EdOps can complete drafts of financial and other portions of those applications, but the School is responsible for reviewing those drafts, modifying them as needed, and ultimately approving a finalized application for submission. The School is solely responsible for the accuracy and suitability for funding of all Federal grant applications and budget amendments, including decisions regarding which expenses to apply against a specific federal grant. • The School is responsible for spending funds as it has indicated in its approved Federal Grant applications, as well as retaining all required documentation to support that spending, including federal time and effort documentation for federally funded employees. • The School is solely responsible for the accuracy and timely submission of all federal grants reimbursement requests. • The School will involve EdOps in the grant budgeting process so EdOps can proactively contribute to the process and can remain current on all sub-budget tracking and reporting requirements. It is ultimately School's responsibility to ensure information on grant spending is communicated to EdOps, including specifically flagging which expense items belong to which grant.

Note on Expectations of School

EdOps' completion of the deliverables, in the format and per the timing noted above, is contingent on School providing the assistance and performing the functions noted in "School Responsibilities." Failure of School to offer such assistance and to perform such functions in a timely manner may adversely impact EdOps' ability to complete the Scope of Work as outlined above.

Appendix 8

INSURANCE COVERAGE

Collegiate Academies Coverage Summary 2024-2025

Workers Compensation (Other

		Employee Theft \$1,000,000 Forgery and Alteration: \$1,000,000 Inside and Outside Loss: \$1,000,000 Funds Transfer: \$1,000,000 Deductible \$5,000
Workers Compensation (LA)	LWCC	\$32,070,918 payroll
Medical Student Accident	United States Fire and Insurance Company	\$25,000 Base Limit \$5,000,000 Catastrophic Limit
Excess Liability	United Educators	\$10,000,000.00
Security Risk Management	Tokio Marine Houston Casualty	\$1,000,000 Limit of Liability \$100,000 Accidental Death and Dismemberment \$100,000 Additional Covered Event Expense (Threat Response Limit) \$150,000 Disappearance & Investigation Expense \$500,000 Travel Security Evacuation \$250,000 Disaster Evacuation \$1,000,000 Child Abduction \$1,000,000 Workplace Violence

		\$1,000,000 Maximum Policy Limit
		<i>Full terms and conditions can be provided upon request.</i>
Kidnap & Ransom	Travelers	\$100,000 Kidnap for Ransom \$100,000 Extortion for Ransom \$100,000 Loss of Ransom in Transit/Delivery \$100,000 Covered Expenses for Kidnap or Extortion \$100,000 Covered Expenses for Detention or Hijack \$50,000 Rest & Rehabilitation Expenses \$50,000 Personal Accident \$100,000 Legal Liability
		\$10,161,000 Building
		All Other Peril: \$10,000

Appendix 9

COURSE OFFERINGS BY DIPLOMA TYPE



Collegiate Academies

Course Offerings 2023–2024 and Beyond

Notes: Grade level varies by course based on each student's educational progression plan / Individualized Graduation Plan (IGP). Collegiate Academies offers students either the TOPS University Diploma (courses on pages 1-2) or the LEAP Connect Diploma (courses on page 3) .

TOPS University Diploma

English
English I
English II
English III
English IV

Math
Algebra I
Geometry
Algebra II
Statistics

Science
Earth/Environmental Science
Chemistry
Biology
Physics



Collegiate Academies

Foreign Language

Spanish I

Spanish II

PE and Health

Physical Education I

Physical Education II

Health

Electives

ACT Prep

Music

Band

Art

AP Language

AP Literature

Fundamentals of JavaScript through Operation Spark

Dual Enrollment Classes through National Ed Equity Lab,
including college coursework in English, Math, and the Social
Sciences



LEAP Connect Diploma

Special Programs (REACH and ES)
Applied English I - IV
Applied Math I - IV
Applied Science I - IV
Transition I - IV
Adapted Physical Education
Other electives and courses will meet student needs and align to students' individual goals



Appendix 10

TABLE OF COURSE OFFERINGS FOR AP, IB, DUAL ENROLLMENT, ACT AND CTE



Collegiate Academies

**Course Offerings:
AP, Dual Enrollment, ACT Preparation,
& Career And Technical Education
2023-2024 and Beyond**

AP, Dual Enrollment, ACT, CTE
ACT Prep (ACT)
AP Language (AP)
AP Literature (AP)
Fundamentals of JavaScript through Operation Spark (CTE)
Dual Enrollment Classes through National Ed Equity Lab, including college coursework in English, Math, and the Social Sciences (Dual Enrollment)

Attachment 11

PORTRAIT OF A GRADUATE AIMS

Collegiate Academies' mission is to build world-class public schools that prepare all students for college success and lives of unlimited opportunity. Our **Portrait of a Graduate** clarifies the knowledge and skills that will best prepare our students to reach this mission when they graduate from high school. Each of the four broad Graduate Aims is further explained with specific Aligned Indicators listed below the aim. These indicators represent the concrete knowledge and skills that embody the Graduate Aim and illustrate what graduates will be able to do.

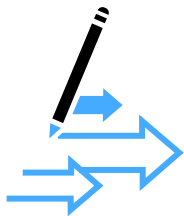
This portrait defines what CA's mission truly requires us to achieve. It is used to inform key programmatic decisions and shape the goals and metrics we care most about. It was crafted through the work of a design team and has been informed by conversations, surveys, and feedback from hundreds of students, families, alumni and teammates, as well as research of national trends and similar education frameworks from around the country.



Applied Academics

- Communication
- Critical Thinking
- Literacy
- Numeracy

Graduates have the practical academic knowledge and skills needed to understand, engage with, and challenge their world, as well as access to the pathways required for any destination they choose.



Self Direction

- Agency
- Courage
- Self Awareness
- Sense of Purpose

Graduates have the skills and relevant exposure to understand their strengths and passions and identify a clear "why" before embarking on any new responsibility or experience.



Independent Navigation

- Decision Making
- Financial Knowledge & Skills
- Knowledge Seeking
- Self-Advocacy

Graduates are able to navigate the world with a clear understanding of financial and life systems so they are able to make informed choices for themselves and their future.



Personal Foundation

- Optimism
- Relationship Skills
- Sense of Belonging
- Stress Management

Graduates know and act upon the importance of their own physical, mental and social health to maximize their potential both for themselves and their community.

Graduates have the practical academic knowledge and skills needed to understand, engage with, and challenge their world, as well as access to the pathways required for any destination they choose.



Applied Academics

Communication

I can communicate my ideas clearly and persuasively across environments, length of time, and modes such as writing and speech.

Critical thinking

I am able to analyze, synthesize, and apply information or multiple perspectives to solve a problem, make a choice, form an argument or ask questions to learn something new.

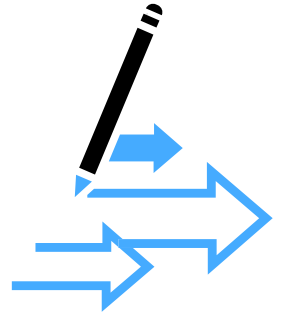
Literacy

I can read any text placed in front of me with confidence or fluently access tools that can help me understand it. I have the capacity to use and reflect on written texts in order to achieve goals, develop knowledge, and participate in my community.

Numeracy

I can create, use, and interpret mathematics in a variety of contexts. I can reason and use mathematical concepts, facts, graphs, and tools to predict, describe and explain the world around me.

Graduates have the skills and relevant exposure to understand their strengths and passions and identify a clear “why” before embarking on any new responsibility or experience.



Self Direction

Agency

I am able to clarify and set my intentions and goals, identify necessary actions to achieve those goals, and have the discipline to accomplish them.

Courage

I strive to ask questions, take risks, and try new experiences, even when I’m unsure or outside of my comfort zone, in service of my goals.

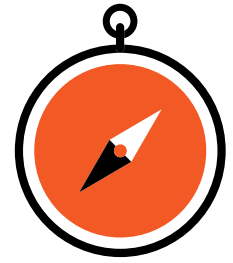
Self Awareness

I am aware of my personal strengths, curiosities, and areas I wish to grow as a learner. More broadly, I am attuned to my personal state including my emotions, strengths, weaknesses, skills, passions, biases, privileges, and impact on others.

Sense of Purpose

I have a driving intention based on my personal interests, values, and desires that has been sharpened through experiences inside and outside of the classroom.

Graduates are able to navigate the world with a clear understanding of financial and life systems so they are able to make informed choices for themselves and their future.



Independent Navigation

Decision Making

I know how to gather the necessary knowledge needed to weigh different options and make a decision in alignment with my goals. I am able to make constructive choices about my personal behavior and social interactions across diverse situations.

Financial Knowledge and Skills

I have foundational knowledge on financial concepts necessary to understand and take effective action to best fulfill my personal goals. I have the skills to navigate financial processes and systems accurately and am prepared to lead a financially independent life.

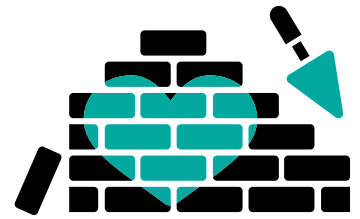
Knowledge Seeking

I am able to identify what I know and do not know and find the information I need. I know how to stay informed with both local and global information and changes.

Self Advocacy

I can accurately identify my own needs and initiate conversations that allow me to represent myself, my views and advance my desired outcome.

Graduates know and act upon the importance of their own physical, mental and social health to maximize their potential both for themselves and their community.



Personal Foundation

Optimism

I believe, and can articulate my belief, that I have the ability to shape my future outcomes and am empowered to do so.

Relationship Skills

I am able to communicate clearly, listen well, work with others, resist social pressure, negotiate conflict constructively, and seek and offer help when needed.
I can establish and maintain healthy and supportive relationships with diverse individuals and groups.

Sense of Belonging

I feel connected to and cared for by my community and work to be an active participant in it. I take initiative to assess and improve my community which strengthens my belonging.

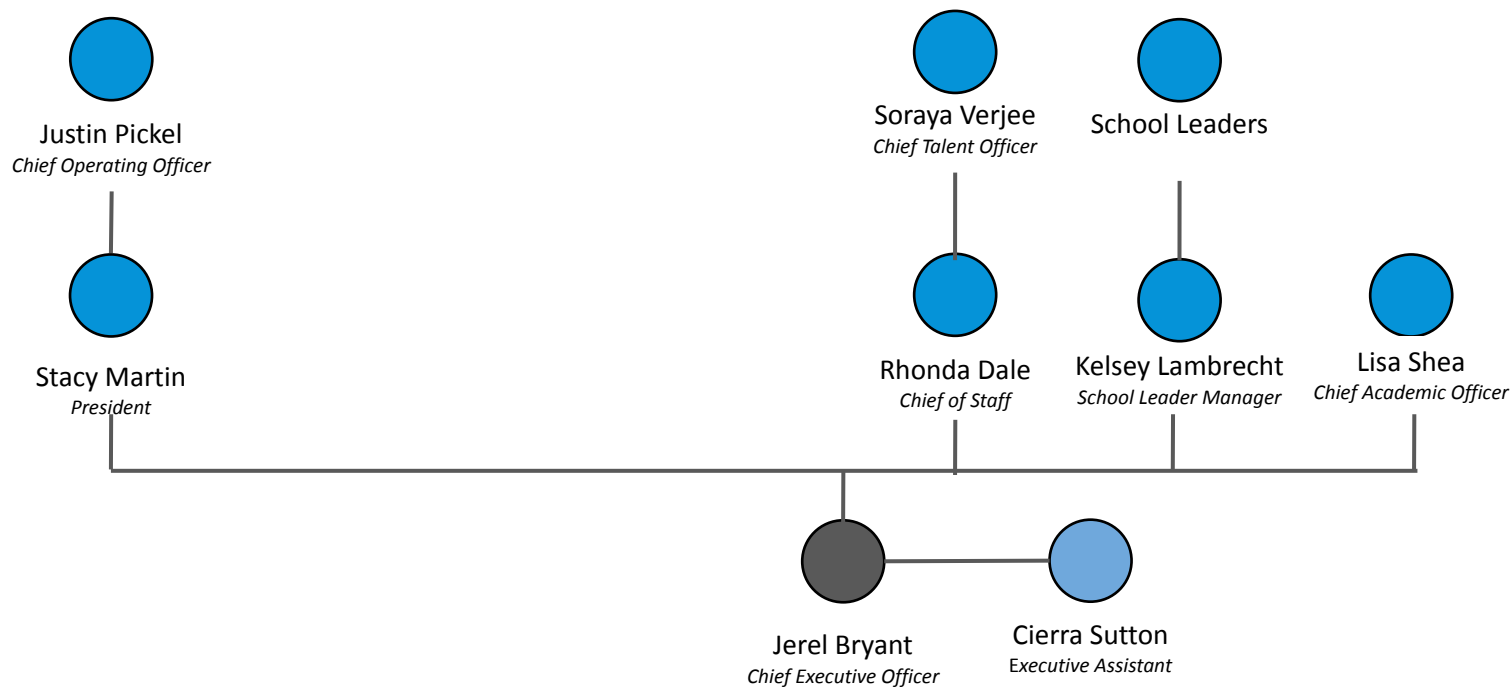
Stress Management

I am able to manage and change my emotions and behaviors to manage specific external or internal demands that I find taxing.

Attachment 12

CST LEADERSHIP REPORTING STRUCTURE

Team: Create & Support Team Reporting Structure



Attachment 13

**COLLEGIATE ACADEMIES HIGH SCHOOL
ANNUAL GOALS**

24-25 Annual High School Goals [School Leader Scorecard]

POSTSECONDARY: What can/will students do after they graduate? How are they doing once they graduate?

Bucket	Annual Goal	Target	Where is the data pulled from?	When is this goal measured?	How do we calculate it?
Post-Secondary Matriculation	% of seniors have a postsecondary decision with less than ~\$5.5K of debt per year, or with a signed parent contract acknowledging this >\$5.5K debt	95%	Cialfo	Ongoing in Semester 2	Numerator: # of seniors graduating by 8/1 with Cialfo task "has post secondary plan" checked, and plan meets CFS for strong postsecondary plan Denominator: # of seniors graduating by 8/1
Post-Secondary Matriculation	% of graduates matriculate to Semester 1 of college or post-secondary program	75%	GradSnapp	October	Numerator: # of students who graduated the prior year who matriculate to 1 post-secondary program or school by X date Denominator: # of students who graduated the prior year
Matriculation: Bachelor's Programs	% of graduates matriculate to Semester 1 of bachelor's degree-granting institution	50%	GradSnapp	October	Numerator: # of students who graduated the prior year who matriculate to a bachelor's degree-granting program by X date Denominator: # of students who graduated the prior year
Matriculation: GOLD Schools	% of graduates matriculate to Semester 1 of a GOLD School (high Graduation rate, Out of state, Low Debt)	GWC: 10% LCA: 10% ASA: 5% CBR: 5% WLC: 5%	GradSnapp	October	Numerator: # of students who graduated the prior year who matriculate to a GOLD school by X date Denominator: # of students who graduated the prior year
Matriculation: Associate's Programs	% of graduates matriculate to Semester 1 of associate's degree-granting institution (includes NLN)	20%	GradSnapp	October	Numerator: # of students who graduated the prior year who matriculate to a associate's degree-granting program by X date Denominator: # of students who graduated the prior year
Matriculation: Other Programs	% of graduates matriculate to Semester 1 of any other postsecondary program (includes OA, military, bridge year programs)	5%	GradSnapp	October	Numerator: # of students who graduated the prior year who matriculate to any other postsecondary program by X date Denominator: # of students who graduated the prior year

GRADUATION: Will students earn credits + graduate on time? [1]

Bucket	Annual Goal	Target	Where is the data pulled from?	When is this goal measured?	How do we calculate it?
Graduation Rate	Ongoing graduation rate of current senior graduating class	85%	Edlink PowerSchool	August (Summer After Graduation)	<u>Numerator</u> : # of students in the state defined* graduation cohort graduating on time** <u>Denominator</u> : # of students in the state defined* graduation cohort *define state graduation cohort **define on time
Graduation Rate	Official graduation rate of previous graduating class	85%	LDOE	May Year After Graduation	<u>Numerator</u> : # of students in the state defined* graduation cohort graduating on time** <u>Denominator</u> : # of students in the state defined* graduation cohort *define state graduation cohort **define on time
Senior Credits	% of seniors who are on track to receive the credits they need to graduate in spring of their senior year	95%	PowerSchool Schoolrunner	Ongoing- Updated Daily	<u>Numerator</u> : # of seniors graduating by 6/1 who have either earned or are currently passing all remaining credits for their diploma pathway <u>Denominator</u> : # of seniors graduating by 6/1
Senior Testing	% of seniors who have completed all testing requirements	95%	PowerSchool Schoolrunner	Jan + May	<u>Numerator</u> : # of seniors graduating by 6/1 who have completed testing requirements by passing state tests (LEAP/LEAP Connect), completing 833/April Dunn plans, waivers, and/or exemptions. <u>Denominator</u> : # of seniors graduating by 6/1
Junior Credits	% of juniors who are on track to receive the credits they need to graduate in spring of their senior year	90%	PowerSchool Schoolrunner	Ongoing- Updated Daily	<u>Numerator</u> : # of juniors who have either earned or are currently passing all remaining credits for their diploma pathway <u>Denominator</u> : # of juniors
Junior Testing	% of juniors who have completed all testing requirements	90%	PowerSchool Schoolrunner	Jan + May	<u>Numerator</u> : # of juniors who have completed testing requirements by passing state tests (LEAP/LEAP Connect), completing 833/April Dunn plans, waivers, and/or exemptions. <u>Denominator</u> : # of juniors
Attendance	% present (each semester)	93%	PowerSchool Schoolrunner	Ongoing- Updated Daily	<u>Numerator</u> : # of students marked present for daily attendance <u>Denominator</u> : # of students enrolled
Attendance	% chronically absent (each semester)	<5%	PowerSchool Schoolrunner	Ongoing- Updated Daily	<u>Numerator</u> : # of students with 10 absences this semester (too many / close to too many absences to earn credits) <u>Denominator</u> : # of students enrolled

ACADEMICS: How are students performing academically? [GPA, ACT, LEAP, MAP]

Bucket	Annual Goal	Target	Where is the data pulled from?	When is this goal measured?	How do we calculate it?
Q1 Priority	% of classrooms at 3+ on 100% thinking row	75%	Data Grab Observations	Q1 Data Grab (Week 7/8)	Numerator: # of teachers at 3+ on caret row Denominator: Total # of teachers being scored
Q1 Priority	Average of outside of classroom spaces	3.0+ avg	Data Grab Observations	Q1 Data Grab (Week 7/8)	Average of outside of classroom spaces
GPA	% of students earning 3.0+ GPA for year (Y1)	50%	PowerSchool Schoolrunner	Ongoing-Updated Daily	Numerator: # of currently enrolled students with 3.0+ GPA Denominator: # of currently enrolled students enrolled
LEAP	% of students earning Mastery+ on the LEAP % of students earning Basic+ on the LEAP % of students passing the LEAP	25% Mastery 60% Basic+ 90% Meet Test Requirements (either pass the test or their April Dunn plan)	DRC LEAP Data System	Jan + May	Numerator: # of students enrolled in a course scoring basic+ Denominator: # of students enrolled in a course
ELPT	% of students growing 1+ levels OR testing out of ELPT	75%	DRC ELPT system	ELPT window is Feb-Mar	Numerator: # of students growing 1+ ELPT levels, or testing out of ELPT, from previous year Denominator: # of students who have ELPT data from previous year (so we can measure growth)
ACT [2]	% at 18+ ACT Composite	50%	Powerschool	Weekly following Oct, Dec, March test dates	Numerator: # of seniors with 18+ Composite Denominator: # of seniors (excluding LEAP Connect)
ACT [3]	% at ACT 20+ Composite	30%	Powerschool	Weekly following Oct, Dec, March test dates	Numerator: # of seniors with 20+ Composite Denominator: # of seniors (excluding LEAP Connect)
ACT [4]	% at 18+ ACT English	40%	Powerschool	Weekly following Oct, Dec, March test dates	Numerator: # of seniors with 18+ English Denominator: # of seniors (excluding LEAP Connect)
ACT [5]	% at 19+ ACT Math	40%	Powerschool	Weekly following Oct, Dec, March test dates	Numerator: # of seniors with 19+ Math Denominator: # of seniors (excluding LEAP Connect)

MAP [6]	% of students making 2+ years' worth of growth on MAP or ending on GL	50%	Internal MAP Trackers	May	<u>Numerator:</u> using MAX scores, # of students on EOY grade level + # of students growing 2+ years (max-initial/previous EOY) <u>Denominator:</u> # of students enrolled
MAP [7]	% of students making 1+ year's worth of growth on MAP or ending on GL	75%	Internal MAP Trackers	May	<u>Numerator:</u> using MAX scores, # of students on EOY grade level + # of students growing 1+ years (max-initial/previous EOY) <u>Denominator:</u> # of students enrolled
Student Support Program Performance	% of Program Goals are on track/achieved.	85%			
Differentials	All subgroup performance on above metrics Subgroups we'll track: SWD, EL, 504	within 10%	NA- see above	NA- see above	NA- see above

STAKEHOLDERS: Where do we stand with our stakeholders?

Bucket	Annual Goal	Target	Where is the data pulled from?	When is this goal measured?	How do we calculate it?
Student Survey	Give the student survey 2 times in line w/ survey schedule	75% completion rate	Panorama	TBD - survey schedule tab	<u>Numerator:</u> # of students completing <u>Denominator:</u> # enrolled
Student Enrollment	enrollment as % of 10/1 and 2/1 enrollment targets	100%	Target is pulled from each school's board-approved budget Attendance is pulled from PowerSchool	Ongoing - Updated Daily	<u>Numerator:</u> # students enrolled <u>Denominator:</u> # of students in enrollment target Determination of goal achievement happens on about 11/1 and 3/1, when we get final counts
Student Stability	% retention from 6/1 to 6/1	90%	PowerSchool Schoolrunner	Ongoing- Updated Daily	<u>Numerator:</u> # students still enrolled <u>Denominator:</u> # students enrolled on 6/1 graduates are excluded
Staff Culture	Leadership: My school leaders model the behavior they hope to see across the school community. [teachers AND staff]	75%	Insight Survey	October (mandatory) April (optional)	<u>Numerator:</u> # of staff who select agree/strongly agree to the question <u>Denominator:</u> # of staff who took the survey

Staff Culture	Learning Environment: My school is a good place to teach and learn. [teachers AND staff]	75%	Insight Survey	October (mandatory) April (optional)	<u>Numerator:</u> # of staff who select agree/strongly agree to the question <u>Denominator:</u> # of staff who took the survey
Staff Culture	Professional Development: My school is committed to improving my instructional practice [teachers only]	75%	Insight Survey	October (mandatory) April (optional)	<u>Numerator:</u> # of staff who select agree/strongly agree to the question <u>Denominator:</u> # of staff who took the survey
Staff Culture	Retention: % of teachers who reported receiving at least 2 of the following retention strategies [teachers only] -Put me in charge of something important -Provided me with access to additional resources for my classroom -Encouraged me to continue teaching at my school next year -Recognized my accomplishments publicly -Provided me with regular, positive feedback -Identified opportunities for me to pursue teacher leadership roles -Informed me that I am high performing	75%	Insight Survey	November (mandatory) April (optional)	
Staff Retention	% of staff who stay BOY to BOY Subgroups: role, race, years w/ the org	80%	TT Spreadsheets	By August 1 (between the 1st day of staff orientation and August 1)	<u>Numerator:</u> of those people, the # who start the upcoming school year <u>Denominator:</u> # of people who started on staff in the previous school year
Staff Retention	% of 'high performers' who return the following year (based on Oct 9-boxing) Subgroups: role, race, years w/ the org	90%	TT Spreadsheets	By August 1 (between the 1st day of staff orientation and August 1)	<u>Numerator:</u> # of people rated 'high performers' returning for following school year <u>Denominator:</u> # of total 'high performers' measured during Org Wide Talent Review
Family Survey	Give the parent survey 1 time in line w/ survey schedule	50% completion rate	Panorama	TBD- survey schedule tab	<u>Numerator:</u> # of families completing <u>Denominator:</u> # enrolled

BOTTOM LINES: Will the school operate with minimal regulatory fires?

Bucket	Annual Goal	Target	Where is the data pulled from?	When is this goal measured?	How do we calculate it?
Individual Graduation Plans	% of all students who have an IGP created, on file, signed by parents as of Jan 15	90%	PowerSchool - Document attachments	October 15	<u>Numerator</u> : number of IGPs uploaded to PS (must conform to CFS, including signature or documented attempts) <u>Denominator</u> : number of students enrolled
Compliance	% of tasks to date completed by deadline on Compliance Checklist	95%	Compliance Checklist	Ongoing, with data reported quarterly	<u>Numerator</u> : % compliant of selected files in IDEA monitoring categories <u>Denominator</u> : total number of selected files' scores in IDEA monitoring categories
Compliance	Pass' the site visit	Yes	Site Visit Tracker (Nola ps or LDOE)	Quarterly	Y/N
Compliance	% Evals on time	95%	Compliance Checklist	Monthly	<u>Numerator</u> : % of evaluations completed by due date in SER <u>Denominator</u> : total evaluations due that month
Compliance	% IEPs on time	95%	Compliance Checklist	Monthly	<u>Numerator</u> : % of IEPs completed by due date in SER <u>Denominator</u> : total IEPs due that month
Discipline	% OSS Subgroups: SWD, EL, 504	<13%	Schoolrunner	Ongoing-Updated Daily	<u>Numerator</u> : # of students earning OSS 1+ day(s) <u>Denominator</u> : # of students
Discipline	% ISS Subgroups: SWD, EL, 504	<20%	Schoolrunner	Ongoing-Updated Daily	<u>Numerator</u> : # of students earning ISS 1+ day(s) <u>Denominator</u> : # of students
Discipline	% of SWD at 10+ days of ISS/OSS	<3%	Schoolrunner	Ongoing-Updated Daily	<u>Numerator</u> : # of SWD earning ISS or OSS 10+ day(s) <u>Denominator</u> : # of SWD
Budget	break-even budget	≥ \$0	Budget Management Tool	End of year	Operating Surplus / (Deficit) on budget Summary tab is ≥ \$0