

Assurances Form

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

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

ASSURANCES		YES	NO
1	The school and/or charter board is organized as a nonprofit corporation under Chapter 2 of Title 12 of the Louisiana Revised Statutes, Nonprofit Corporation Law.	X	
2	The school and/or governing organization is currently registered as a nonprofit corporation and is listed as in good standing with the Louisiana Secretary of State.	X	
3	The school is not affiliated with any religious organization and does not support nor engage in any religious activities.	X	
4	The school and/or governing organization does not have any liens, litigation history, and/or sanctions from any local, state, and/or federal regulatory agency against the nonprofit corporation.	X	
5	The school and/or governing organization does not have the same or substantially the same board of directors and/or officers as an existing private school.	X	
6	The school does not draw a substantial portion of the employees from an existing private school.	X	
7	The school does not receive a substantial portion of assets or property from an existing private school.	X	
8	The school is not located at the same site as an existing private school.	X	
9	The school will not create barriers of access to enrollment in accordance with <i>Brumfield v. Dodd</i> , 405 F. Supp. 528 (E.D. La. 1977).	X	
10	The school will provide free transportation to students as stipulated in the Charter Operating Agreement.	X	
11	The school charter includes provisions regarding the safety and security of the school.	X	
12	The school charter includes provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	X	
13	The school charter includes a plan for collecting data in accordance with R.S. 17:3911.	X	
14	The school charter includes personnel policies and employment practices applicable to the school's officers and employees.	X	
15	The school charter includes provisions regarding liability issues.	X	
16	The school charter includes employee grievance processes and policies.	X	
17	(Beginning August 1, 2024) Each president of a BESE authorized charter board shall participate in at least one hour of board governance, special education, and financial management training within one year of assuming the role.	X	
18	(Beginning June 1, 2025) Each new member of the board of directors of a BESE authorized	X	

	charter operator shall participate in at least one hour of board governance, special education, and financial management training within one year of appointment to the board.		
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: Deborah Chandler, Board Chair Slaughter Community Charter School	
Signature of Board Chair: X  <small>Deborah Chandler (Mar 23, 2026 16:58:31 CDT)</small>	Date: 23/03/2026

Slaughter Community Elementary School: Executive Summary

ES.1 - Mission and Vision

Building on the success of Slaughter Community Charter School (SCCS), an A-rated school serving 378 students in grades 7–12, Slaughter Community Elementary School (SCES) will extend a proven, high-expectations academic model into elementary grades to serve the families of Louisiana.

Mission: SCES will provide students across Louisiana with equitable access to a high-quality public education that ensures early mastery of literacy and numeracy and prepares them for sustained academic success. As a BESE-authorized Type 2 charter school aligned to Louisiana’s Charter School Law (La. R.S. 17:3971 et seq.; Bulletin 126 §105), SCES is designed to improve student outcomes, expand access to high-quality options, and close persistent achievement gaps through measurable academic outcomes.

Vision: SCES will build on the success of a high-performing, experienced operator to establish a structured, high-expectations elementary learning community grounded in Tier 1 curriculum, daily literacy and numeracy instruction, and data-driven intervention to ensure every student makes consistent progress. Instructional quality will be driven by clear accountability systems and ongoing teacher development, while a small-school culture ensures each child is known, challenged, and supported. Success will be defined by strong LEAP performance, third-grade reading proficiency, sustained growth, and all students entering middle school prepared for rigorous coursework – ultimately strengthening Louisiana’s K–12 pipeline and expanding equitable access to postsecondary opportunity.

ES.2 - Anticipated Student Population and Educational Need

ES.2.a. Community and anticipated student population

SCES will be located in Slaughter, Louisiana, within East Feliciana Parish. In Year 1 (2027–2028), the school will open with grade 6 co-located at SCCS (2944 Hwy 412 West), transitioning in Year 2 to a permanent K–6 facility in Slaughter. As a BESE-authorized Type 2 charter, SCES is open statewide but is expected to primarily serve students from East Feliciana Parish and surrounding rural communities. The parish has about 19,500 residents and a student population characterized by high economic disadvantage and a majority-minority demographic. SCES enrollment is expected to mirror these local demographics.

ES.2.b. Primary Challenges and SCES’s Planned Impact

Students in the area face persistent barriers, including economic disadvantage, early literacy and numeracy gaps, and attendance challenges common in rural communities. Recent (2025) data show that across East Feliciana Parish elementary schools, 55% of students are Black (SPS 61.5, “C”), 78% are economically disadvantaged (SPS 59.3, “D”), and students with disabilities also earn a “D” (59 SPS), indicating early and disproportionate achievement gaps. In contrast, SCCS demonstrates strong, equitable outcomes with a similar population, with Black students achieving a 94.2 (“A”) and economically disadvantaged students an 89.8 (“B”), alongside higher mastery and growth rates; showing that such gaps are not inevitable and can be mitigated through a coherent, high-expectations model.

For some families, the only perceived alternative is private school, a dynamic that has contributed to racial and socioeconomic stratification across local public schools and underscores the need for quality, accessible public options. SCES will implement structured data cycles, targeted intervention blocks, and exemplary literacy and math instruction beginning in kindergarten, ensuring early intervention, equitable access to rigorous instruction, and sustained progress toward middle school readiness.

ES.3 - Education Plan

SCES adapts SCCS’s proven academic model to K–6, emphasizing strong literacy, numeracy, and critical-thinking foundations. Instruction will align to Louisiana Student Standards using Tier 1 curricula (Into Reading, Reveal Math, Amplify Science, Bayou Bridges) and will be monitored through DIBELS 8,

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IXL, and Mastery Connect for real-time instructional adjustment. Key adaptations of the SCCS model for early grades include: explicit literacy block structure (phonics, fluency, and comprehension); developmentally appropriate behavior systems; early numeracy progression (moving from conceptual understanding to procedural / skills development); family engagement structures geared toward younger children. Instruction will incorporate interdisciplinary project-based learning to connect skills across content areas, while differentiation is embedded through flexible grouping, scaffolded supports, and targeted teacher feedback to meet diverse learner needs. Data show that many students arrive at SCCS performing below mastery (37% Mastery+ in 6th grade ELA + Math), but the model accelerates learning to 49% Mastery+ by 8th grade. Through daily MTSS, structured data cycles, and targeted intervention, SCES will accelerate early learning so students enter middle school at or above grade level.

Grade Levels and Annual Buildout

SY		K	1	2	3	4	5	6	Total
27-28	<i>Min.</i>							50	50
	<i>Max.</i>							65	65
28-29	<i>Min.</i>	50	50	50	50	50	50	50	350
	<i>Max.</i>	65	65	65	65	65	65	65	455
29-30	<i>Min.</i>	50	50	50	50	50	50	50	350
	<i>Max.</i>	65	65	65	65	65	65	65	455
30-31	<i>Min.</i>	50	50	50	50	50	50	50	350
	<i>Max.</i>	65	65	65	65	65	65	65	455
31-32	<i>Min.</i>	50	50	50	50	50	50	50	350
	<i>Max.</i>	65	65	65	65	65	65	65	455

ES.4 - Impact

SCES is designed to transform early academic outcomes in a rural community with limited access to high-performing schools. By ensuring students read on grade level by third grade and master foundational math skills, SCES will change long-term academic trajectories and increase the likelihood of high school graduation and postsecondary success. Through high expectations, individualized supports, and strong family partnerships, SCES will prepare students not only for middle school, but for sustained academic and life success. Over time, the model will reduce remediation needs, strengthen the K–12 pipeline, and expand equitable access to high-quality public education across the region.

ES.5 - Past Charter Applications

SCCS’s initial Type 1 charter was approved in 2009. In 2017, SCCS submitted a Type 3 application to assume operation of Slaughter Elementary (not approved). In 2025, SCCS submitted a Type 1 application to the East Feliciana Parish School Board, which was not approved.

SCCS used feedback from prior submissions to strengthen this application. The 2025 review identified key gaps, including an unclear model, limited evidence of impact on subgroups, and insufficient rationale for extending the secondary model. This BESE submission directly addresses those concerns by (1) presenting a clearly defined, research-based K–6 model with explicit instructional structures; (2) providing strong evidence of effectiveness through SCCS’s sustained academic growth and subgroup outcomes; and (3) aligning local performance data to targeted design features that differentiate the model and address student needs. The proposal also strengthens implementation capacity through clear Year 1 leadership continuity and a structured plan for developing an elementary leader. Together, these revisions reflect a more coherent, evidence-based, and execution-ready proposal demonstrating SCCS’s capacity to successfully expand its proven model.

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PROGRAM AND CAPACITY

SCHOOL ESTABLISHMENT

EPC.6 - Overview of the community, critical elements in serving the population.

EPC.6.a. Provide the applicant’s rationale for selecting the community.

Slaughter Community Charter School’s (SCCS) proposed launch of *Slaughter Community Elementary School (SCES)* is grounded in both demonstrated community trust and clearly documented academic need. Families in East Feliciana and the surrounding parishes face persistent gaps in early academic achievement, particularly in literacy and numeracy, which are foundational for long-term success. SCCS’s success in serving middle and high school students has established a strong foundation of confidence among families who value its personalized instruction, close relationships, and family-scale culture.

SCES is designed to serve a student population that closely reflects East Feliciana Parish (EFP), including a majority economically disadvantaged population, a predominantly Black and White student composition, and typical representation of students with disabilities and English learners ([EPC.7](#)).

Approximately 1,500 EFP children are of elementary school age (K-6), yet the three East Feliciana Parish School Board (EFPSB) public elementary schools (Slaughter Elementary, Clinton Elementary, and Jackson Elementary) together serve about 907 PK-6 students.¹ This means that nearly half of local children are either attending nonpublic schools, home-schooling, or otherwise unserved by existing public seats. Furthermore, those 907 EFPSB students are currently enrolled in schools receiving “C” or “D” letter grades while the 378 students enrolled at SCCS are benefiting from an A-rated, high-quality educational program. Expanding the SCCS model through SCES will allow more EFP students to access a proven, high-quality public school option that accelerates academic growth and expands opportunity.

Direct feedback from families and the community demonstrates meaningful demand for a school like SCES, evidenced by survey responses, engagement meetings, and letters of support ([EPC.8](#) + Appendix 1). The timing of this pursuit also aligns with LDOE priorities around strengthening early literacy and numeracy, reinforcing a shared goal that every child enters middle school prepared for success.

EPC.6.b. Performance of local schools in the community that serve a similar student population.

Within East Feliciana Parish, math performance for grades 3-8 remains substantially below the national average and similar districts.² However, at the middle-school level (only accounting for SCCS students in grades 7 and 8), SCCS outperformed peers by 20-25 percentage points in ELA and math proficiency and exceeded the district’s Top-Growth average by more than 15 points. SCCS’s high-school cohort graduated at 92%, significantly above the state (83%) average, with an average ACT composite nearly three points higher than the parish mean:

2024 Comparative Academic Performance³

School	2024 SPS	ELA % Basic+ (3–8, Eng I, II)	Math % Basic+ (3–8, Alg I, Geo)	% Top Growth (ELA + Math)	2024 ACT Comp. Avg. (HS)	‘22-’23 Cohort Grad Rate (HS)
Louisiana State Avg.	—	73%	67%	47%	18.1	83%
EF Parish District Avg.	C	60%	45%	41%	16.5	87%
Slaughter Elem. (PK-6)	C	70%	60%	44%	—	—
East Feliciana Middle (7-8)	C	55%	35%	41%	—	—
East Feliciana High (9-12)	B	58%	42%	43%	16	85%
SCCS (MS Only, 7-8)	A	79%	73%	58%	—	—
SCCS (All, 7-12)	A	77%	70%	58%	19.8	92%

¹ U.S. Census Bureau, [East Feliciana Parish, LA: 2023 American Community Survey](#) (2024)

² Stanford CEPA & Harvard CEPR, [Education Recovery Scorecard](#) (2025)

³ LDOE, *School and Center Performance Scores (2024)*; *LEAP Assessment Results (2024)*; *School and District Performance Scores: Data and Reports (2024)*

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Top Growth-Met Growth to Mastery Goal⁴

School	ELA (Grades 3-8, Eng. I & II)		Math (Grades 3-8, Alg. I & Geo.)	
	2024 % Top Growth	2024 % Mastery+	2024 % Top Growth	2024 % Mastery+
	Louisiana (State Average)	48%	43%	46%
EFPSB District (All Schools)	42%	31%	40%	22%
East Feliciana Middle School	38%	31%	44%	10%
Slaughter Elementary School	44%	32%	44%	30%
East Feliciana High School	46%	20%	40%	16%
Slaughter Community Charter School	53%	57%	63%	51%

Subgroup data mirror these trends. Among Black/African American students, 39% of SCCS middle-school students scored at Mastery or above, compared with 22% districtwide. For economically disadvantaged students, SCCS achieved 43% Mastery+, roughly double the parish rate of 21%. SCCS Students with disabilities achieved 27% Mastery+, triple the district rate of 9%. These gains show that SCCS’s instructional systems yield both higher overall results and substantially more equitable outcomes for historically underserved populations.

LEAP Mastery+ Percentages for Spring 2025 by Subgroup⁵

School / Grade Band	Black/African American	Hispanic/Latino	Economically Disadvantaged	Students with Disabilities
EFPSB District (All Schools)	22%	<5%	21%	9%
Louisiana (State Avg., Gr 3-8)	22%	27%	26%	15%
Slaughter Elementary (PK-6)	21%	33%	20%	9%
East Feliciana MS (7-8)	33%	NR	40%	23%
SCCS (MS Only, 7-8)	39%	62%	43%	27%
Louisiana (State Avg., 9-12)	29%	33%	33%	14%
East Feliciana HS (9-12)	13%	NR	14%	8%
SCCS (HS Only, 9-12)	44%	NR	48%	37%

EPC.6.c. How will the school be more effective than the schools currently available.

Given these comparative results, SCES responds directly to the performance data summarized above, addressing early learning gaps that contribute to lower middle and high school outcomes parishwide. SCCS’s strong track record of achievement shows that higher academic outcomes for East Feliciana students are achievable through coherent instruction, continuous data use, and a family-scale culture of accountability. Key features that distinguish SCES:

- Early-grade foundations.** SCES will implement Tier 1 curricula (i.e., Into Reading, Reveal Math, Bayou Bridges and Amplify Science) to ensure mastery of fundamental literacy and numeracy skills beginning in kindergarten.
- Multi-Tiered Systems of Support (MTSS).** Every student will receive data-informed intervention or enrichment daily, ensuring early remediation of gaps before they compound.
- Shared services and vertical alignment.** Instructional coaching, data management, and special-services coordination will be provided through SCCS’s existing infrastructure, guaranteeing immediate capacity and compliance from Year 1.
- Family and community partnerships.** The same nurturing culture that has characterized SCCS will anchor SCES, preserving the close-knit identity while expanding opportunity.

By starting earlier, SCES can prevent the learning gaps that currently emerge in upper elementary grades, ensuring that students enter middle school at or above grade level. SCCS’s data already confirm that its

⁴ LDOE, *School and Center Performance Scores (2024)*

⁵ LDOE, *LEAP 2025 Spring Results: Percent Mastery and Above by Subgroup and School (2025)*

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systems (i.e., data-driven instruction, embedded coaching, and intentional culture-building) yield sustained results in this community. Replicating these practices at the elementary level will expand high-quality public options without displacing existing schools, reinforcing the shared mission of improving outcomes for all Louisiana students.

EPC.6.d. Any partnerships or contractual relationships central to operations or mission.

SCCS maintains a network of strategic partnerships that strengthen school operations, ensure compliance, and expand opportunities for students. These partnerships currently support SCCS and will be extended and adapted, as developmentally appropriate, to support SCES.

Operational Partnerships - SCCS maintains formal contracts for essential operational services, including transportation, food service, facilities maintenance, and financial management. All agreements are governed by the Board of Directors and adhere strictly to state procurement, audit, and accountability standards. A key operational partnership is the school's engagement of an external financial management provider, ABC Consulting Group (see Appendix 7), which provides financial management services including payroll review, accounts receivable processing, grant management, monthly financial reporting, and annual budget development. This partnership ensures strong fiscal oversight, regulatory compliance, and transparent financial reporting.

To ensure students receive comprehensive support, SCES will collaborate with external providers offering therapeutic and related services, contracting with specialized service providers to ensure equitable access for students with exceptionalities.

Partnerships that currently support staffing quality and instructional excellence will be crucial to establishing a strong core founding team and ensuring that SCES launches with highly qualified educators equipped to deliver rigorous, evidence-based instruction from day one. iTeach and the Louisiana Resource Education Center assist with teacher recruitment, certification pathways, and professional development. Additional professional learning partnerships include the Dyslexia Resource Center and The Center for Literacy and Learning, which strengthen Tier 1 literacy instruction and intervention systems. These partnerships directly support SCES's commitment to early literacy mastery and evidence-based instruction. SCCS also maintains membership in the Louisiana Association of Public Charter Schools (LAPCS), which provides governance training, policy guidance, and legal updates.

Community and Career Partnerships - SCCS partners with several organizations that expand student leadership development and career awareness opportunities. 4-H provides STEM enrichment and leadership programming and Pelican State Credit Union supports financial literacy education and career awareness initiatives, and Louisiana Rehabilitation Services assists families of students with exceptionalities in transition and postsecondary planning.

Community partnerships also strengthen school culture and family engagement. For example, Slaughter First Baptist Church hosts school community events such as back-to-school celebrations and family gatherings that foster a strong sense of belonging. Additional local businesses support mentorship, internships, and school events.

Expanding Partnerships for SCES - SCES will build on these partnerships while expanding relationships aligned with early literacy, numeracy, and whole-child development. Planned partnerships include teacher preparation programs at regional universities to support educator pipelines, additional therapeutic providers to support early intervention and MTSS implementation, and community organizations such as Junior Achievement to provide age-appropriate financial literacy and career awareness programming. Together, these partnerships create a strong operational and community support network that reinforces fiscal integrity, instructional quality, and meaningful student learning experiences.

EPC.7 - Overview of the student population based on local demographics.

SCES's projected enrollment is aligned to the racial, socioeconomic, and subgroup composition of East Feliciana Parish and the state, ensuring the school serves the full diversity of local families. By reflecting community demographics and ensuring open enrollment, SCES will remain compliant with Bulletin 126

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rules that charter school populations remain comparable to district schools while promoting access, equity, and inclusion.

East Feliciana Parish has a demographic and economic profile that closely mirrors Louisiana overall, though with distinct rural characteristics. According to the *Agenda for Children 2025 Kids Count Parish Profile*, the parish has a population of approximately 19,100 residents, including 3,337 children under age 18. In both East Feliciana Parish and Louisiana, roughly one in four children lives in poverty – 23% locally compared to 25% statewide. The percentage of young children living in households where all parents are in the labor force is also comparable, reflecting similar family structures and workforce participation.⁶

These indicators demonstrate that East Feliciana’s overarching socioeconomic landscape—income levels, child poverty, and family employment—does not differ dramatically from the state average. This parity provides a strong baseline for comparison when assessing how SCCS and SCES each serve the community’s children within the same demographic context. The following table provides a comparative snapshot of these contextual markers.

EPC.7.a. Racial and socioeconomic demographics^{7 & 8}

	Black	White	Hispanic	Asian	2+ Races	Econ. Disadv.
Louisiana (Overall - US Census)	31.4%	57.1%	6.9%	1.9%	5.9%	18.9%
East Feliciana Parish (Overall - US Census)	39.9%	54.2%	1.9%	<1%	2.8%	13.5%
Louisiana (Schools - LDOE)	41.8%	40.6%	11.5%	1.6%	3.9%	71.7%
East Feliciana Parish (Schools - LDOE)	57.9%	35.9%	3.0%	0.3%	2.8%	75.6%
Slaughter Elementary	31.4%	60.6%	3.8%	0.2%	4.0%	67.9%
SCCS	36.2%	58.3%	2.8%	1.1%	1.1%	55.5%

When compared with both the parish and the state, SCCS’s current student population is demographically representative and socioeconomically aligned with East Feliciana Parish as a whole. Its racial and economic composition is largely aligned with parish-level trends, varying only within expected margins for small rural enrollment zones. This alignment underscores SCCS’s equity commitment and supports the case for replication: **SCCS’s strong academic outcomes (Academic Performance EPC.13) are not a product of selective enrollment or atypical demographics, but of effective instruction and an inclusive school culture within a population consistent with the broader community.**

EPC.7.b. Subgroup enrollment % (special education, English Learners, experiencing homelessness)^{8&9}

	Students with Disabilities	English Learners	Homeless Students
LA	14.5%	5.4%	1.3%
EFPSB	16.7%	1.5%	<1%
Slaughter Elementary	11.1%	1.5%	<1%
SCCS	7.7%	1.4%	<1%

In both local and statewide contexts, SCCS’s subgroup representation (students with disabilities at 7.7%, English learners at 1.4%, and students experiencing homelessness at less than 1%) falls within normal variation for Louisiana schools and aligns closely with the district average. These data demonstrate that SCCS achieves significantly stronger academic performance with a population that is substantially similar—in race, income, and subgroup composition—to both the parish and the state.

⁶ Agenda for Children, *Kids Count Parish Profile: East Feliciana Parish* (2025)

⁷ U.S. Census Bureau, *LA & East Feliciana Parish: American Community Survey 1-Year Estimates* (2023)

⁸ LDOE, *Multi-Statistics Report: Total Enrollment by Site and School System* (February 2025)

⁹ LDOE, *Special education rates by LEA and site* (2025); U.S. Department of Education, EdData Express, *Homeless Students: 2022–2023 School Year Dashboard – Louisiana State Data* (2023)

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For SCES, this evidence provides a compelling foundation: the same student population that SCCS now serves successfully in grades 7-12 will have access to an equally strong K-6 program rooted in the same mission and model. SCES’s design ensures opportunity for the families of East Feliciana Parish and Louisiana as a whole.

EPC. 8 - Community stakeholder engagement; depth of support and opposition.

SCCS engaged a broad range of stakeholders—including parents, staff, community leaders, and faith-based organizations—throughout the charter development process to ensure the proposal reflects strong community partnerships and local input.

EPC.8.a. Description of the stakeholders engaged.

SCCS has taken a deliberate and inclusive approach to stakeholder engagement, ensuring that families, staff, community leaders, and local partners have not only been informed of the proposed expansion but have also had meaningful opportunities to shape its design. Engagement was structured to capture input from all major constituent groups that form the SCCS community.

Parents and Families: SCCS convened dedicated meetings with current parents to review the proposed K–6 expansion, gather input on curriculum priorities, and identify desired student supports and enrichment opportunities. A total of 24 parents attended the September 24, 2025 Parent Engagement Meeting, representing students across all grades. Families voiced consistent support, citing SCCS’s proven track record in academic achievement, safe school culture, and personalized learning. Their feedback directly informed the inclusion of early literacy interventions, expanded extracurricular opportunities, and intentional social-emotional learning supports in the school plan.

School Staff: Teachers and staff participated in a schoolwide presentation and Q&A, where they provided input on student needs, curriculum alignment, and interventions for struggling learners. Staff emphasized the importance of preserving a rigorous, college-preparatory pathway while ensuring strong supports for remediation. This input shaped the professional development priorities and intervention strategies outlined in the academic model.

Teachers also emphasized the importance of specifically focusing on grade-level reading during the school day. In response, SCES will incorporate a structured literacy block following recess. Lower grades listen to teacher read-alouds of grade-appropriate texts and transition to chapter books, with comprehension checks through Book Taco. Upper grades rotate between teacher-led reading and silent sustained reading, also using Book Taco for comprehension. This initiative directly reflects teacher feedback and demonstrates SCCS’s responsiveness to staff expertise in shaping the elementary model.

Community Members and Leaders: SCCS hosted a Virtual Community Update, open to all residents, to ensure transparency and invite broad participation. SCCS engaged civic and faith leaders—including Pastor Basil Wicker (Slaughter First Baptist) and Ms. Paula Payne (Children’s Minister, Ethel Baptist)—who submitted letters of support affirming SCCS’s academic integrity, fiscal accountability, and community impact. The endorsements in Appendix 1 highlight the deep trust SCCS has built across the parish and the value of its expansion for local families.

Vendors and Partners: Longstanding service providers such as First Student Transportation and Feliciana Welders, Inc. provided letters documenting SCCS’s fiscal responsibility and professional operations. Their participation reinforces SCCS’s reputation as a reliable, accountable, and community-centered institution.

EPC.8.b. Strategies to solicit community input on student needs and plan to meet those needs.

Engagement was structured, accessible, and is ongoing. Parent and staff meetings included open discussion and surveys to capture feedback on student supports, enrichment opportunities, and intervention models. SCCS has also hosted community-wide events to reach a broader audience and ensure transparency through Facebook Live sessions. The virtual format extended engagement beyond

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those able to attend in person, allowing families, alumni, and community members to provide input through multiple platforms.

Stakeholders have been continuously encouraged to share questions and suggestions through email, social media, and direct follow-up conversations with school leadership. This multi-platform approach balanced the need for clear, consistent information with genuine opportunities for stakeholder voice. Parent and teacher feedback has shaped program priorities such as early literacy and enrichment; community leaders reinforced alignment with parish values; and business partners affirmed the school's operational reliability. Stakeholders consistently voiced their desire for the school to preserve its close-knit, community-oriented environment that fosters connection and belonging for all families. Stakeholder feedback reflects overwhelming support for SCES.

The depth of this support is demonstrated by the **30 letters of support** (Appendix 1) submitted to the local school board by parents, educators, pastors, local business owners, residents, and state and philanthropic leaders. Notably, letters include endorsements from **Louisiana State Senator Caleb Kleinpeter**, the **Louisiana Association of Public Charter Schools**, and the **Pennington Family Foundation**; their support reflects confidence at the state and philanthropic levels in SCCS's proven capacity to deliver high-quality public education.

While SCES is aware that any proposal may generate some questions or skepticism within the broader community, no organized opposition has emerged. Most inquiries have focused on ensuring equitable access for all students – a value central to SCCS's mission and explicitly embedded in its enrollment and support model. SCCS views such dialogue as an opportunity to provide clarity, strengthen transparency, and deepen community trust. Through deliberate engagement with parents, staff, community leaders, and local businesses, SCCS has built broad and deep support for its charter proposal. This engagement process has provided valuable feedback to strengthen the plan and has reinforced the school's role as a trusted and accountable partner.

APPENDIX 1: Community Support

EDUCATIONAL PROGRAM AND CAPACITY: ACADEMIC PLAN

EPC.9 - Overview of the proposed school model, key design elements.

Slaughter Community Elementary School (SCES) proposes a K–6 academic model intentionally aligned to practices that Louisiana has already identified as effective and that have contributed to nationally recognized statewide academic gains. The SCES model is defined by five core design elements: (1) guaranteed access to Tier 1 curriculum, (2) a structured early literacy framework, (3) data-driven instruction, (4) an inclusive MTSS system, and (5) a highly structured, student-centered culture.

SCES is not differentiated by its elements, but by the rigor and fidelity with which they will be implemented through protected instructional time, structured collaboration, defined data cycles, and leadership accountability.

SCES is not proposing an experimental or boutique model. The model is grounded, research-aligned, and execution-focused. It represents the intentional replication of SCCS's demonstrated success as an experienced operator, evidenced by sustained and accelerating academic outcomes. SCCS's K–8 LEAP Assessment Index increased from 73.9 in 2021 to 78.9 in 2025, while its Progress Index improved significantly from 80.9 to 102.8 over the same period, reflecting consistent, above-expected student growth. The school's performance on the 8th grade Dropout/Credit Accumulation Index is similarly strong, with a score rising from 139.3 (A) in 2021 to 142.7 in 2025, and exceeding 145 in multiple intervening years.

"This isn't a school where you just clock in and clock out. Teachers support each other, and we all support the kids. It's truly a family."

– Current SCCS Teacher, H.S. Math

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The mission—Every Day, Every Knight Will Advance—is operationalized through systems that guarantee access to grade-level content, early intervention, and continuous monitoring of growth for all students, including economically disadvantaged students, students with disabilities, and English Learners.

EPC.9.a. Key design elements, mission and vision.

- **Guaranteed Access to High-Quality Tier 1 Curriculum:** SCES will implement state-reviewed Tier 1 instructional materials in all core subjects (Reveal Math, Into Reading, SpringBoard, Amplify Science, and Bayou Bridges - [EPC.10 Curriculum Choices](#)). These curricula are not only state-reviewed for alignment, coherence, and rigor but also trusted by SCCS teachers, who attest to their clarity and usability.
 - *Mission Alignment:* Daily engagement with grade-level, standards-aligned instruction.
 - *Fidelity Structures:* Scope and sequence adherence monitored by instructional leaders; weekly lesson plan reviews aligned to curriculum pacing; classroom walkthroughs tied to curriculum-specific look-fors; quarterly curriculum implementation audits; PD explicitly tied to curriculum use, not generic pedagogy.
 - *Rationale (EPC.9.b):* Louisiana’s academic gains amid national declines have been strongly associated with disciplined implementation of high-quality materials paired with aligned training and professional development.¹⁰
- **Structured Early Literacy and Foundational Skills Framework:** Early literacy is a central lever of the SCES model. The daily schedule includes:
 - 90-minute ELA block
 - Dedicated phonics block grounded in the science of reading
 - Schoolwide structured reading block
 - Universal screening and progress monitoring (DIBELS)
 - Flexible regrouping for intervention
 - *Mission Alignment:* Ensures early mastery so students build the foundational skills required for sustained academic advancement.
 - *Fidelity Structures:* Protected literacy minutes in the master schedule; screening three times annually; data-driven regrouping within established intervention cycles; administrative monitoring of literacy data.
 - *Rationale (EPC.9.b):* Extensive research supports explicit phonics instruction, structured reading practice, and frequent progress monitoring as key drivers of improved literacy outcomes, particularly for economically disadvantaged students.^{11&12} Louisiana’s literacy framework prioritizes daily foundational skills instruction in K–3; SCES operationalizes this guidance through protected time and scheduled intervention. SCES will build a literacy foundation that is comprehensive, evidence-based, and replicable.
- **Data-Driven Instruction and Continuous Improvement:** SCES will embed structured data cycles into weekly practice using DIBELS, IXL Diagnostics, Mastery Connect, and curriculum-embedded assessments ([EPC.14 - Assessments](#)) to guide instruction and intervention, ensuring no student falls between the cracks.
 - *Mission Alignment:* Ensures every student advances via responsive, data-informed instruction.
 - *Fidelity Structures:* Weekly grade-level data meetings; bi-weekly intervention regrouping; six-week instructional action cycles; leadership participation in data reviews; student-level growth tracking.

¹⁰ LDOE, *High-Quality Curriculum Review Process and Tiered Rating System* (2023)

¹¹ National Reading Panel, *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* (2000)

¹² Mol & Bus, *To read or not to read: A meta-analysis of print exposure from infancy to early adulthood* (2011); Filderman et al (2023)

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- *Rationale (EPC.9.b)*: Research on formative assessment demonstrates that timely feedback paired with instructional adjustment produces measurable gains.¹³ At SCES, data use is scheduled, documented, and monitored to ensure consistency.
- **Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) with Inclusion.** SCES begins with the assumption that all students can engage in grade-level instruction. Universal screening, daily intervention blocks, and inclusion-first scheduling ensure students with disabilities, English Learners, and students performing above or below grade level receive scaffolded support without losing access to core instruction. In one SCCS teacher’s words, “*Every student can learn with the right support.*” This same core mindset will drive SCES’s inclusive approach.
 - *Mission Alignment*: Operationalizes the commitment that every student advances with appropriate support.
 - *Fidelity Structures*: Clearly defined Tier 1, 2, and 3 intervention protocols; scheduled intervention block in the master schedule; ESS participation in data meetings; progress monitoring documentation.
 - *Rationale (EPC.9.b)*: Evidence reviews show MTSS improves academic and behavioral outcomes and can reduce inappropriate referrals when schools implement universal screening, tiered supports, and progress monitoring; Louisiana’s Tiered Pathways for Literacy Support operationalizes this approach for early literacy.¹⁴
- **Innovative Scheduling - Four-Day Week Model for Collaboration and Intervention:** SCES will operate on a four-day instructional week (Tuesday through Friday), with no school or required work for teachers or students on Mondays. This schedule aligns with the rhythms of the local community, where families and many local employers value a consistent four-day week that balances work, rest, and school commitments.
 - *Mission Alignment*: Concentrates instructional time Tuesday through Friday into purposeful, high-quality learning blocks that maximize student engagement and academic progress while providing both teachers and families with a predictable weekly rhythm that supports balance, stability, and sustained student success.
 - *Fidelity Structures*: Extended instructional blocks Tuesday–Friday to maximize core academic learning time; protected literacy, math, and intervention minutes embedded in the master schedule; daily intervention/enrichment for small-group support and acceleration.
 - *Rationale (EPC.9.b)*: Similar models implemented in high-performing rural schools nationwide demonstrate gains in teacher retention, instructional quality, and student engagement. The Monday structure deepens family-school collaboration while safeguarding teacher effectiveness and well-being—both vital to sustaining long-term excellence in small-community schools like SCES.¹⁵ The recent decision by East Feliciana Parish Schools to transition to a four-day school week beginning in the 2026–2027 academic year further reflects a growing recognition of the effectiveness of this model—an approach that SCCS has implemented successfully for years to support strong teacher retention, sustained academic growth, and a positive school culture. With SCES adopting a similar schedule, families who have children in multiple area schools will benefit from a unified weekly calendar that simplifies transportation, childcare, and family planning while aligning the schedules of schools serving the same community.
- **Safe, Structured, and Accountable School Culture:** SCES will implement schoolwide Positive Behavioral Interventions and Supports (PBIS) and maintain a no-phone policy to preserve instructional focus.
 - *Mission Alignment*: Ensures a safe, orderly environment where students fully engage daily.

¹³ Black & Wiliam, *Inside the Black Box: Raising Standards Through Classroom Assessment* (1998)

¹⁴ McIntosh & Goodman, *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS* (2016); LDOE, *Tiered Pathways for Literacy Support: Framework for Early Literacy* (2022)

¹⁵ Education Commission of the States, *Four-Day School Week Overview* (2023); Morton et al., *The Four-Day School Week: Effects on Student Outcomes and Teacher Recruitment and Retention* (2021)

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- *Fidelity Structures*: Clearly defined behavior expectations; SIS-based discipline tracking; administrative oversight for consistency; regular behavior data review.
- *Rationale (EPC.9.b)*: Research associates consistent PBIS implementation with fewer office discipline referrals and improved climate, and recent work emphasizes PBIS as a lever for more equitable outcomes when implemented with fidelity.¹⁶ Research also suggests that restricting student cellphone use during the school day is associated with improvements in attention, reductions in disciplinary incidents, and enhancements in social-emotional climate: outcomes that align directly with SCES's planned PBIS and relationship-centered culture.¹⁷

The Cohesive Model in Practice – If you walked into a first-grade classroom at SCES, you would see a structured yet dynamic learning environment where direct instruction, inquiry, differentiation, and interdisciplinary application work together to drive mastery.

The day begins with a 90-minute ELA block anchored in systematic phonics instruction aligned with the science of reading, followed by standards-aligned lessons from Into Reading. Students engage in close reading, vocabulary development, discussion, and writing to strengthen comprehension and analytical thinking. Students then transition to inquiry-based science using Amplify, where literacy is reinforced through reading informational text, recording evidence in science notebooks, and structured academic discussion. After recess and lunch, a 60-minute intervention block provides targeted support or acceleration in math and ELA. Using data from IXL, DIBELS, and classroom assessments, teachers group students flexibly to address specific learning needs. Throughout the day, instruction integrates across subjects. Writing connects to science investigations, math reinforces literacy strategies, and social studies instruction through Bayou Bridges integrates reading, discussion, and primary sources. The afternoon includes enrichment in art, music, and physical education, along with PBIS incentives that reinforce positive behavior and engagement.

EPC.9.b. Clear rationale for school model.

SCCS's A-rated results demonstrate the effectiveness of this model when implemented with fidelity. From 2021 to 2025, SCCS's K–8 LEAP Assessment Index increased from 73.9 to 78.9, while its Progress Index grew from 80.9 to 102.8, indicating sustained, above-expected academic growth. These gains were achieved alongside a DCAI score increasing from 139.3 (A) to 142.7 and exceeding 145 in multiple years. Importantly, these academic outcomes have been paired with a stable and improving school culture, as reflected in consistently low suspension rates. Together, these results demonstrate that the core design elements that have produced both high achievement and equitable outcomes for similar student populations at SCCS—Tier 1 curriculum, structured data use, and inclusive supports—are worthy of replication at the elementary level.

SCES builds directly on this proven foundation as a replication of a successful model, not the introduction of a new or untested approach. Each key design element is aligned to Louisiana's established framework for school quality and is supported by both state-level evidence and national research identifying high-quality curriculum, structured literacy, and frequent formative assessment as among the most effective strategies for improving outcomes in high-poverty and rural schools.

The rationale for extending this model into the elementary grades is grounded in three evidence-based realities. First, Louisiana's recent academic gains have been closely linked to disciplined implementation of Tier 1 curriculum paired with aligned professional development. Second, SCCS's internal data show that a portion of students enter middle school with gaps in foundational literacy and numeracy, requiring remediation that could be mitigated through earlier intervention. Third, a substantial body of research identifies mastery of reading and mathematics in kindergarten through third grade as the highest-leverage predictor of long-term academic success, including high school graduation and postsecondary readiness.

¹⁶ Bradshaw et al. *Effects of School-Wide Positive Behavioral Interventions and Supports* (2012)

¹⁷ Campbell & Wu, *Evidence for and against banning mobile phones in schools* (2024)

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SCES applies a model that has already demonstrated success with similar students and shifts it earlier in the academic pipeline, where it can have the greatest impact. By ensuring that all students master foundational skills before entering middle school, SCES strengthens Louisiana's overall K–12 continuum and reduces the need for later remediation. The proposed school is therefore best understood as a vertically aligned extension of a proven, high-performing system that is already producing strong, equitable outcomes in this community.

EPC.9.c. Differences in proposed school model from existing school operated by the non-profit.

While SCES replicates SCCS's core academic model, it introduces key design adaptations specific to early learners, with a deliberate focus on preventing the literacy and numeracy gaps that SCCS data show often emerge prior to middle school entry. SCCS currently serves grades 7–12 and has demonstrated sustained academic improvement through high-quality curriculum implementation, structured data use, and inclusive supports. SCES maintains the same mission and core framework but adapts the model for elementary learners in the following ways:

- **Earlier and Intensified Foundational Focus.** SCES is intentionally designed to prevent the literacy and numeracy gaps observed among some incoming seventh graders at SCCS. Key elementary-specific structures shift intervention earlier in the academic pipeline, reducing the need for remediation in later grades. They include:
 - Daily explicit phonics instruction grounded in the science of reading
 - Structured schoolwide reading block
 - Dedicated daily intervention block
 - Early diagnostic screening (DIBELS, IXL)
- **Developmentally Responsive Instructional Structure.** SCES will operate with a different instructional configuration than SCCS, reflective of cognitive and developmental readiness to best support elementary learners:
 - *Grades K–2:* Self-contained classrooms with one primary teacher to ensure stability, strong relationship-building, and consistent delivery of foundational literacy and numeracy instruction.
 - *Grades 3–6:* Departmentalized rotation model, allowing teachers to specialize in core subjects and deliver deeper, standards-aligned instruction.
- **Grade-Band-Specific Professional Development.** Professional learning at SCES will be differentiated by grade band and role. Unlike the secondary model, elementary professional development is intentionally structured around foundational skill mastery and early intervention alignment:
 - *K–2 teachers:* Intensive training in the science of reading, systematic phonics instruction, and foundational numeracy.
 - *Grades 3–6 teachers:* Foundational literacy training plus curriculum-specific professional development aligned to Tier 1 materials.
 - *ESS staff:* Targeted training and structured collaboration time with classroom teachers to ensure alignment of interventions, accommodations, and instructional strategies.
- **Expanded Early Intervention and Support Structure.** Based on longitudinal SCCS data showing that many students enter seventh grade requiring Tier 2 and special education interventions, SCES's model features more intensive MTSS / RTI and ESS frameworks that are designed to reduce long-term remediation needs.
 - A higher proportion of intervention and special education staff
 - Scheduled collaboration between ESS and general education teachers
 - Proactive screening and earlier service delivery
- **Whole-Child Development Emphasis.** Elementary programming reflects the specific developmental needs of young learners while maintaining high academic expectations. Programmatic differences from SCCS include elementary-specific:
 - Structured play
 - Enrichment (arts, music, physical education)

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- Social-emotional development
- Integrated literacy across content areas

EPC.10 - Curriculum Choices.

SCES has selected Louisiana Tier 1 curricula to ensure students develop strong foundations in literacy and numeracy while progressing toward advanced reasoning and problem-solving. These programs align to state standards and prepare students for statewide assessments and long-term academic success. Vertically aligned content, embedded assessments, and differentiation tools support effective instruction and allow teachers to monitor progress, identify gaps, and provide targeted support for all learners.

SCES Curricula Summary

Subject	Primary Curriculum	Supplemental Materials	Assessment Alignment	Alignment Evidence
Math	Reveal Math (T1: K-2, 6-8 – T3 ¹⁸ : 3-5)	IXL (adaptive practice); Mastery Connect benchmarks	Reveal Math embedded assessments + IXL diagnostics; 3x Mastery Connect	T1; aligned to LA Math Stds.; vertical coherence
ELA	Into Reading (T1: K-5); SpringBoard Course 1 (T1: 6)	IXL (diagnostic & practice); Book Taco (independent reading); DIBELS (early literacy); Mastery Connect	Into Reading & SpringBoard unit assessments; IXL diagnostics; DIBELS progress monitoring; 3x Mastery Connect	T1; aligned to LA ELA Stds.; comprehensive literacy pathway
Science	Amplify Science (T1: K-6)	IXL (practice); Mastery Connect benchmarks	Embedded inquiry assessments; 3x Mastery Connect	T1; aligned to LA Sci. Stds.; inquiry-based
Social Studies	Bayou Bridges (Not Rated: K-8)	IXL (practice); Mastery Connect benchmarks	Unit assessments + 3x Mastery Connect	LDOE, not rated ¹⁹ ; aligned to LA SS Stds.; LA context relevance

EPC.10.a. Evidence that the curriculum meets Louisiana requirements.

The selected curricula are not only high quality but also explicitly aligned to Louisiana Student Standards, ensuring that students remain on track with required progression and long-term graduation readiness. Each program has been vetted through LDOE’s review process (Tier 1) or developed in partnership with the state, guaranteeing rigor and compliance.²⁰ Together, these materials provide a structured pathway that prepares students academically and ensures continuity of learning from kindergarten into middle school.

- **MATH:** Reveal Math by McGraw Hill is Tier 1 for grades K-2 and 6-8, ensuring vertical alignment across the elementary grades and into middle school. It is designed around the Louisiana Student Standards for Mathematics and integrates regular formative assessments. The curriculum is rated Tier 3 for grades 3-5 due to the inclusion of content that goes beyond the established Louisiana State Standards.
- **ENGLISH LANGUAGE ARTS (ELA):** Into Reading (K-5) and SpringBoard (Grade 6, progressing into Courses 2 and 3 in Grades 7-8) are both Tier 1 curricula. These materials ensure continuity with state expectations for reading, writing, speaking, and language skills. They will be

¹⁸ *Reveal Math is rated Tier 3 for these grades because it includes content beyond LA standards; the publisher provides guidance for streamlined implementation in LA schools.*

¹⁹ *Bayou Bridges is not rated because it was designed by LDOE and Core Knowledge; additionally, there are currently no Tier 1-rated Social Studies curricula.*

²⁰ LDOE, *High-Quality Curriculum Review Process and Tiered Rating System* (2023)

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supported by DIBELS for early literacy and Book Taco for fostering independent reading aligned to students' levels.

- **SCIENCE:** Amplify Science (K-6), a Tier 1 curriculum, embeds inquiry-based learning tied to Louisiana Student Standards. It emphasizes core disciplinary ideas, crosscutting concepts, and science and engineering practices, ensuring readiness for advanced coursework in later grades.
- **SOCIAL STUDIES:** Bayou Bridges, created in collaboration with LDOE, directly addresses Louisiana Student Standards for Social Studies and connects students to state and local history while developing the civic literacy and critical thinking skills necessary for future success.

A detailed description of SCES's planned approach to leveraging strong benchmarking to ensure mastery of Louisiana state standards is provided below in the Assessments section. This approach is grounded in the implementation of a high-quality Tier 1 curriculum with intentional, standards-aligned grade-to-grade progression. Curriculum design ensures vertical coherence so that each grade level builds directly upon the knowledge and skills students have mastered in prior years, reducing gaps and accelerating readiness for subsequent coursework. Through rigorous core instruction, aligned interim and benchmark assessments, and structured data cycles, SCES will monitor and respond to student performance to ensure sustained mastery of Louisiana Student Standards and continuous academic advancement across GLs.

EPC.10.b. Selected curriculum aligns to quality indicators of materials review rubrics.

All core curricula selected for SCES align to the quality indicators established by the Louisiana Department of Education's instructional materials review process. In accordance with state expectations, SCES has prioritized adoption of exclusively Tier 1 curricula, which are reviewed and recognized for their alignment to state standards, usability, and evidence of effectiveness. Detailed evidence that each curriculum aligns to quality indicators of the instructional materials review rubrics can be found on LDOE's website: [Instructional Materials Reviews](#).

EPC.10.c. If applicable: materials to teach other content if school has a specific academic focus.
Not applicable to SCES.

EPC. 11 - Provide a detailed hybrid learning plan.

EPC.11.a. Circumstances under which this plan would be implemented.

The hybrid learning plan will be activated under clearly defined circumstances, including: district- or state-mandated school closure; public health emergency; severe weather events; facility-related emergencies; or classroom- or grade-level quarantine. School leadership will communicate activation timelines, duration expectations, and instructional schedules immediately upon determination.

EPC.11.b. A plan to acquire and disseminate technology to students.

SCES will maintain sufficient device inventory to assign laptops or tablets to students for home use when hybrid learning is required. Devices are distributed through the school's technology coordinator with signed usage agreements and care guidelines. Recognizing that reliable broadband access remains a significant barrier in rural communities like SCES's local and surrounding areas, SCES will:

- SCES will maintain an inventory of mobile Wi-Fi hotspots prioritized for families identified through annual and emergency connectivity surveys
- At the start of each school year, families will complete a technology access survey identifying device and internet needs. Data will be reviewed by the technology coordinator and administration to proactively allocate resources
- Partner with local providers when available to identify low-cost broadband options
- Establish Wi-Fi access points in designated school parking areas if needed

Contingency Plan: For families unable to access reliable internet despite these measures, SCES will provide printed instructional packets aligned to daily lesson objectives. Paper materials will be available for scheduled pickup and drop-off, and teachers will conduct phone check-ins to support learning and monitor engagement. This layered approach ensures no student is excluded due to connectivity barriers.

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EPC.11.c. A plan to track and monitor attendance in a virtual setting.

The following structure mirrors in-person protocols to maintain accountability and compliance; attendance will be recorded in OnCourse each instructional day, whether virtual or hybrid.

- Teachers will take attendance during live sessions.
- For asynchronous components, completion of assigned work and daily check-in requirements will count toward attendance.
- Parents/guardians will receive automatic absence notifications through OnCourse.
- School staff will follow up promptly with families of absent students to ensure re-engagement.

EPC.11.d. Identification of the Learning Management System (LMS) to be employed.

Through Clever, students access digital components of adopted curricula and teacher-curated resources. Microsoft Teams enables synchronous instruction, small-group intervention, document submissions, and recorded lessons for flexible access.

- Clever: centralized portal for all instructional applications and digital curriculum resources.
- Microsoft Teams: live instruction, recorded lessons, assignments, teacher communication.

EPC.11.e. Plan to provide training and technical support on LMS to staff, families, and students.

Proactive onboarding ensures families are familiar with systems before an emergency occurs. To establish readiness before any disruption: students and staff will receive Clever and Teams training at the start of each school year; parents will receive Clever and Teams orientation during Back-to-School Night and through written guidance in the Parent Handbook; tutorials and login instructions will be distributed proactively. If hybrid learning is activated: refresher training sessions will be held for staff and students; families will receive step-by-step guidance via email, video tutorials, and live virtual support; technical support will be available via phone, email, and scheduled virtual help sessions.

EPC.11.f. Plan to communicate with staff, families, and students virtually.

To ensure continuity, SCES will maintain layered communication with clear expectations regarding schedules, attendance, grading, and technology procedures: School Messenger for schoolwide announcements; OnCourse for attendance, grades, and notifications; email and phone outreach for individualized follow-up; scheduled virtual town halls as needed; teacher virtual office hours.

EDUCATIONAL PROGRAM AND CAPACITY: ACADEMIC GOALS

EPC.12 - List measurable academic goals for each of the first five years of operation.

SCES is committed to becoming a high-performing elementary school that builds the foundation for long-term student success. The five-year trajectory is designed to move steadily toward an “A” rating under Louisiana’s School Performance Score (SPS) framework, while ensuring that growth is equitable across all subgroups. All targets are set within Louisiana’s growth-to-mastery framework, positioning SCES not only to meet but to exceed renewal benchmarks by Year 5; adding seats that measure success by the readiness of every student to thrive in middle school and beyond.

CSPC Academic Expectation	SCES Implementation
Academic Growth & Achievement	SPS growth trajectory table
Annual Review Academic Score	Explicit SPS & Letter Grade goals
Subgroup Performance Monitoring	No “Urgent Intervention Required” goal
Extension & Renewal Minimum	“D” Year 2; “C” Year 3; “B” Year 5
Continuous Monitoring	Weekly, Quarterly, Annual data cycles

Goals will be disaggregated by subgroup (Ec. Disadv., SWD, EL) quarterly to ensure equitable progress.

Measure	Year 1	Year 2	Year 3	Year 4	Year 5
K-2 Literacy & Numeracy	N/A	70% at GL (baseline: K)	75% at GL (K-1)	80% at GL (K-2)	83% at GL (K-2)
LEAP2025 ELA	60% “Basic”	+5–7 gain in %	≥ 45% at	≥ 50% at	≥ 55% at

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Measure	Year 1	Year 2	Year 3	Year 4	Year 5
Math (3–6)	+ (baseline: 6)	“Mastery”+ (3-6)	“Mastery”+ (3-6)	“Mastery”+ (3-6)	“Mastery”+ (3-6)
Lowest 25% (ELA & Math)	Establish baseline (6)	Growth \geq school avg (3-6)	Gap narrowed by 3 pts (3-6)	Gap narrowed by 7 pts (3-6)	Gap narrowed by 10 pts (3-6)
Subgroup Performance	Establish baselines	Growth \geq schoolwide avg	Gap narrowed by ≥ 2 points	Gap narrowed by ≥ 5 points	Gap narrowed by ≥ 8 points
SPS Trajectory	N/A	Establish baseline SPS	Demonstrate SPS growth	Solid “B”	Position for “A”

Achieving these ambitious yet attainable goals will be driven by intentional supports for both teachers and families. Professional development will center on fidelity to Tier I curricula, analysis of benchmark and LEAP-aligned assessments, and strategies for small-group intervention, particularly for the bottom 25% of students. Teachers will engage in data conferences with students after each benchmark, cultivating a culture of ownership where children understand and pursue their own learning targets. Families will be active partners through regular reporting of progress, parent-teacher goal-setting meetings, and clear communication channels. Together, these structures create a learning environment in which data informs practice daily, and where every student is supported to reach mastery, one year at a time.

Subject	GL	Assessment	Frequency	Year 1	Year 3	Year 5
Literacy Foundational Skills	K–2	DIBELS 8	BOY, MOY, EOY	70% at GL (EOY)	80% at GL (EOY)	85% at GL (EOY)
Literacy Comprehension	1–2	Curriculum-embedded benchmarks	Quarterly	Establish baseline	75% proficient	85% proficient
Numeracy Number Sense, Fluency	K–2	Reveal Math + IXL diagnostic	BOY, MOY, EOY + Quarterly	70% at GL (EOY)	80% at GL (EOY)	85% at GL (EOY)

EPC.12.a. How the proposed school will establish baseline data.

In Year 1, SCES will determine baseline performance for its student population by:

- Reviewing prior year LEAP 2025 results for incoming 6th graders (as available).
- Administering diagnostic assessments in ELA and mathematics within the first nine weeks using IXL, Mastery Connect benchmarks, and other curriculum-embedded tools.

GL	Assessment	Timing
K–2	DIBELS 8 BOY	First 30 days
K–6	IXL Diagnostic (ELA & Math)	First 30 days
3–6	Mastery Connect Benchmark 1	End of Quarter 1
6	Prior-year LEAP 2025 results	Upon enrollment

Baseline results will be used to:

- Set individual student growth goals
- Identify students in the lowest 25%
- Establish subgroup benchmarks
- Inform initial intervention groupings

EPC.12.b. A plan for collecting data.

Consistent with R.S. 17:3911 and Bulletin 126 requirements, SCES will maintain a comprehensive plan for data collection and reporting.

- Data sources include LEAP 2025, IXL diagnostics, Mastery Connect benchmarks, and teacher-created formative assessments.
- All results will be tracked in OnCourse and reported in compliance with state reporting.
- Teachers will analyze subgroup data quarterly, with particular attention to the bottom 25% of students in ELA and math, to identify learning gaps and implement targeted interventions.

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All data will be:

- Entered into OnCourse
- Disaggregated by subgroup
- Reviewed weekly
- Reported to Board quarterly

Data Type	Tool	Frequency	Responsible Party
Formative Checks	Exit tickets	Daily	Classroom Teacher
Interim Benchmarks	Mastery Connect	Quarterly	Grade-Level Teams
Literacy Screening	DIBELS 8	BOY, MOY, EOY	K–2 Teachers
Diagnostic Growth	IXL	BOY, MOY, EOY	Teachers
State Assessment	LEAP 2025	Annual (Spring)	Administration

EPC.12.c. A plan to establish student performance goals.

Student goals will be developed through a growth-to-mastery approach.

- **K-2:**
 - *Year 2:* At least 70% of students demonstrate on-grade-level reading readiness by end of K–2 through curriculum-based literacy benchmarks.
 - *By Year 5:* At least 85% of students achieve grade-level proficiency in foundational literacy and numeracy skills, as measured by curriculum-based assessments and IXL.
- **Grades 3-6 (LEAP 2025 tested grades):**
 - *Year 1:* Establish baseline with 60% of “Basic” or above in ELA and math.
 - *Year 2–3:* Increase percentage of “Mastery” or above by 5–7 points annually.
 - *Year 5:* At least 55% of students demonstrate proficiency (“Mastery” or above) on LEAP 2025 in both ELA and math, with subgroup achievement gaps reduced by 10 points.
- **Subgroup Performance:** In addition to the lowest 25% subgroup, SCES will monitor performance for all federally and state-identified subgroups, including economically disadvantaged students, students with disabilities, and English Learners. Each subgroup will be expected to demonstrate growth equal to or greater than the schoolwide average, ensuring that gaps do not widen. Over time, these groups will be supported to close existing achievement gaps through targeted interventions, inclusive practices, and continuous progress monitoring. This commitment reflects both Louisiana’s accountability framework and SCCS’s organizational mission to serve historically underserved populations equitably.

Data-Driven Decision-Making Overview

Frequency	Responsible Party	Activity	Purpose
Weekly	Grade-Level Teachers, Instructional Leaders	Analyze formative and interim mastery data	Identify standards with below 70% mastery, plan reteaching strategies, adjust instruction
Quarterly	School Leadership Team, Instructional Leaders	Schoolwide data retreat	SPS projection analysis, monitor lowest 25% of students and subgroup performance
Mid-Year	Director, Instructional Leaders, Interventionists	Review MOY diagnostics	Adjust pacing, reassign intervention groups, and refine instructional supports
End-of-Year	Director, Leadership Team, Board	EOY benchmark and LEAP review	Evaluate outcomes, identify trends, reset goals and priorities for the upcoming year

EPC.12.d. Core components of PD and how these will support the educational program.

SCES will implement a comprehensive, data-driven professional development (PD) system that builds directly on the successful model used at SCCS. In Year 1, SCCS’s leadership team will guide the PD program until SCES establishes its own instructional leadership structure. The plan reflects the core principles of Louisiana’s Bulletin 126 (§ 1301 and § 2101): continuous improvement, collaboration, and accountability for results.

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The table below outlines a PD timeline that demonstrates SCES’s commitment to continuous adult learning that is tied to measurable student outcomes. Each component builds on the prior cycle: summer preparation launches aligned practice, quarterly PLCs and data retreats sustain improvement, and year-end reflection informs future planning. SCCS leadership will guide all PD in Year 1, modeling the structures, expectations, and collaborative practices that will ultimately transfer to SCES’s permanent leadership team.

Timing	PD Focus	Key Activities	Lead	Data/Tools Used	Intended Outcome
Summer Institute (Jul–Aug)	Mission alignment, T1 curriculum training, goal setting	Multi-day professional learning; curriculum mapping; training in CKLA, Reveal Math, and PhD Science; school culture	SCCS Principal, Instructional Coach	Instructional Plans Rubric, curriculum guides	Teachers prepared to implement Tier 1 curriculum with fidelity and shared instructional vision
Quarter 1 (Aug–Oct)	Launch PLCs; establish classroom mgmt. and baseline data	Weekly PLCs using Benchmark Data Analysis Sheet; walkthrough feedback using Walkthrough Snapshot Sheet; new teacher mentoring	SCCS Leadership; Grade-level Leads	DIBELS, MAP, walkthrough data	Teachers use data to adjust instruction and establish consistent expectations
Quarter 2 (Oct–Dec)	Data-driven instruction and student interventions	Data Retreat #1; targeted PD on differentiation and UDL; refinement of intervention plans	SCCS Principal; Instructional Coach	Benchmarking data, formative assessments	Early literacy / numeracy interventions, monitoring
Mid-Year (Jan)	Reflection and goal recalibration	Mid-Year Data Retreat; review of student progress and PD impact	SCCS Leadership	MAP Growth, DIBELS	Adjust schoolwide and classroom-level goals
Quarter 3 (Jan–Mar)	Literacy/Math; engagement strategies	Peer observations; modeling of exemplar lessons; continued PLCs	Grade-level Leads; Principal	Walkthrough Snapshots, observations	Increase rigor and engagement in daily instruction
Quarter 4 (Apr–May)	Summative analysis, planning for next year	Data Retreat #2; teacher self-reflection and PD survey; planning for next cycle	Principal; Instructional Coach	DIBELS, MAP, end-of-year, survey results	Improvement goals and PD focus areas established for next year
Ongoing (All Year)	New Teacher Induction & Coaching	Weekly mentor check-ins; classroom coaching; systems onboarding and culture	Mentor Teachers; Principal	Observation rubrics, OnCourse	New teachers fully integrated and supported
Ongoing (All Year)	School Culture & Family Engagement	PD on communication and family partnerships	SCCS / SCES Leadership	Climate surveys, Title I data	Strong community trust and consistent school culture

Core Components.

- **Summer Institute:** A multi-day institute focused on the school’s mission, data reflection, and Tier 1 curriculum planning. Teachers calibrate expectations using the *Instructional Plans Rubric Handout* to ensure consistency in lesson design and rigor.
- **Weekly Data Meeting (“Platypus” – Planning + Data):** Grade-level teams meet every Wednesday for 60 minutes to analyze formative data and adjust instruction. Teams use a template to identify priority standards, remediation strategies, and reassessment plans.
- **Monthly Faculty Meetings:** Whole-staff meetings address cross-grade alignment, family engagement, and behavior supports.

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- **Mid-Year and End-of-Year Data Retreats:** Teachers analyze benchmark and state-assessment results, evaluate progress toward school-wide goals, and design responsive PD priorities for the next cycle.

PD Strands and Focus Areas. PD content is strategically aligned to the instructional needs of a rigorous K-6 program and to the proven strengths of the SCCS model.

1. **Early Literacy and Numeracy:** K-2 teachers will receive targeted training in foundational literacy and numeracy, including the *Into Reading* and *Reveal Math* curricula, explicit phonics instruction, fluency development, and number sense.
2. **Data-Driven Instruction:** Teachers learn to interpret MAP Growth and DIBELS 8 data to plan differentiated lessons and interventions. SCCS employs internal benchmarking tools to support teachers in leveraging student achievement data.
3. **Tier I Curriculum Fidelity:** Ongoing PD will focus on high-quality implementation of state-approved Tier I curricula (see [EPC.10](#)).
4. **Subgroup and Intervention Strategies:** PD will emphasize evidence-based practices for supporting the bottom 25% of students, including differentiated instruction, small-group remediation, and use of digital supports like IXL. This includes ensuring that all teachers are meeting the needs of students with disabilities and English Learners.
5. **Positive Behavior Supports:** Professional learning in restorative practices and classroom management consistent with SCCS's discipline model (see [EPC.16](#)).
6. **Student Goal-Setting and Conferencing:** Teachers will be trained to guide students in developing personalized academic goals following each benchmark, cultivating ownership of progress from early grades.
7. **Family and Community Partnership:** Workshops on effective two-way communication and culturally responsive engagement.

Instructional leaders conduct regular classroom walkthroughs, emphasizing engagement, questioning, and formative assessment. Teachers receive feedback within 24 hours followed by coaching. Trends inform future PD sessions, and lesson quality is monitored with an Instructional Plans Rubric. A Platypus data meeting template further outlines expectations for rigorous task design and assessment alignment. Teachers collaborate in lesson design, peer observations, and analysis of student work. Experienced educators serve as grade-level leads, mentoring new staff and facilitating reflection using SCCS's established collaborative protocols.

New teachers participate in a structured Induction Program led by administrators. Orientation covers mission, culture, instructional systems, and assessment platforms (OnCourse, Mastery Connect, IXL). Each new teacher is paired with a mentor who provides weekly coaching during the first semester and biweekly thereafter. Observation rubrics, classroom-management supports, and curriculum pacing guides are introduced progressively to prevent information overload while ensuring fidelity.

PD Effectiveness Measures.

- **Classroom Data:** Improvement in walkthrough ratings and student engagement indicators.
- **Student Achievement:** Growth on DIBELS benchmarks linked to PD focus areas.
- **Teacher Feedback:** End-of-session surveys and mid-year reflection forms assessing relevance and impact.

During the start-up year, SCCS's Director and Instructional Coach will design and deliver PD, with support from grade-level leads. The SCES Principal (once hired) will assume full oversight by the end of Year 1, ensuring continuity and localized leadership capacity.

Evaluation and Continuous Improvement of the Academic Plan: Tracking to Goals

SCES will implement a robust, data-driven evaluation system to ensure the effectiveness of its educational program and promote continuous improvement. The plan builds directly upon the accountability systems in place at SCCS, which have demonstrated measurable success across student subgroups. This structure aligns with Louisiana *Bulletin 126* (§105(6)–(7)), requiring charter schools to

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assess learning outcomes, ensure equitable results, and “account better and more thoroughly for educational results.” Its primary goals are to:

1. Monitor student growth through multiple measures.
2. Evaluate instructional quality and curriculum implementation.
3. Identify and address disparities among subgroups.
4. Inform professional development, intervention strategies, and resource allocation.

Evaluation is not a stand-alone process but a recurring cycle of data collection, analysis, reflection, and action. The SCES leadership team will review progress quarterly and communicate findings transparently to the Board of Directors, faculty, and families. To ensure a comprehensive understanding of student progress and program effectiveness, SCES will collect and triangulate data across four key domains:

- **Student Learning Data:** Formative, interim, and summative assessments will be used to measure progress toward Louisiana Student Standards. Data from MAP Growth, DIBELS 8, and Mastery Connect will track both proficiency and growth.
- **Process Data:** Classroom walkthroughs, lesson plan reviews, and PLC documentation will evaluate the fidelity of Tier 1 curriculum implementation and instructional quality.
- **Perceptual Data:** Surveys of students, parents, and staff will measure engagement, school climate, and satisfaction with the academic and social environment.
- **Demographic and Equity Data:** Attendance, discipline, and academic outcomes will be disaggregated by race, socioeconomic status, disability, and language proficiency to monitor equity of access and outcomes.

Data will be aggregated into a school performance dashboard maintained by the Principal and shared quarterly with the Board. This system mirrors SCCS’s data infrastructure, ensuring consistent reporting, comparability, and accountability. SCES’s Continuous Improvement Cycle includes structured checkpoints to assess progress and guide instructional adjustments:

Timing	Focus	Evaluation Activities	Outcomes/Actions
Summer (Pre-Service)	Goal setting and curriculum alignment	Review prior year’s data, set annual academic / subgroup goals	Establish focus areas for PD and interventions
Quarter 1	Instructional quality, student engagement	Walkthrough observations, formative data review	Adjust pacing guides, small-group instruction, interventions
Quarter 2	Mid-year academic progress	Data retreat; analysis of MAP, DIBELS results	Redesign PD priorities, adjust MTSS supports
Quarter 3	Closing gaps and subgroup performance	PLC data analysis and reteach planning	Deploy targeted supports for underperforming subgroups
Quarter 4 (End-of-Year)	Evaluation and reflection	Summative data analysis, stakeholder surveys, Board report	Develop next year’s PD and improvement goals

Leadership Roles and Responsibilities - The Director, supported by the Instructional Coach and grade-level leads, will manage data collection and analysis. The leadership team will meet biweekly to review ongoing metrics, ensuring that instructional adjustments occur in real time.

Link to Professional Development - Findings from each data cycle directly inform SCES’s [Professional Development Plan](#). Areas of strength and need identified through walkthroughs, benchmark assessments, and surveys determine PD priorities. For example, if MAP Growth results indicate lagging math fluency in Grades 3–4, subsequent PLC sessions and coaching cycles will target math differentiation strategies. This integration ensures that evaluation is not compliance-driven but improvement-oriented.

Communication and Transparency - SCES values open communication with all stakeholders. Data summaries will be shared with staff during PLCs, with parents through Title I meetings and newsletters, and with the Board through quarterly reports. Annual academic results and improvement plans will be made publicly available, reinforcing trust and accountability.

Measuring Success - Program effectiveness will be evaluated based on:

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- Student growth and proficiency on MAP Growth, DIBELS, and LEAP assessments.
- Increased subgroup performance, reducing achievement gaps annually.
- Improved instructional quality as evidenced by walkthrough data and teacher evaluations.
- Positive trends in attendance, behavior, and stakeholder survey results.
- Alignment of outcomes with Board-approved performance goals.

EDUCATIONAL PROGRAM AND CAPACITY: LOUISIANA ACCOUNTABILITY SYSTEM - ACADEMIC PERFORMANCE

EPC.13 - Provide a narrative explaining the performance data.

SCCS has consistently demonstrated strong academic outcomes within a rural, economically diverse community. Since 2019, SCCS has steadily improved its School Performance Score (SPS), moving from a score of 86.4 (B) in 2019 to 96.8 (A) in 2025, reflecting a nearly nine-point increase over five accountability cycles. **Notably, while the vast majority of schools nationwide experienced declines following the disruptions of the COVID-19 pandemic, SCCS not only maintained its performance but continued to grow.**

SCCS has now maintained an “A” rating for three consecutive years, with continued upward momentum. The school’s improvement is supported by strong performance across multiple components of the SPS framework, including growth, proficiency, and graduation outcomes.

Year	SPS	Letter	HS Assmt	K8 Assmt	ACT	SO Diploma	Grad Rate
2019	86.4	B	78.2	73.9	75.9	98	83.8%
2021	87.6	B	79.8	70.6	70.9	96.8	87.7%
2022	87.7	B	81.4	74.4	74.2	92.4	82.1%
2023	91.4	A	85.7	79	78.6	100.1	84.1%
2024	95.3	A	88.7	73.7	82.5	104	92.0%
2025	96.8	A	87.5	78.9	87.6	106.1	89.9%

This track record indicates that SCCS already satisfies the state’s own standards for responsible growth (Bulletin 126 §303), and the proposed expansion through SCES represents a deliberate extension of a proven model that has demonstrated the capacity to deliver strong outcomes for Louisiana students.

Under BESE Bulletin 126 §303, charter operators demonstrating strong academic, financial, and organizational performance may qualify for automatic replication or material amendments to expand enrollment or open additional schools without submitting a new charter application. Based on its sustained “A” School Performance Score, clean annual financial audits, and consistent organizational compliance, SCCS meets the authorizer’s established criteria for replication under Bulletin 126. Recent performance indicators reinforce this sustained success:

- 57% Mastery or Above in ELA and 51% in Math, significantly exceeding state averages (43% and 35% respectively).
- Top Growth rates of 63% in Math and 53% in ELA: a majority of students showed accelerated academic progress.
- Graduation rate increased to 92% in 2024, up from 83.8% in 2019.
- High school assessment and ACT indices have steadily improved, contributing positively to the overall SPS trajectory.

These outcomes indicate that SCCS students consistently demonstrate both high levels of proficiency and strong annual growth, two key drivers of Louisiana’s accountability system.

EPC.13.a. Explanation of performance deficiencies and/or negative trends.

While SCCS demonstrates strong overall performance, the leadership team regularly analyzes data to identify areas for continued improvement. Internal data reviews identified two areas of focus in recent years: mathematics performance (Algebra I and Geometry) and subgroup proficiency variability. Between 2021 and 2022, the mathematics proficiency rate plateaued relative to years past, prompting the leadership team to implement targeted supports, including:

- expanded instructional coaching for secondary mathematics teachers

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- additional alignment between middle school and high school mathematics pacing
- more frequent item-level analysis of LEAP assessment results

These interventions have already produced measurable improvement, contributing to the school’s rise from an SPS of 87.7 in 2022 to 96.8 in 2025, the highest score in SCCS’s history.

EPC.13.b. Explanation of subgroup performance.

SCCS’s student population closely reflects the demographic composition of East Feliciana Parish and the state of Louisiana overall, underscoring its commitment to equitable access and representation for all students. Within this context, SCCS’s subgroup results are particularly noteworthy:

- **Black/African American students (B/AA):** 39% Mastery+ (district average: 22%)
- **Economically Disadvantaged students (ED):** 43% Mastery+ (district average: 21%)
- **Students with Disabilities (SWD):** 27% Mastery+ (district average: 9%)

Furthermore, SCCS students from historically underserved populations consistently perform at or above statewide averages, with particularly strong growth among economically disadvantaged students in recent years. The school’s “A” Progress Index for three consecutive years confirms that these outcomes are **not the result of static cohorts but reflect sustained, schoolwide academic growth.**

LA (State Avg., 7-8)	'19	'21	'22	'23	'24	'25	LA (State Avg., 9-12)	'19	'21	'22	'23	'24	'25
B/AA	25%	20%	24%	24%	24%	24%	B/AA	26%	21%	23%	25%	25%	27%
ED	29%	26%	28%	28%	28%	37%	ED	31%	27%	28%	31%	30%	31%
SWD	11%	10%	11%	12%	12%	13%	SWD	12%	11%	11%	13%	12%	13%
SCCS (7-8)	'19	'21	'22	'23	'24	'25	SCCS (9-12)	'19	'21	'22	'23	'24	'25
B/AA	41%	26%	40%	38%	39%	36%	B/AA	42%	43%	36%	48%	49%	50%
ED	37%	38%	42%	36%	36%	42%	ED	52%	45%	46%	56%	55%	46%
SWD	NR	NR	13%	15%	15%	22%	SWD	NR	NR	15%	14%	23%	30%
EFMS (7-8)	'19	'21	'22	'23	'24	'25	EFHS (9-12)	'19	'21	'22	'23	'24	'25
B/AA	16%	12%	14%	12%	19%	25%	B/AA	24%	13%	16%	24%	18%	22%
ED	17%	13%	14%	13%	19%	24%	ED	22%	14%	16%	27%	20%	24%
SWD	15%	8%	4%	5%	12%	13%	SWD	NR	10%	18%	4%	8%	7%

As described in the [Academic Plan](#) above, SCES will leverage proven curricula, comprehensive supports and student data to drive excellence. All subgroup data are monitored quarterly, and teachers set and track growth goals for each student within a multi-tiered support framework.

EPC.13.c. Which school performance scores do not meet requirement for additional schools.

Per BESE Bulletin 126, §303, a charter operator may open an additional school when all existing schools demonstrate satisfactory academic, financial, and organizational performance. SCCS fully meets these criteria and thus qualifies to operate an additional school under both the letter and intent of Bulletin 126.

- **Academic:** Held an “A” letter grade and “A” Progress Index for multiple consecutive years.
- **Financial:** Received clean, unqualified audits annually.
- **Organizational:** Maintains full compliance with LDOE reporting, no corrective actions.

EPC.13.d. Strategies used to remedy performance deficiencies and subsequent progress.

SCCS’s sustained improvement stems from the strategic alignment of curriculum, assessment, and professional learning – systems that have driven continuous growth and maintained an **A-rated Progress Index** even as state averages declined post-pandemic.

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- **Tier 1 Curriculum Fidelity:** SCCS implemented LDOE-approved Tier 1 curricula (Into Reading, Reveal Math, Amplify Science) across all core subjects, ensuring alignment with state standards and LEAP 2025.
- **Data-Driven Instructional Cycles:** Weekly PLCs analyze disaggregated data, target standards for reteaching, and identify subgroup trends. Instructional leaders observe and coach teachers within the next unit to ensure immediate application.
- **Targeted Intervention and Enrichment:** Multi-Tiered Systems of Support (MTSS) allocate daily intervention blocks for below-benchmark students while maintaining enrichment opportunities for those already on track.
- **Ongoing Coaching and Feedback:** Teachers participate in biweekly coaching cycles focused on instructional rigor, pacing, and scaffolding for students with disabilities and economically disadvantaged learners.

EPC.13.e. How data supports creation of proposed school and improvement.

The performance evidence strongly supports the replication of SCCS’s model through the establishment of SCES. SCCS’s results confirm that the school’s success is not attributable to atypical demographics or selective enrollment, but to replicable instructional systems and a stable school culture built on community partnerships and data-informed decision-making.

Compared with East Feliciana schools serving similar populations:

- **SCCS outperforms** East Feliciana Middle School by more than 20 percentage points in Math and 25 points in ELA at the Mastery+ level.
- **SCCS subgroup outcomes** significantly exceed district averages for Black, economically disadvantaged, and special education students. Within the Black student subgroup, SCCS ranks among the top 5% of all public schools in Louisiana, demonstrating meaningful effectiveness in closing opportunity gaps and advancing equitable academic growth.²¹
- **SCCS’s growth metrics** (63% Math, 53% ELA Top Growth) far surpass local and state averages, proving the model’s efficacy with rural, economically diverse learners.

Replication through SCES allows these systems to be implemented earlier, preventing learning gaps before students reach middle school. By extending SCCS’s established model to grades K-6, the organization will strengthen early literacy and numeracy, ensure vertical alignment, and provide families with a continuous, high-quality educational pathway within the same community.

EDUCATIONAL PROGRAM AND CAPACITY: ASSESSMENTS

EPC.14 - The primary diagnostic, formative, and summative assessments school will use.

EPC.14.a. Describe each assessment’s purpose, design, format, and rationale for its selection.

Type	Name	Purpose	Design/Format	Selection Rationale
Diagnostic	IXL Diagnostic	Establishes baseline of GL equivalencies across subjects	Adaptive, computer-based; updates continuously	Provides precise, up-to-date data on student strengths,gaps
Diagnostic	Mastery Connect Diagnostic Benchmarks	Provides baseline proficiency for grouping, interventions	Mastery Connect or previous practice LEAP; baseline diagnostic format	Ensures rigorous accountability baseline, targeted supports
Diagnostic	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Identifies early literacy proficiency and risk for reading difficulties	Individualized, timed measures in phonemic awareness, fluency, comprehension	State-recommended screener for Tier 2/3 intervention targeting

²¹ LDOE, *Louisiana School Finder: SCCS Academic Performance, Breakdown by Student Groups* (2025)

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Type	Name	Purpose	Design/Format	Selection Rationale
Diagnostic	MAP (Measures of Academic Progress)	Provides adaptive baseline and progress monitoring data in reading and math	Computer-adaptive assessment measuring growth over time	Nationally normed, provides longitudinal growth data
Formative	Teacher-Created Formatives	Captures daily learning progress, signals instructional adjustments	Exit tickets, quick checks, small group tasks, flexible	Delivers real-time, evidence to adjust pacing and instruction
Formative	Curriculum-Embedded Assessments	Checks mastery within daily lessons as ongoing indicators of progress	Embedded in: Reveal Math, Into Reading, Amplify Science	Built into Tier 1 curricula, alignment with LA standards
Formative	IXL Skill Quizzes	Measures mastery of discrete, standards-based skills	Standards-based quizzes generated in IXL	Targets specific standards to confirm discrete skill mastery
Summative	Curriculum Unit Assessments	Evaluates mastery of LA Student Standards at the end of each unit	End-of-unit assessments in core subjects	Demonstrates mastery of GL standards for summative judgments
Summative	Mastery Connect Benchmarks	Measures student growth and overall proficiency over time	Three annual benchmarks; aligned to standards	Provides consistent data for instructional, programmatic planning

Diagnostic Assessments: SCES will use adaptive and standards-based diagnostic tools to establish rigorous baselines of student proficiency, ensuring teachers have clear, actionable data to guide instructional planning from the very start of the year so that teachers can meet every student where they are when they arrive.

- *IXL Diagnostic:* Provides an adaptive, computer-based baseline that pinpoints students’ grade-level equivalencies across content areas. The platform continually updates as students practice, giving teachers an up-to-date picture of strengths and gaps.
- *Mastery Connect Diagnostic Benchmarks:* In LEAP-tested subjects, teachers use Instructure’s Mastery Connect or the prior year’s LEAP practice exam (Benchmark 3) as a baseline measure. These diagnostics establish initial proficiency levels and inform instructional grouping and intervention plans.
- *DIBELS (Dynamic Indicators of Basic Early Literacy Skills):* Administered individually, DIBELS measures phonemic awareness, fluency, and comprehension to identify early literacy proficiency and risk for reading difficulties. As Louisiana’s state-recommended screener, it supports early identification and Tier 2/3 intervention targeting.
- *MAP (Measures of Academic Progress):* This computer-adaptive assessment provides baseline and progress monitoring data in reading and math, offering nationally normed, longitudinal growth measures that guide intervention planning.

Formative Assessments: The formative measures SCES will use are deliberately short and frequent, providing rigorous, real-time evidence of student learning that guides teaching decisions on a daily or weekly basis..

- *Teacher-Created Formative Assessments:* Exit tickets, quick checks, and small group tasks allow teachers to adjust pacing and instruction in real time.
- *Curriculum-Embedded Assessments:* Daily lesson checks within Reveal Math, Into Reading, and Amplify Science serve as ongoing indicators of progress.
- *IXL Skill Quizzes:* Standards-based quizzes in IXL measure students mastery of discrete skills.

Summative Assessments: Collectively, the following assessments will form a balanced system that captures baseline knowledge, informs daily instruction, and tracks long-term growth.

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- *Curriculum Unit Assessments:* End-of-unit assessments from Reveal Math, Into Reading, Bayou Bridges, and Amplify Science provide evidence of mastery of the Louisiana Student Standards at the close of each instructional unit.
- *Mastery Connect Benchmarks:* Administered three times annually, these standards-based assessments measure student growth and proficiency over time. The Mastery Connect platform sorts results into a three-tier, color-coded system that quickly shows which standards have been mastered, which need reinforcement, and which are in need of urgent intervention.

EPC.14.b. Additional academic standards beyond state and authorizer standards.

SCES does not plan to adopt or develop additional academic standards beyond those required by the Louisiana Department of Education and the Board of Elementary and Secondary Education. The selected Tier 1 curricula embed high expectations aligned to the state standards by design and supplemental tools, like IXL, provide adaptive practice that can extend learning beyond grade-level standards. All instruction remains rooted in the Louisiana Student Standards.

EPC.14.c. Exit standards that clearly set forth what students will know and be able to do.

SCES will ensure that all students meet or exceed the Louisiana Student Standards for their grade level and demonstrate readiness for middle school. The exit standards articulate what students will know and be able to do by the end of each grade span, ensuring that students are prepared for success as they transition from SCES to middle school.

Grades	Academic Expectations	Skills and Competencies
K–2	Students will achieve foundational literacy and numeracy mastery as measured by curriculum assessments, DIBELS, and IXL diagnostics.	<ul style="list-style-type: none"> ● Read and comprehend grade-level texts fluently. ● Demonstrate mastery of basic math operations and problem-solving. ● Engage in collaborative learning and communicate understanding orally and in writing.
3–5	Students will demonstrate grade-level proficiency or above on LEAP 2025 assessments in ELA, Math, Science, and SS.	<ul style="list-style-type: none"> ● Apply comprehension, writing, and reasoning across subjects ● Use evidence to support claims in writing, discussion. ● Demonstrate command of math concepts through multi-step problem-solving. ● Communicate scientific reasoning, apply engineering design process.
6	Students will meet promotion standards for entry into the middle grades, as verified through cumulative benchmark performance and LEAP results.	<ul style="list-style-type: none"> ● Synthesize and apply knowledge across disciplines. ● Demonstrate independence in reading, research, project-based learning. ● Exhibit personal responsibility, organization, and collaboration aligned with grade level competencies.

These exit standards ensure all SCES students are academically prepared and socially equipped for rigorous secondary coursework.

EPC.14.d. Describe how the school will collect and analyze assessment results.

SCES will maintain a comprehensive assessment management strategy that ensures data accuracy, timeliness, and accessibility for instructional decision-making. Assessment results will be collected and analyzed at multiple levels (teacher, grade, and whole-school) following a regular data cycle, which ensures continuous monitoring and supports data-driven responsiveness throughout the year.

Assessment Administration

- Diagnostic, formative, and summative assessments are scheduled and tracked through the Mastery Connect platform.
- Each teacher administers formative assessments weekly and curriculum unit assessments at the close of instructional units.
- Benchmark assessments are administered 3x annually to all students in LEAP-tested subjects.

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Data Collection and Storage

- All results are uploaded to Mastery Connect or IXL, creating a centralized digital record of student performance by standard.
- The data system links directly to classroom rosters, allowing real-time performance monitoring for individual students and subgroups (e.g., SPED, economically disadvantaged).

Data Analysis and Reporting

- **Weekly:** Teachers analyze formative assessment data during professional learning communities (PLCs) to identify misconceptions and plan immediate reteaching.
- **Quarterly:** Campus leadership aggregates benchmark data to monitor growth and subgroup performance.
- **Annually:** School leaders conduct longitudinal analysis to evaluate overall progress toward school performance goals and charter accountability measures.

EPC.14.e. How leaders and teachers will use data to inform programmatic decisions.

Assessment data at SCES will serve as the foundation for instructional planning, curricular refinement, and professional learning priorities. The following ongoing cycle of assessment, reflection, and responsive action ensures that instructional decisions at SCES remain evidence-based and directly tied to student growth and mastery of Louisiana standards.

Instructional Adjustment

- Teachers use diagnostic and formative data to modify pacing, adjust small-group composition, and reteach essential standards.
- IXL data dashboards provide immediate feedback for personalized student interventions.
- Curriculum-embedded assessments from Tier 1 programs (Reveal Math, Into Reading, Amplify Science) ensure alignment with Louisiana Student Standards and consistent expectations across classrooms.

Programmatic Decisions

- School leaders review benchmark and summative data to identify patterns in curriculum effectiveness and determine where additional supports or enrichment programs are needed.
- Intervention and enrichment schedules are adjusted each nine weeks based on Mastery Connect performance reports.

Professional Development

- PLCs and quarterly data days are structured around trends emerging from assessment data.
- Teachers whose students show exceptional growth share strategies in peer-led sessions.
- Leadership uses assessment analysis to align professional development with demonstrated instructional needs (e.g., reading comprehension strategies, standards-based questioning, or math problem-solving).

Continuous Improvement and Accountability

- Assessment data informs each teacher's Compass evaluation goals under Bulletin 126 §2911, ensuring alignment between instructional practice and student outcomes.
- Schoolwide data is presented to the SCES Board quarterly to ensure governance-level visibility into academic performance and progress toward charter goals.

EDUCATIONAL PROGRAM AND CAPACITY: DIVERSE LEARNERS AND STUDENT SUPPORTS **EPC.15 - Serving all students in compliance with applicable laws and regulations.**

SCES is committed to ensuring that every student, regardless of disability status, English language proficiency, or academic level, has access to rigorous, grade-level instruction and the supports necessary to thrive. Consistent with the school's mission, SCES will serve students equitably and in full compliance with IDEA, Section 504, Title VI, and applicable Louisiana policies and guidance, including Louisiana's special education requirements (Bulletins 1508 and 1530) and the Louisiana English Learner guidance resources. SCES's approach is anchored in the accountability expectations of Bulletin 126, including

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improved pupil learning outcomes, equitable access, and transparent monitoring of student progress. This plan draws directly on the expertise of SCCS's established Exceptional Student Services (ESS) team and student support systems. SCES will implement a comprehensive Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) framework designed to:

- Promote improved pupil learning outcomes (Bulletin 126)
- Prioritize the best interests of economically disadvantaged students
- Prevent inappropriate referrals to special education through strong Tier 1 instruction and documented intervention response
- Ensure provision of FAPE in the Least Restrictive Environment (LRE) for students with disabilities

SCES's MTSS/RTI system provides a unified structure for supporting students with disabilities, English Learners, students who are behind, and students who are advanced.

MTSS & RTI Framework: System for Identification, Intervention, and Progress Monitoring

I. Tier I: Universal Instruction

High-quality core instruction is the primary intervention. In alignment with Bulletin 126 expectations for rigorous academic outcomes and accountability, SCES will implement:

- Louisiana Department of Education Tier 1 curriculum in literacy and mathematics
- Daily structured literacy instruction, including a dedicated phonics block (K–2)
- Daily mathematics block with cumulative review and fluency routines
- Explicit behavior instruction and Positive Behavioral Interventions and Supports (PBIS)
- Universal screening in literacy and numeracy three times annually (BOY/MOY/EOY)

Tier I instruction will be differentiated within the general education classroom based on mastery data. Teachers will use weekly formative checks to adjust grouping, scaffolds, and pacing so students remain on a grade-level trajectory. Students demonstrating consistent mastery remain in Tier I and receive enrichment and extension opportunities.

II. Tier II: Targeted Intervention

When screening or progress-monitoring data indicate inadequate growth, the ESS Team initiates targeted intervention. Tier II includes:

- Scheduled small-group intervention aligned to specific skill deficits
- Increased instructional minutes beyond core blocks
- Structured literacy or numeracy intervention resources and computer-assisted instruction
- Targeted behavioral supports when appropriate (e.g., movement breaks, adaptive seating)
- Family notification and goal-setting communication

Progress Monitoring (Tier II):

- Biweekly skill-based measures (e.g., curriculum-based probes/fluency checks)
- Documented intervention minutes and instructional focus
- Six-week review cycle

If adequate progress is demonstrated, students may return fully to Tier I while remaining under observation for sustained success.

III. Tier III: Intensive Intervention

Students with persistent or significant needs receive intensive support, which may include:

- One-on-one or very small-group instruction
- Individualized intervention plans with measurable growth targets
- Functional behavior assessment (if warranted) and behavior intervention plan
- Direct related services (speech, OT, counseling), as applicable
- Assistive technology supports, as needed

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Intervention cycles remain data-driven, with documented instructional time and clear criteria for intensification, continuation, or exit.

IV. Movement Between Tiers: RTI Specifics

Students may move between tiers at any time based on demonstrated progress. Movement is determined by data trends, not a single test score.

- **Tier I → Tier II:** below benchmark on BOY/MOY/EOY screening OR insufficient progress on weekly measures across multiple checks
- **Tier II → Tier III:** insufficient progress after a documented 6-week cycle (with fidelity evidence)
- **Tier III → Tier II/Tier I:** two consecutive review points at/above benchmark and stable classroom performance

This continuous review supports Bulletin 126’s requirement for measurable outcomes and transparent accountability.

Student Support Team: Structure, Decision Rules, and Documentation

SCES will maintain a standing ESS Team composed of: School Leader; Dir. of Student Services / IEP Facilitator; Classroom Teacher; Interventionist; Related Service Providers (as needed). The ESS Team convenes at the end of each intervention cycle (or sooner as warranted) to determine: exit from intervention; continuation at the current level; intensification of services; or referral for evaluation. All decisions are documented in compliance with state record-keeping requirements.

Identification of Student Needs - Effective support begins with early, accurate identification. SCES employs universal screeners, diagnostic tools, and team-based reviews to determine student needs in alignment with Louisiana’s MTSS framework. A combination of universal screeners, teacher monitoring, and structured committee review ensures that students at risk (whether due to disability, language acquisition, or academic gaps) are identified quickly and provided with appropriate supports.

- **Baseline & Diagnostic Assessments:** All incoming students are administered DIBELS literacy assessments, which provide initial data on reading fluency, comprehension, and risk for academic failure. LEAP scores from the previous year are reviewed to ensure appropriate placement and targeted instructional support from the first weeks of school. In addition, teachers use IXL diagnostics to assess math and reading proficiency across grades, allowing the instructional team to triangulate multiple data points for each student and design interventions aligned with their specific needs.
- **Teacher Monitoring & Tiered Support:** Classroom teachers monitor student progress, flagging those who struggle, then offering Tier 2 interventions (small-group instruction, differentiated content). If progress remains inadequate, the School Building Level Committee (SBLC) engages, involving the 504 coordinator and family, to decide whether to place a student under a 504 plan or refer for a formal evaluation (IEP).

SCES will maintain a structured progress-monitoring cadence, which supports measurable outcomes, equitable access, and transparency consistent with Bulletin 126 expectations:

Data Source	Frequency	Purpose
Universal Literacy & Math Screeners	BOY/MOY/EOY	Early identification
Curriculum-Based Measures	Weekly	Short-cycle instructional adjustments
Benchmark Assessments	Quarterly	Standards mastery tracking
Behavior Monitoring Logs	Ongoing	Behavioral intervention alignment

Plan for Serving Students With Disabilities (SWDs)

State data shows that many districts in Louisiana struggle with narrowing gaps for SWDs. At the district level, data show that East Feliciana’s SWD subgroup persistently scores below both state averages and

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peer districts, particularly in math. SCES's approach of high inclusion and robust accommodations is designed to directly address these gaps.

- **Full Inclusion & Support Structure:** Students with disabilities spend at least 80% of their day in general education settings, with ESS team members pushing in to support scaffolding, differentiated instruction, and assignment completion. Pull-out support is provided when needed to address specific IEP goals. Accommodations are prepared in advance for assessments via a standardized "blue folder" process (extended time, read-aloud, redacted questions, etc.).
- **Staffing and Anticipated Need:** Based on SCCS's experience to date, SCES's elementary model includes a higher ratio of special education and intervention staff than schools of similar size. This proactive structure addresses learning gaps early, reducing future remediation and IEP referrals, with planned year-over-year growth of inclusion teachers, paraprofessionals, and interventionists to match needs.
- **Progress Monitoring:** Individual goals are tracked through GoalBook software, daily/weekly assignment performance, and formal reviews every nine weeks. Work samples are archived and carried forward from year to year, to ensure continuity.
- **Corrective Action:** If data reveal subgroup disproportionality or over-identification, SCES will conduct a root-cause analysis with SCCS's Special Education Coordinator and adjust referral protocols, training, and documentation procedures to ensure equity and compliance.

1. Identification Procedures for Suspected Disabilities (Bulletin 1508)

SCES will adhere to all required procedures for identifying disabilities, including:

- Parent/guardian concerns and requests
- ESS Team review of documented interventions and progress monitoring
- Timely referral to Pupil Appraisal when warranted

RTI will not be used to delay or deny an evaluation. If a disability is suspected, SCES will refer without delay and proceed with parent consent. Students with existing IEPs will receive services immediately upon enrollment. Prior to referral documentation will include:

- Description of interventions provided
- Duration and frequency of instructional minutes
- Progress-monitoring data
- Work samples and relevant behavioral records

2. IEP Creation and Implementation (Bulletin 1530)

IEPs will be developed and implemented to ensure access to grade-level standards and meaningful progress, including:

- Measurable annual goals aligned to skill needs and grade-level expectations
- Service minutes and delivery settings aligned to LRE
- Accommodations and supports for instruction and assessment
- State assessment participation decisions as appropriate

3. Using Student Performance to Personalize Instruction (Required by rubric)

Student performance data drives personalization in three integrated ways:

1. **Standards Mastery:** Benchmark and formative data identify priority standards for scaffolding and reteaching within Tier 1.
2. **IEP Goal Data:** Progress toward IEP goals determines instructional adjustments (grouping, frequency, teaching strategy, and service intensity).
3. **Intervention Responsiveness:** Progress monitoring determines whether supports remain, intensify, or fade.

Teachers will maintain a brief "instructional response plan" after benchmark cycles that shows: priority standards; targeted scaffolds/accommodations; and intervention supports tied to data.

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4. Monitoring Progress in Accordance with IEPs (Required by rubric)

IEP progress will be monitored systematically:

- **Cadence:** goal monitoring occurs at least **every 4–6 weeks**, with formal progress reports issued each grading period
- **Evidence sources:** goal-specific probes, curriculum-based measures, rubric-scored work, and service logs
- **Action trigger:** if data indicates insufficient progress, the IEP team reconvenes to adjust goals, services, accommodations, or placement.

5. LRE and Inclusion Commitment

Consistent with IDEA and Bulletin 1508:

- Students remain in general education settings to the maximum extent appropriate
- Pull-out services are limited and strategic
- Supports are delivered to preserve access to grade-level standards
- Acceleration within inclusive environments is prioritized whenever possible

6. Low-Incidence / High-Needs Plan (Addresses reviewer flag)

SCES acknowledges the possibility of enrolling students with low-incidence or intensive needs (significant cognitive disabilities, complex medical needs, intensive behavioral support needs). In such cases SCES will:

1. Convene an immediate meeting upon enrollment to strategize and ensure continuity of services.
2. While the current staff plan includes a full-time self-contained special education teacher, SCES will also conduct a staffing and service gap analysis within **10 school days**.
3. Secure required supports promptly through contracting or staffing adjustments (e.g., paraprofessional, related services, AT, specialist consultation).
4. If needed, convene the IEP team to determine the most appropriate setting on the continuum of placements, consistent with LRE and FAPE.

7. Corrective Action for Disproportionality / Over-identification (Required by rubric)

If data suggests disproportionality or over-identification:

1. Conduct root-cause review of referral patterns, screening thresholds, and Tier 1 fidelity
2. Audit intervention documentation and fidelity evidence
3. Retrain staff on unbiased referral, disability indicators, and MTSS decision rules
4. Adjust procedures and monitor trends across the next two benchmark cycles

Plan for Serving Students Who Are English Learners (ELs)

While specific EL performance data for the district are limited due to low enrollment, SCES recognizes that progress monitoring is essential. SCES's EL supports are designed to ensure ELs not only access content, but make measurable English language and academic progress.

- **Identification and ILPs:** Students are screened for language proficiency upon enrollment using **LAS Links**. Identified ELs receive an **Individualized Learning Plan (ILP)** specifying accommodations, services, and growth goals.
- **Instruction and Curriculum:** SCES supplements Tier 1 curricula with English Language Development (ELD) supports, including vocabulary scaffolds, visual aids, and technology-based tools (speech-to-text, translation software). EL students are identified early and receive accommodations (extended time, read-aloud, small group) via 504 plans. SCES will designate an EL coordinator to oversee supports.
- **Monitoring and Corrective Action:** Progress toward English proficiency is measured through ACCESS results and formative data. Any evidence of subgroup underperformance or over-identification will trigger SBLC review and staff retraining.
- **Engagement & Family Support:** Translation during meetings, translated communications, and culturally responsive instruction ensure ELs and their families are fully engaged.

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1. Identification Procedures

- Home Language Survey at enrollment
- EL screening using the state-approved screener when indicated
- Parent notification and placement into EL services as required

2. Individualized Learning Plan (ILP)

Each identified EL student will have an ILP that includes:

- English proficiency level and language goals
- classroom accommodations and instructional supports
- service delivery model and instructional minutes
- progress monitoring schedule and responsibilities

3. Service Delivery Model and ELD Supports

SCES will ensure ELs access grade-level content while developing English proficiency through:

- embedded language supports in Tier 1 instruction (vocabulary, sentence frames, visuals)
- targeted small-group ELD instruction as needed (push-in or pull-out depending on need)
- technology supports when appropriate (translation supports, speech-to-text)

4. Monitoring and Corrective Action

- EL progress reviewed at least each grading period (classroom data + ILP progress checks)
- annual ELP results used to update ILPs and service intensity
- if data suggests underperformance or over/under-identification: audit identification decisions, retrain staff, revise ILP/service delivery and monitor subsequent cycles

Plan for Serving Students Who Are Academically Behind

Reading performance for students in the district has been below the Louisiana average in recent years and similarly lags comparable districts, underscoring the urgency of effective interventions. SCES will address these needs through the Multi-Tiered System of Supports (MTSS) and RTI structures described above, ensuring students who are academically behind receive timely, targeted assistance.

- **Interventions & Remediation:** SCES will provide daily intervention blocks (60 minutes focusing on current student needs according to data) using diagnostic tools (IXL, Mastery Connect). Support teachers and SPED staff provide small-group or one-on-one scaffolds. Students get remediation tied to specific standards where deficiencies appear.
- **Extended Learning:** Summer school, after-school tutoring, and targeted support for benchmark underperformers.
- **Corrective Action:** Any pattern of under-identification or inequitable access to interventions prompts a review of data thresholds and referral practices.

Plan for Serving Students Who Are Academically Advanced, Gifted, and Talented

While SCES will not operate a formal gifted and talented program, the school will provide structured opportunities for acceleration and enrichment to ensure that advanced learners continue to grow academically. In many rural districts, high-achieving students can experience “ceiling effects” when instruction does not provide sufficient challenge; SCES addresses this risk through differentiated Tier I instruction, flexible grouping, and access to accelerated learning opportunities within the classroom.

Teachers will use assessment data from universal screeners and classroom assessments to identify students demonstrating advanced mastery of grade-level standards. These students may receive enrichment through higher-order thinking tasks, project-based extensions, advanced math pathways when appropriate, and expanded personalized learning opportunities. Talented students may also participate in enrichment opportunities in areas such as art and music through specialized instruction.

Acceleration and enrichment opportunities will be reviewed regularly through the school’s data monitoring processes to ensure that advanced learners continue to be challenged. If participation patterns

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suggest subgroup disparities, school leadership will review referral practices and provide staff guidance to ensure equitable access to advanced learning opportunities.

Ensuring Compliance, Equity, and Family Engagement

Equity at SCES is reinforced by the deeply rooted family-oriented culture, where every adult knows each child by name and parents are welcomed as active partners in their child’s education. Families are engaged consistently through SBLC, 504, and IEP meetings, where their insights shape supports and services. Communication is provided in accessible formats, including translation when needed, to ensure that all parents can meaningfully participate in decision-making. The Parent Involvement Policy and Title I Plan further strengthen this partnership by committing to transparency, regular updates, and shared accountability for student progress.²² This includes the use of School Messenger for timely communication, OnCourse for real-time grade access, and public sharing of data through updated data boards and parent meetings where various assessment results are reviewed collectively.

This culture of collaboration is not only relational but strategic. By embedding parents in every stage of the support process and giving them access to the same data teachers use, SCES ensures that interventions are responsive and personalized. SCES’s practices in identification, monitoring, and support are anchored in parent collaboration and position the school to meet or exceed expectations, avoid disparities, and deliver equitable outcomes for every student.

EDUCATIONAL PROGRAM AND CAPACITY: BEHAVIOR MANAGEMENT

EPC.16 - Discipline, behavior intervention, and classroom management key policies.

SCES believes that student discipline is fundamentally instructional. The school’s approach is grounded in the belief that students learn appropriate behavior through clear expectations, consistent routines, restorative conversations, and meaningful relationships with adults. Discipline systems are designed to promote responsibility, reinforce positive behavior, and maintain safe learning environments while minimizing exclusion from instructional time. To create a consistent culture, SCES will implement clear, positively framed behavioral expectations aligned with a schoolwide Positive Behavioral Interventions and Supports (PBIS). Expectations will be explicitly taught during the first weeks of school and reinforced regularly in assemblies, classroom lessons, and recognition programs.

Expectation	What It Looks Like in Practice
Be Respectful	Listen when others are speaking, use kind words, respect your school and classmates.
Be Responsible	Come prepared to learn, follow directions the first time, complete assignments & tasks.
Be Safe	Keep hands and feet to self, move safely throughout school, report concerns to adults.
Ready to Learn	Arrive on time, participate actively in lessons, maintain focus during instructional time.

Discipline Escalation Ladder

SCES will address behavior concerns through a progressive system of interventions that prioritizes teaching appropriate behavior and maintaining student access to instruction whenever possible. Discipline responses escalate only when earlier interventions are unsuccessful or when serious misconduct occurs.

Level	Intervention	Responsible Staff
Level 1: Classroom Intervention	Redirection, teacher-student conference, seat change, behavior reminder, restorative conversation	Classroom Teacher
Level 2: Structured Classroom Support	Parent contact, behavior reflection assignment, lunch detention, classroom behavior plan	Classroom Teacher
Level 3: Administrative Intervention	Office referral, administrative conference, parent meeting, behavior contract	School Administration
Level 4: In-School Suspension (ISS)	Structured removal from classroom with continued academic work and reflection activities	School Administration

²² Please see *Appendix 2*

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Level	Intervention	Responsible Staff
Level 5: Out-of-School Suspension (OSS)	Short-term removal for serious or repeated violations	School Administration
Level 6: Expulsion Recommendation	Formal review and due process procedures consistent with Louisiana law	School Administration & Governing Board

EPC.16.a. How school will communicate approach and related policies to students and families.

SCES will communicate its discipline philosophy, expectations, and policies clearly and consistently to families and students through multiple channels. All families will receive the Student and Parent Handbook, which outlines behavioral expectations, intervention procedures, suspension protocols, and due process protections. Families will review the handbook annually during student registration and sign an acknowledgment form confirming receipt and understanding of school policies. Additionally, SCES will communicate expectations through:

- Parent orientation sessions at the beginning of the school year
- Back-to-school and Title I meetings
- Classroom discussions of PBIS expectations during the first weeks of school
- School-wide assemblies reinforcing expectations and positive behavior
- Ongoing comms via OnCourse, School Messenger, newsletters, and parent-teacher conferences

EPC.16.b. Interventions/consequences school will use as alternatives to exclusionary discipline.

The behavior management approach is grounded in Positive Behavioral Interventions and Supports (PBIS), ensuring discipline is proactive, instructional, and restorative rather than punitive. Students are recognized for positive choices through two monthly schoolwide PBIS incentives, reinforcing consistent engagement and giving all students (especially those who struggle behaviorally) regular opportunities to reset and re-engage.

- **Mid-Month Incentive:** A free snack at a 15-minute social event with grade-level peers, earned by avoiding referrals for a two-week period.
- **Monthly Incentive:** A free-dress day on the last Friday of each month, earned by avoiding referrals, and unexcused absences/tardies.

Classroom Management and Alternatives to Exclusionary Discipline

All teachers maintain their own classroom management plan aligned to schoolwide expectations. Key practices include:

- **Proactive Instructional Management:** Dress code compliance, maximization of instructional time, and a no-cell phone policy (with escalating consequences for violations).
- **Non-Exclusionary Interventions:** Teachers redirect students through hallway breaks or one-on-one check-ins before writing referrals. When behavior escalates, administrators intervene to remove the student, conduct restorative conversations, and contact families.
- **Reflection and Restoration:** Students assigned to In-School Suspension (ISS) complete a character reflection before beginning coursework. They remain academically engaged, completing classwork without penalty and taking assessments on schedule. This ensures discipline does not equate to lost learning time.

Students who struggle with behavior may receive supports through PBIS Tier II or Tier III interventions, such as check-in/check-out routines, structured behavior contracts, or small-group social-emotional skill instruction. ISS provides a structured alternative to removal from school. Students assigned to ISS remain academically engaged, completing coursework under supervision so disciplinary consequences do not result in lost instructional time.

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EPC.16.c. Disciplinary policies that incorporate research-based discipline practices.

All discipline practices are designed in accordance with R.S. 17:252, emphasizing research-based interventions that improve student behavior without disproportionately excluding vulnerable populations. Students with exceptionalities are disciplined in alignment with their IEPs or 504 plans; SCES will ensure that consequences are adapted when necessary to comply with individualized supports. Students with exceptionalities will not be disciplined for behaviors determined to be manifestations of their disability, consistent with federal and state law. SCES will emphasize restorative dialogue during every discipline meeting, requiring students to: reflect on their actions; identify how they could have prevented the behavior; and collaboratively determine follow-up actions. This builds self-regulation skills while reducing repeat infractions. As a middle school science teacher shared, “*We hold kids to a high standard, but they know we’ll walk with them until they reach it,*” reflecting the balance of accountability and support SCCS maintains in implementing PBIS and disciplinary interventions.

Referrals are documented in OnCourse SIS, which immediately notifies administrators. The Assistant Principal or Principal will meet with every referred student to identify root causes, discuss preventative strategies, and administer consequences. Consequences are aligned to a discipline chart that categorizes infractions by severity and may include conferences, remedial work, lunch detention, after school detention, ISS, or Out-of-School Suspension (OSS).

- **First offenses** generally lead to teacher-level interventions or administrative warnings.
- **Repeat offenses** escalate consequences, with ISS assigned for repeated infractions.
- **Suspension Protocol:** After a third OSS, a parent conference is held to review the student’s discipline record and discuss supports. A fourth suspension results in an expulsion recommendation, in line with policy.
- **Behavior Intervention Plans:** A small number of students with persistent behavioral challenges may be placed on individualized behavior plans, developed in collaboration with families and progress monitored regularly. This approach has been highly effective at SCCS, resulting in meaningful behavior improvement and stronger student–family partnerships.

EPC.16.d. Monitoring suspension and expulsion, plan for disproportionate subgroup impact.

SCES will use OnCourse SIS to track all behavioral referrals, suspensions, and expulsions. Data will be disaggregated by student subgroups, including: race/ethnicity; disability status; economically disadvantaged status; English learner status; and gender. The Dean of Students and school leadership will review discipline data quarterly to identify patterns of disproportionality or over-identification among historically underserved groups. Findings / corrective strategies will be documented and shared with leadership and Board. If disparities are identified, SCES will implement corrective actions including:

- reviewing referral patterns and disciplinary decision-making
- auditing classroom management practices
- providing targeted professional development in culturally responsive classroom management and restorative practices
- increasing PBIS Tier II interventions prior to exclusionary discipline

EPC.16.e. The supervision plan for the alternate setting of suspended/expelled students.

Suspension and expulsion procedures will comply with Louisiana law and due process protections. A detailed description of these procedures is provided in the appendix. Key provisions include:

- Students and families receive written notice of suspension or expulsion recommendations.
- Families have the right to a conference with school leadership prior to long-term suspension or expulsion decisions.
- Families may appeal expulsion decisions through the school’s governing board.

Suspension Procedures - Short-term suspensions may be issued when serious or repeated behavioral infractions occur. Prior to suspension, administrators review prior interventions and determine whether alternative supports have been attempted when appropriate. Students assigned suspension will receive access to coursework to remain academically engaged.

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Expulsion and Alternate Educational Setting - Expulsion is considered only for serious or persistent violations of SCES's code of conduct. If expulsion occurs, SCES will ensure that the student continues to have access to educational services; SCES will collaborate with the family and appropriate education authorities to ensure continuity of instruction and compliance with compulsory education requirements. Students recommended for expulsion may be:

- Referred to the local parish school district for placement in an alternative educational program, when available; or
- Provided with homebound or virtual instructional services arranged by the school until placement in an appropriate educational setting is secured.

Appendix 2: Draft School Model Master Plan (in accordance with R.S. 17:252)

SCES's discipline system will align with R.S. 17:252 and be codified in the School Model Master Plan.

EDUCATIONAL PROGRAM AND CAPACITY: PARENT AND COMMUNITY ENGAGEMENT

EPC.17 - How the school will engage parents/guardians.

By building strong family-school partnerships and embedding parents and community members in school governance, SCES will sustain the culture of close-knit collaboration that has been central to its success. These systems, which are rooted in accountability, transparency, and accessibility, ensure that the new school grows in direct partnership with the families and community it serves.

EPC.17.a. How the school will build strong family-school partnerships.

SCES will sustain a culture where every family is welcomed as a partner in their child's education through systems that have proven effective at SCCS and will extend into SCES, ensuring families remain consistently connected from early elementary through graduation.

- **Clear Communication Systems:** Parents will have real-time access to student progress through OnCourse and receive updates via School Messenger calls, texts, and emails. Teachers will also provide regular grade-level newsletters and personal outreach to families.
- **Frequent Engagement Opportunities:** Families will be invited to quarterly Title I parent meetings, open houses, curriculum nights, and student-led conferences to review student progress and school-wide data.
- **Celebrations and Recognition:** SCES will host awards ceremonies, academic nights, and extracurricular showcases to highlight student successes and strengthen family-school ties.
- **Support for Accessibility:** All communication will be available in plain language, and translation services provided as needed to ensure inclusion of English Learner families.

EPC.17.b. Formalized mechanisms for engagement, feedback to school leader and board.

To ensure parents and the community have a voice in shaping the school's direction, SCCS employs formal feedback structures that ensure family and community voices actively inform decisions at both the school and board levels.

- **Parent Advisory Council:** A council of parent representatives will meet quarterly with members of school leadership to discuss policy, programming, and emerging needs. Summaries are shared publicly to maintain transparency.
- **Board Engagement:** Parents and community members will have standing opportunities to address the charter board during public meetings. Board agendas and minutes are posted online and in accessible community spaces.

"Our parents know we're not just here to teach lessons. We care about their kids like they're our own, and that trust makes everything else possible."

– Current SCCS Teacher, H.S. English

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- **Surveys and Feedback Loops:** Families will complete annual Title I parent surveys and additional mid-year surveys to provide structured feedback on curriculum, culture, and supports. Results are reported to the board and incorporated into improvement planning.
- **School Building Level Committee (SBLC):** Families continue to be integral members of SBLC meetings, where intervention and support decisions are made for individual students.

Appendix 3: Draft Grievance Policy

GROWTH PLAN

GP.18 - Policy adoptions and distinctions from current school.

GP.18.a. Promotion and graduation policy.

SCES will adopt the same policies and practices as SCCS regarding promotion and graduation, with additional guidelines specific to elementary grade levels aligned with Louisiana’s Pupil Progression Plan (PPP). For Grade 6, SCES will follow SCCS’s established promotion criteria: students must pass English Language Arts and Mathematics with a final grade of 60 or higher, pass at least five of six total courses, and meet state LEAP test expectations—earning at least “Basic” in one tested subject (ELA or math) and “Approaching Basic” in the other. Students who do not meet promotion standards will be recommended for summer remediation; successful completion of such programs may result in promotion.

In grades K–5, promotion will be determined by multiple measures, including final grades in core subjects, performance on formative and benchmark assessments (e.g., Mastery Connect and IXL), attendance, literacy screening data, and, for grades 3–5, LEAP assessment results. In alignment with Louisiana policy and Bulletin 126, students must demonstrate proficiency or sufficient growth in reading and mathematics to advance. In accordance with Act 422 (2023), third-grade promotion is directly tied to reading proficiency as measured by the DIBELS 8th Edition literacy screener; students must score above the “Well Below” level on the composite score to be eligible for promotion, and those scoring “Well Below” will be subject to retention unless they qualify for a state-approved exemption. Students not meeting expectations will be identified early and provided targeted, tiered interventions, and families will be notified by midyear if a student is at risk of not meeting promotion standards, with the school partnering closely with families to implement individualized support plans.

Promotion policies will be communicated annually through the Student Handbook, parent orientation meetings, and the school website. Parents will also receive updates during conferences and progress reports. Community stakeholders will have opportunities to review academic expectations through public board meetings and school information sessions.

Because SCCS currently serves middle and high school grades, SCES will finalize formal K–5 Individual Academic Improvement Plan (IAIP) procedures during its first year of operation.

Task	Owner(s)	Deliverable	Timeline
Implement existing middle grades promotion policy	Director, Grade 6 teachers	Application of SCCS promotion criteria & remediation supports	Ongoing, Year 1
Draft K-5 IAIP procedures	Director, Leadership Team	Draft IAIP framework aligned to Bulletin 1566	Fall, Year 1
Review and refine IAIP procedures	Director, Leadership Team, Board Academic Committee	Revised draft with implementation details	Winter, Year 1
Approve final IAIP procedures	SCCS Board of Directors	Officially adopted K-5 IAIP policy	Spring, Year 1

Special population policies will mirror SCCS practices and Louisiana law. Students with disabilities may be promoted under the April Dunn Act with individualized criteria determined by the IEP team. English Learners will not be retained based solely on limited English proficiency.

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GP.18.b. Instructional leadership roles.

SCES will follow the same instructional leadership policies and practices currently implemented at SCCS. Instructional leadership roles are designed to support teacher development, strengthen instructional practice, and ensure alignment with Louisiana Department of Education expectations. SCCS currently employs a Math Content Leader who supports mathematics teachers and a Mentor Teacher who provides coaching and support to new or early-career educators. These leaders assist with classroom observations, instructional coaching, and collaborative planning.

During the launch year, the current SCCS Director will serve as the school leader for SCES to ensure stability and alignment with existing academic systems. During this time, the Director will mentor and train a future SCES school leader who will gradually assume leadership responsibilities beginning in Year 2. This approach allows SCES to benefit from established leadership practices while developing independent leadership capacity.

Instructional leadership will also include weekly professional learning communities (PLCs), ongoing classroom observations with feedback, and collaborative analysis of student data. School leadership will maintain open communication with teachers, students, and families regarding instructional priorities and school performance. Community stakeholders will also have opportunities to engage with leadership through board meetings, parent forums, and school events.

Instructional Leadership Transition Timeline

Task	Owner(s)	Deliverable	Timeline
Provide stability in Year 1 leadership	Current SCCS Director	Direct oversight of SCES operations and instruction	Year 1
Identify SCES school leader candidate	SCCS Director, Board Governance Committee	Selected candidate for SCES leadership role	By Winter, Year 1
Mentor and train leader candidate	SCCS Director	Ongoing coaching in instructional leadership, data use, and community engagement	Spring–Summer, Year 1
Provide formal leadership training	Leader Candidate, LAPCS, PD Providers	Completion of governance and instructional leadership training	By Summer, Year 1
Transition to independent leadership	SCES Leader Candidate, SCCS Director	Leader assumes day-to-day school management with Director as mentor	Start of Year 2

GPC.18.c. Teacher and school leader evaluation policies.

SCES will implement the same teacher and school leader evaluation policies currently used at SCCS. All educators will be evaluated through Louisiana’s LEADS (Louisiana Educator Advancement and Development System), which integrates measures of professional practice with student learning outcomes to ensure accountability and continuous instructional improvement. This evaluation structure aligns with Louisiana requirements governing charter school personnel evaluation as outlined in Bulletin 126 §2911.

(b)(3)

Teachers will participate in a structured observation and feedback cycle designed to promote instructional excellence. Each teacher will receive at least two formal observations annually conducted by trained evaluators, along with frequent informal classroom walkthroughs throughout the year by school leaders and instructional staff. Formal observations include pre- and post-observation conferences to review lesson objectives, instructional strategies, and evidence of student learning. Informal observations provide opportunities for timely feedback and allow school leaders to monitor implementation of curriculum, classroom culture, and standards-aligned instruction.

Evaluation at SCES is closely connected to instructional coaching and professional development. Following observation cycles, teachers receive targeted feedback and participate in individualized coaching sessions focused on strengthening instructional practice. School leaders may model effective

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teaching strategies, facilitate peer observations, or coordinate small-group professional learning aligned with common instructional needs identified through evaluation data. Evaluation outcomes directly inform individual professional growth plans and guide schoolwide professional development priorities. Student performance data is a central component of the LEADS evaluation process. Teachers and leaders regularly analyze classroom assessments, benchmark assessments, and statewide accountability measures to monitor student progress toward mastery of grade-level standards. Data review occurs during instructional planning and data meetings and is used to identify trends, guide targeted intervention strategies, and refine instructional practices. These data-driven conversations ensure that teacher evaluation remains focused on improving student learning outcomes.

School leaders will also be evaluated annually through LEADS using multiple performance measures, including student achievement outcomes, instructional leadership, teacher development systems, school culture, and operational effectiveness. Leadership evaluations emphasize the principal's ability to build teacher capacity, implement effective coaching and feedback systems, and maintain a strong academic culture that supports student success.

Evaluation expectations and processes will be clearly communicated during new employee orientation and reinforced through ongoing professional development and leadership meetings. In addition, SCES will maintain transparency and accountability by sharing school performance updates with stakeholders through public board meetings and school reports.

GP.18.d. Hiring processes, qualifications/responsibilities for instructional and admin staff.

SCES will adopt the same hiring policies used at SCCS to recruit highly qualified instructional and administrative staff. The school leader will oversee the hiring process, reviewing applications and determining candidates to advance to interviews. Applicants are expected to hold appropriate Louisiana certification, demonstrate progress toward certification, or possess relevant teaching experience.

Candidates who meet qualifications will participate in structured interviews conducted by a panel including the school leader, another administrator, and at least one teacher. The panel evaluates candidates based on professional qualifications, instructional skill, and alignment with the school's mission and culture. SCES will also engage community stakeholders in the hiring process when appropriate by providing opportunities for candidates to interact with school staff or participate in demonstration lessons. This collaborative approach helps ensure that new staff members contribute positively to both instructional quality and the school community.

GP.18.e. Food services.

SCES will adopt the same food service policies currently used at SCCS. The school contracts with SLA Management to provide meals that meet federal and state nutrition standards. The cafeteria manager and food service staff prepare and serve meals in accordance with these guidelines. SCES will participate in the National School Lunch Program to ensure that eligible students have access to free or reduced-price meals. Families will receive information about meal services and eligibility during enrollment and through school communications. Community stakeholders will also receive updates about school nutrition programs through newsletters and school events.

GP.18.f. Transportation.

SCES will adopt the same transportation model currently used by SCCS. The school contracts with First Student to provide transportation for students throughout East Feliciana Parish. This arrangement reflects the rural nature of the community and ensures that students have safe and reliable access to school. Currently, several buses operate daily routes serving students both within the town of Slaughter and in surrounding areas. Students within town limits may receive door-to-door pickup, while those living outside town limits utilize designated pickup points or other accessible locations depending on route logistics. Transportation schedules and routes will be communicated to families prior to the start of each school year and updated as necessary. As enrollment grows, SCES will work with First Student to adjust routes or add buses to maintain safe and equitable transportation access for all students.

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GP.19 - How the school will improve organization's ability to serve students in Louisiana.

Slaughter Community Elementary School will strengthen SCCS's capacity to serve Louisiana students by expanding access to a proven, high-performing educational model earlier in students' academic journeys. SCCS has consistently earned an "A" rating and demonstrated strong student growth in grades seven through twelve. By extending this proven model into the elementary grades, SCCS and SCES will be able to address learning gaps earlier and ensure students are better prepared for the rigor of secondary and postsecondary opportunities.

This expansion directly responds to community demand. Local families have expressed a need for consistent, high-quality instruction beginning in early grades, with many currently seeking options outside the parish. By providing an earlier entry point into SCCS's proven college- and career-preparatory model, SCES will better serve current families and attract new ones seeking strong local options. SCES will improve service delivery to Louisiana students through:

- **Stronger Vertical Alignment:** By beginning with early elementary, SCES can ensure that foundational literacy and numeracy are firmly established before middle school. This reduces remediation needs later and accelerates achievement.
- **Enhanced Support for Diverse Learners:** Earlier entry allows for timely identification of students with disabilities, English Learners, and those who are academically behind or advanced, enabling interventions to take root earlier and yield stronger long-term results.

Ultimately, SCES will enhance SCCS's ability to serve Louisiana by expanding access to a model that is already producing strong results, deepening its impact in East Feliciana Parish, and contributing to statewide goals of equity, accountability, and student success. In doing so, SCES directly advances the purposes outlined in Bulletin 126, §105 – to improve pupil learning, expand access to quality education, increase equity for underserved populations, and ensure accountability for academic outcomes.

GP.20 - Describe the non-profit organization's history.

Slaughter Community Charter School is a 501(c)(3) non-profit organization that was founded in response to community demand for a rigorous, college- and career-preparatory option that would serve local students while maintaining a distinct small-school culture befitting the town and parish that it serves. Over the years, SCCS has expanded its impact through Title I programming, a robust parent involvement policy, and effective support systems for diverse learners, including students with disabilities, English Learners, and gifted and talented students.

In 2025, the organization received conditional approval to add sixth grade on a smaller scale, demonstrating its readiness to expand. The Board, however, chose a more strategic path; pursuing the broader expansion in this application to preserve model fidelity and extend access to families from the elementary grades upward.

Today, SCCS stands as a proven and stable operator with over a decade of successful experience in charter school leadership, a strong record of academic excellence, and deep community roots. As a non-profit organization, SCCS is well-positioned to build on this foundation through expansion that will provide more Louisiana students with access to a high-quality, mission-driven education.

- **2011** – Slaughter Community Charter School opens as a Type 1 charter school, authorized by East Feliciana Parish School Board.
- **2106** – Celebrates its first graduating class, marking a major milestone in expanding high-quality, college- and career-preparatory opportunities for East Feliciana students.²³
- **2017–2019** – Recognized for consistent academic growth (Louisiana Department of Education "Top Gains School" in 2017 and "Top Gains Honoree" in 2018 & 2019). Expands Title I programming and strengthens parent involvement structures.
- **2022–2024** – Maintains consecutive "**A**" ratings from the Louisiana Department of Education, reflecting both high achievement and student progress.

²³ [The Advocate. \(May 16, 2016\). First class graduating from Slaughter Community Charter School.](#)

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- **2022** – Recognized by Louisiana Safe Schools as one of the Most Engaged Schools for its commitment to student safety and campus engagement.²⁴
- **2023** – Named a “Top Gains Honoree” by the Louisiana Department of Education for exceptional student growth.
- **2025** – Recognized as a Louisiana Comeback Campus by the Louisiana Department of Education (schools that increased the percentage of students scoring mastery and above and decreased the percentage of students scoring unsatisfactory in both math and ELA on statewide assessments when compared to 2019 scores).
- **2026 and beyond** – Proposed charter expansion launches, extending SCCS’s high-quality program to younger learners, ensuring vertical alignment from early elementary through high school, deepening impact in East Feliciana Parish.

“Nobody’s here by accident. We all - kids, teachers, families - believe in the mission, and it shows in how we push ourselves.”

– Current SCCS Teacher, H.S. Social Studies

GP.20.a. Litigation; GP.20.b. Outcomes. Instances of contract termination, closure, non-renewal.

Not applicable. SCCS affirms that it has not been, nor is it currently, subject to arbitration or litigation. Furthermore, SCCS has never had its charter contract terminated, voluntarily closed, or denied renewal by its authorizer. SCCS remains committed to transparency and will promptly disclose to the LDOE if such circumstances were ever to arise.

GP.20.c. Non-openings. Describe the circumstances surrounding these incidents.

SCCS has not experienced any non-openings. All schools and grade levels approved as proposed have successfully opened and operated as planned.

In March of 2025, SCCS submitted a material amendment request to the East Feliciana Parish School Board (EFPSB) to expand its charter to include 6th grade. In June of 2025, SCCS received conditional approval from the East Feliciana Parish School Board (EFPSB) to expand its charter by adding 15 sixth grade seats. While technically approved, SCCS elected not to pursue this limited expansion. This decision was proactive and strategic, not the result of capacity limitations or compliance issues. The board determined that it would be in the best interest of students and families to pursue a broader expansion more directly aligned with SCCS’s proven model rather than move forward with a limited expansion that would have diluted the schools original vision. Accordingly, SCCS is seeking the additional charter herein to expand on the same timeline as originally approved, but in a way that maintains the integrity of the educational model and extends it more coherently into early elementary grades.

This context underscores SCCS’s commitment to sustainable growth and fidelity to the mission. Rather than piecemeal expansion, the school is choosing a deliberate path that ensures programmatic alignment, adequate resources, and continuity of high-quality instruction across all grade levels.

ORGANIZATIONAL PLAN AND CAPACITY

ORGANIZATIONAL PLAN AND CAPACITY: STAFFING

OPC.21 - Roles and responsibilities for governing board, leadership, management team.

Board of Directors - The SCCS Board of Directors serves as the governing body responsible for the overall success and accountability of both SCCS and SCES. In line with Louisiana law and BESE policy, the Board sets strategic direction, approves budgets, monitors academic and financial performance, and ensures compliance with state and federal requirements. The Board does not engage in daily school management but exercises oversight by:

- Approving policies, the annual budget, and major contracts.
- Monitoring student achievement, financial health, and compliance through data reviews.
- Conducting an annual evaluation of the School Director.

²⁴ [Safe Schools Louisiana. \(2022\). Most Engaged Schools recognition.](#)

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- Ensuring compliance with open meetings and public records laws.
- Serving as ambassadors in the community and maintaining strong ties to stakeholders.

School Director - The School Director is the chief executive of SCES, reporting directly to the Board of Directors. The Director is responsible for implementing the mission of the school, ensuring fidelity to the charter, and leading day-to-day operations. Key responsibilities include:

- Academic leadership, including supervision of curriculum, instruction, and assessment.
- Hiring, evaluation, and support of faculty and staff.
- Management of the budget and oversight of daily expenditures.
- Enforcement of schoolwide culture, discipline policies, and family engagement practices.
- Regular reporting to the Board on progress toward goals, compliance, and needs.

Instructional Leadership and Management Team - Under the Director, the leadership team includes assistant principals, instructional leaders (Math Content Leader, Mentor Teacher), the school counselor and the Director of Special Populations. Their shared responsibilities include:

- Providing coaching, professional development, and curriculum support for teachers.
- Monitoring student performance data and guiding instructional adjustments.
- Ensuring appropriate services for SWDs, ELs, and those needing interventions.
- Overseeing school culture initiatives, including PBIS and student supports.
- Coordinating Title I and federal program compliance.

Teachers and Staff - Teachers are responsible for delivering high-quality, standards-aligned instruction; monitoring student progress; and partnering with families. Paraprofessionals and support staff provide assistance in classrooms, interventions, and enrichment programming.

Community and Family Engagement - While not a governing entity, families and community partners play a central role in SCES’s success. Parents are invited to serve on advisory councils, Title I committees, and as liaisons to the Board, ensuring feedback loops remain open and that the school remains responsive to community needs.

Educational Service Providers (ESP) - SCCS/SCES does not contract with an ESP or outside management. All governance and management rests with the Board and leadership team.

OPC.22 - Lines of reporting and accountability, structural rationale for school model.

SCCS, a nonprofit corporation organized under La. R.S. 17:3971 et seq., serves as the governing body for both the existing secondary campus and the proposed SCES. The SCCS Board of Directors holds ultimate fiduciary and legal responsibility for the academic, financial, and operational performance of both schools, as required by Bulletin 126 §2103. The Board establishes policy, approves budgets, monitors compliance, and annually evaluates the School Director’s performance against established academic and operational benchmarks. Day-to-day management is delegated to the Director through a clear, vertically aligned accountability structure that ensures transparency, compliance, and responsiveness to student needs. The organization’s structure provides a direct line of sight from classroom instruction to board oversight, ensuring every position is both supported and accountable.

Level	Position(s)	Reports To	Primary Accountability
Governing Authority	SCCS Board of Directors	BESE	Strategic oversight; academic and fiscal accountability; BESE compliance.
Executive Leadership	Director (Principal)	SCCS Board	School performance; policy implementation; supervision of campus leadership.
Campus Leadership	Asst. Principal, Academic and SPED Coordinators, Ops Mgr.	School Director	Teacher supervision; data-driven instruction; compliance; daily operations.
Instructional Staff	Teachers, Paraprofessionals, Interventionists	Asst. Principal, Coordinators	Curriculum delivery; assessment; classroom culture.

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Level	Position(s)	Reports To	Primary Accountability
Support Staff	Office Manager, Custodial, and Transportation	Ops Manager	Student services, facilities, and family engagement.

Accountability flows upward to the Superintendent/Principal, who reports monthly to the SCCS Board of Directors. The Board uses performance data—student growth, staff retention, fiscal audits, and compliance reports—to monitor progress and make informed governance decisions.

Rationale: How the Structure Supports the School Model - This structure was intentionally designed to mirror SCCS’s successful leadership model, which has produced consistent academic growth and exceptional teacher retention. The lines of reporting and accountability directly support SCES’s small-school, community-based model in three key ways:

1. **Close Proximity Between Leadership and Instruction** - The Director/Principal maintains direct oversight of teaching and learning, enabling immediate feedback and individualized support for teachers—an essential feature of a small, relationship-centered school.
2. **Empowerment Within Clear Accountability** - Assistant Principals and Coordinators have defined decision-making authority within their domains (academics, SPED, operations), promoting ownership while maintaining accountability to the Director/Principal and Board.
3. **Efficiency and Consistency Through Shared Services** - Financial management, HR, and compliance are centralized under SCCS, allowing SCES’s leadership to focus on instruction and culture-building. This efficiency strengthens the organization’s sustainability and ensures consistency across campuses.

Management and Partner Organizations - All instructional, operational, and financial decisions are made internally under the authority of the Board. Specialized vendors may be engaged for discrete services, governed by board-approved contracts in compliance with Bulletin 126 §2501 (Qualified and Competent Business Professional). No external entity has decision-making authority over staffing, budget, or curriculum.

Accountability Framework- The SCCS governance and management structure is intentionally designed to support the proposed elementary school’s mission of providing a personalized, high-quality education in a small, community-centered environment. Clear reporting lines, empowered campus leadership, and shared operational capacity ensure accountability drives excellence while preserving the family-like culture that defines SCCS.

1. **Board Accountability:** The Board reports to BESE for performance and fiscal integrity.
2. **Leadership Accountability:** The Director is evaluated annually using performance metrics aligned to student achievement, financial health, and school climate.
3. **Staff Accountability:** Teachers and administrators are evaluated using Louisiana’s *LEADS* system, linking instructional effectiveness to measurable student outcomes.

OPC.23 - Teacher-student ratio, ratio of total adults to students for the school.

SCES will maintain a **student-to-teacher ratio of approximately 20:1** in core instructional settings. This ratio is consistent with SCCS’s existing middle and high school model and is well below the class size caps outlined in Bulletin 741.

As SCES expands, instructional and support staff will be added in proportion to enrollment growth, ensuring that academic quality and student safety remain central to daily operations. By Year 5, **the total school-wide ratio of adults to students will be approximately 1:12**, accounting for all full-time instructional, operational, and administrative personnel. This ratio reflects SCCS’s commitment to maintaining the small-school environment that has become a defining feature of the community.

OPC.24 - Procedures for hiring and dismissing personnel, criminal background checks.

SCES will employ a transparent and compliant human resources process for all hiring, onboarding, and dismissal decisions, ensuring alignment with Bulletin 126 §2901 (Employment of Staff) and §2905

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(Criminal History Review). SCES will ensure all employment actions are equitable, evidence-based, and in compliance with state and federal labor laws.

1. **Recruitment and Posting** – Open positions will be publicly posted on the SCES website, social media venues, and university career networks. Recruitment will also leverage SCCS’s existing partnerships with regional educator preparation programs and talent pipelines, including LSU and organizations such as iTeach and LRCE, to build a strong pipeline of mission-aligned educators committed to serving rural communities in East Feliciana Parish.
2. **Screening and Interview** – The leadership team conducts structured interviews aligned with SCCS’s competency framework. References are verified prior to extending an offer.
3. **Criminal Background Checks** – All candidates must pass a fingerprint-based background check through the Louisiana State Police and FBI as required by La. R.S. 17:15 and Bulletin 126 §2905.
4. **Credential Verification** – Certification is verified in *TeachLA*, and non-certified personnel are reviewed for alternative authorization eligibility.
5. **Hiring Decisions and Onboarding** – Final hiring decisions are made by the Director. Employees complete new-hire orientation, which includes training on student safety, confidentiality, and the SCCS Code of Ethics.

Dismissal Procedures - When performance or conduct concerns arise, the Principal and HR Coordinator follow SCCS’s established progressive discipline process:

- Written notice of concern with opportunity for response and remediation;
- A documented improvement plan when appropriate; and
- Termination only after due process and Board notification, per Bulletin 126 §2911.

OPC.25 - How the school intends to handle teacher changes /turnover.

Teacher retention is a cornerstone of SCCS’s organizational success. During the past three years, fewer than five percent of SCCS faculty have chosen to leave the organization, demonstrating both effective leadership and a positive school culture. To minimize turnover and maintain instructional continuity, SCCS and SCES will employ the following strategies:

Over the past three years, SCCS has maintained a voluntary attrition rate of less than 5%

1. **Supportive Workweek Structure** – SCCS’s four-day instructional week has been effective in increasing teacher morale and reducing burnout, without sacrificing instructional minutes.
2. **Professional Growth Pathways** – Teachers receive individualized coaching, participate in data-driven PD, and have opportunities to lead curricular teams and mentor peers.
3. **Transparent Evaluation and Feedback** – All teachers are evaluated using the state’s *LEADS* platform, ensuring clarity about performance expectations and growth opportunities.
4. **Substitute Coverage and Staffing Contingencies** – SCES will maintain a pool of qualified substitute teachers and may contract with a staffing provider if needed to ensure consistent classroom coverage. The school’s relatively low student–teacher ratio allows grade-level teams and instructional staff to support coverage when short-term absences occur.
5. **Shared Services and Cross-Campus Flexibility** – In the event of an unexpected vacancy, SCCS’s experienced instructional and special education staff may temporarily flex between campuses to preserve instructional quality until the position is filled.
6. **Succession Planning** – SCCS maintains a qualified pool of substitute and long-term candidates, some of whom are alumni of SCCS or in teacher preparation programs.

This combination of proactive support, internal mobility, and established recruitment pipelines has enabled SCCS to remain fully staffed for more than a decade, even during statewide teacher shortages.

OPC.26 - New employees each year and current capacity to meet these demands.

SCES’s phased staffing plan reflects steady enrollment growth, realistic staffing increments, and strategic use of shared services during the school’s start-up year. SCCS’s existing administrative

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infrastructure—including finance, operations, and human resources—will support SCES throughout its first year to ensure fiscal stability and operational compliance while the school builds independent capacity. This approach meets the intent of Bulletin 126 § 2901, which requires charter operators to employ qualified and competent staff sufficient to operate a high-quality educational program. The table below reflects the projected number of new employees by year of growth, including all teachers, instructional support, administrative, and operational staff. Staffing projections are contingent on enrollment growth, which is expected to reach 425 students by Year 5.

SY	GLs	Max Enrollment	New Hires	FT Staff	Key Additions / Notes
1	6	70	3	3	Instruction delivered by three certified teachers; leadership, SPED, counseling, and operations provided through shared services from SCCS.
2	K–6	490	34	37	Adds K–2 teaching staff, PE, Art, Receptionist, Interventionist, SPED roles, Nurse. Administrative oversight continues through SCCS.
3	K–6	490	<5	37	Adds Assistant Principal, Music, Interventionist, PE, and Office Manager as enrollment expands.
4	K–6	490	<5	37	Expands SPED support; maintains enrichment and health services.
5	K–6	490	<5	37	Steady-state operations; full complement of instructional, administrative, and support personnel.

By Year 2, the school will directly employ approximately 37 staff members, including:

- 21 classroom teachers
- 4 special education and support staff (SPED teachers and paraprofessionals)
- 2 interventionists
- 1 principal and 1 assistant principal
- 4 enrichment teachers (art, music, and PE)
- 4 operational and administrative support staff (office manager, receptionist, nurse, custodian)

This phased plan maintains an average student-to-teacher ratio of about 23:1—well within the state’s recommended limits—and will allow SCES to sustain both a high-quality instructional environment and its signature close-knit community culture as enrollment increases.

Shared Services Model - During the founding year, SCES will leverage the shared services capacity of SCCS, a proven and fully staffed 7–12 charter school with a decade of successful operations. This model ensures that every critical function is covered by experienced personnel while allowing SCES to focus resources on classroom instruction.

Support Function	Shared SCCS Personnel	Description of Support
School Leadership	Director / Asst. Principal	Provide administrative oversight, scheduling, compliance, and mentorship to SCES teaching staff.
Finance & Operations	Finance Manager	Oversees budgeting, procurement, and vendor management under the direction of the SCCS Board.
Special Education	SPED Coordinator	Ensure IDEA compliance, manage IEPs, and deliver direct services to qualifying students.
Counseling & Student Support	Counselor	Provides academic and social–emotional support as needed.
Facilities & Transportation	Operations Team	Manages logistics, safety, and transportation coordination.

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The organizational chart at right outlines the long term vision. As SCES grows, leadership responsibilities will transition to a school-based principal and assistant principal, while finance, HR, and operational oversight will continue to operate through the SCCS network structure. This hybrid model allows the organization to scale responsibly while maintaining consistent financial and operational management across campuses.

Human Resources and Retention - SCCS's record of teacher retention exceeding 95% over the past three years demonstrates strong human capital management. The network's culture, characterized by a four-day instructional week, robust professional development, and collaborative decision-making, supports high morale and professional growth.

The SCCS Board of Directors and administrative team currently manage over 40 employees and will extend this structure to include SCES staff without exceeding capacity. All hiring, certification verification, and evaluation will continue under the current HR system, ensuring compliance with Bulletin 126 §§ 2903 and 2911. SCCS's approach to staffing SCES balances fiscal responsibility with educational quality. The shared-services model allows the school to open efficiently with a lean Year 1 staff while ensuring every critical operational and instructional function is managed by experienced professionals.

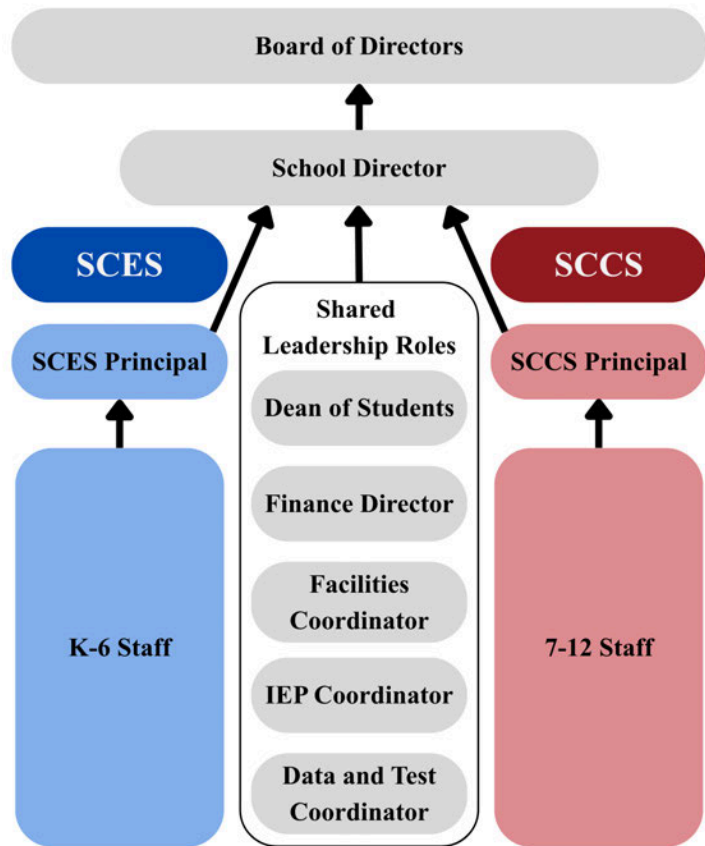
As enrollment and grade levels expand, SCES will transition to a full independent staffing model, reaching 37 employees by Year 5. This phased, evidence-based approach exemplifies the capacity and foresight expected of an experienced Louisiana charter operator and directly supports the legislative purposes of La. R.S. 17:3972—to improve pupil learning, expand opportunities, and create new professional pathways for educators.

Hiring Timeline and Organizational Capacity

Hiring milestones will follow a consistent annual cycle:

- **January–March:** Identify staffing needs based on projected enrollment, begin recruitment.
- **March–May:** Conduct interviews and extend offers for instructional staff.
- **June–July:** Finalize operational and support staff hiring.
- **July–August:** Complete onboarding, orientation, and professional development before the school year begins.

Through this phased staffing model, supported by experienced network leadership and established hiring processes, SCCS demonstrates the organizational capacity to fully staff SCES each year of growth while maintaining high instructional quality and operational stability.



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ORGANIZATIONAL PLAN & CAPACITY: SCHOOL LEADERSHIP TEAM CAPACITY
Appendix 4: School Leadership Resumes.

ORGANIZATIONAL PLAN & CAPACITY: CHARTER BOARD GOVERNANCE

The governance of SCES rests with the SCCS Board of Directors, a nonprofit public body organized in full compliance with Louisiana’s Charter School Law (R.S. 17:3971 et seq.) and Bulletin 126. The Board’s role is to safeguard the mission, ensure legal and fiscal accountability, and monitor performance against renewal standards through transparent, equity-focused practices. Drawing on a collective expertise in academics, finance, law, operations, and community engagement, the Board establishes policy, approves budgets and contracts, and evaluates leadership, while entrusting day-to-day management to the Director. Oversight is carried out through standing committees, dashboards, audits, and annual evaluations, ensuring alignment with both state standards and the priorities outlined in this application. This governance model is designed to balance rigor with responsiveness: holding SCES accountable for results while maintaining strong connections with families and the broader community.

OPC.27 - Board roster including role, responsibilities, expertise.

The Board’s collective expertise in academics, finance, law, operations, and community relations equips it to execute the duties outlined in [OPC.29](#). Resumes are in Appendix 5.

Name & Board Role	Major Responsibilities	Expertise & Summary Bio
Deborah Chandler <i>President and Parent of 3 SCCS Students</i>	Leads Board of Directors; presides over meetings; ensures compliance with charter and state policy; serves as parent and community liaison.	Community Relations & Operations. Co-owner of Chandler Services, LLC and HR Manager at Big Family Electric with over 15 years in business operations and human resources. Longtime SCCS parent and advocate with experience in organizational leadership, staff management, and parent engagement.
Andre Greenup <i>Vice President</i>	Supports board leadership and policy review; provides operational and facility oversight; serves on safety and facilities committee.	Operations & Facilities Management. Instrument Technician at ExxonMobil Refinery for 35+ years with expertise in industrial systems, maintenance, and compliance. Experienced in team supervision and technical operations, bringing practical oversight to facilities and safety management.
Candace Metz <i>Secretary / Treasurer</i>	Maintains official records and board minutes; chairs the finance committee; oversees budgeting and fiscal reporting.	Finance & Academics. Certified educator with 25 years in public education and experience in the LA Dept. of Public Safety & Corrections as an Education Coordinator. Brings knowledge of state reporting systems, compliance, and instructional programming, as well as fiscal management.
Glen Ledoux <i>Member</i>	Advises on facilities, safety, and vendor contracting; provides input on maintenance planning and facilities compliance.	Facilities, Business Operations & Workforce Development. Licensed electrical contractor and owner of LeDoux Control Systems with 38+ years in industrial/commercial projects and leadership roles in IBEW and NECA. Brings deep expertise in construction, safety, and energy management systems.
Melissa Wyatt <i>Member</i>	Serves on academic oversight and community engagement committees; ensures fidelity to SCCS’s educational mission.	Academics & Community Relations. Retired elementary educator with 25+ years of classroom experience in East Feliciana and East Baton Rouge Parishes. Expertise in curriculum, instruction, and parent engagement. Has 18 years of bookkeeping experience, private business management.
Tim Kinyomi <i>Member</i>	Serves on the governance and policy committee; supports technology and systems oversight.	Business & Management. Experienced professional architect with extensive operational and management expertise. Provides business acumen, systems thinking, and strategic planning support to board operations.

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The SCCS Board meets and exceeds the Louisiana Department of Education’s requirements for nonprofit charter school governance. The board’s composition ensures that each critical area of oversight is covered by members with direct, relevant experience.

Area of Expertise	Board Member(s)
Academic Leadership	Candace Metz, Melissa Wyatt
Financial Oversight	Candace Metz, Deborah Chandler
Operations / Facilities	Andre Greenup, Glen LeDoux
Community Relations	Deborah Chandler, Melissa Wyatt
Legal / Governance	Supported through external legal counsel (Lee Reid, Adams & Reese)

The board operates under a policy governance model, setting direction through strategic goals, delegating daily management to the School Director, and monitoring performance via data reviews. This ensures a clear separation of governance and management functions, consistent with the standards in Bulletin 126 §2103(A) and the Louisiana Nonprofit Corporation Law.

Appendix 5: Board Resumes.

OPC.28 - Existing relationships: actual or perceived conflicts, avoiding and mitigating.

SCCS affirms that there are currently no existing relationships that would pose an actual or perceived conflict of interest if this application is approved. SCCS is not partnering with an Education Service Provider (ESP) or any affiliated business entity. The Board of Directors operates as an independent governing body responsible for the oversight of the school’s academic, financial, and operational performance. Board authority and responsibilities are outlined in the organization’s bylaws, which grant the Board full authority for the management and oversight of the corporation and its affairs. Detailed procedures governing conflict of interest disclosure, review, and recusal are outlined in the organization’s bylaws (see Bylaws for specific provisions).

To ensure transparency and ethical governance, SCCS maintains formal policies and procedures designed to identify, disclose, and mitigate potential conflicts of interest in accordance with the Louisiana Board of Ethics’ Code of Ethics. Board members are required to disclose any personal, professional, or financial interests that could reasonably be perceived as influencing their decision-making. When a potential conflict arises, the affected board member must disclose the conflict and recuse themselves from discussion and voting on the matter. These procedures are consistent with the board governance structure described in the bylaws, which establish the board’s oversight responsibilities and decision-making processes.

In addition, SCCS board governance practices support transparency and accountability through open meetings, public notice requirements, and documented board actions in compliance with Louisiana’s Open Meetings Law. Regular meetings of the Board of Directors are conducted in accordance with these requirements, ensuring that decisions are made transparently and in the public interest.

If any actual or perceived conflict were to arise in the future, the Board will promptly disclose the relationship, document the conflict in board records, and implement appropriate mitigation measures, including recusal from deliberations or voting. These procedures ensure that all governance decisions remain aligned with ethical standards, nonprofit governance best practices, and the mission of SCCS to serve students and families in East Feliciana Parish.

OPC.29 - Board functions, overreach safeguards, accessible governance structure.

The SCCS Board governs; the Director manages daily operations. The table below outlines duties and safeguards that keep the Board at the governance level.

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Governance Roles and Responsibilities

Entity	Core Responsibilities	Boundaries / Safeguards
Board of Directors	Set mission and strategic priorities; approve annual budget and major contracts; hire, support, and evaluate the School Director; monitor academic, financial, and organizational performance; ensure compliance with federal, state, local requirements	Does not manage daily school operations; individual members have no authority outside Board action.
School Director	Manage daily operations, including staff supervision, scheduling, and curriculum implementation; execute Board-approved policies and budget; lead instructional program, student culture, and family engagement; report regularly to Board on progress, compliance	Reports to Board as single point of accountability; empowered to make all decisions within Board-approved policies
Board Committees	<ul style="list-style-type: none"> ● <i>Finance Committee</i>: reviews monthly financials, budget- to-actuals, and audits; recommends actions to full Board. ● <i>Governance Committee</i>: oversees Board recruitment, orientation, ethics compliance, and bylaws adherence. ● <i>Academic Oversight Committee</i>: monitors student data, tracks progress toward charter goals, advises on academic priorities 	Committees do not manage staff or daily functions; all recommendations return to the full Board for approval.
Advisory Councils	Parents, Students, Teachers give feedback on academics, culture; strengthen community partnerships, family-school relationships.	Advisory role only; no governing authority.

Note: Performance monitoring structures referenced here are implemented in [OPC.31](#) and [OPC.33](#).

Understanding the Role of a Governing Board - New and continuing members complete onboarding that centers on bylaws, charter contract, and Louisiana governance requirements; training emphasizes the governance-management boundary. The Board Chair and Finance Manager conduct orientation sessions that emphasize the distinction between governance (strategic oversight, compliance, accountability) and management (the responsibility of the School Director and leadership team). Annual participation in ethics training and governance workshops provided through the Louisiana Association of Public Charter Schools (LAPCS) reinforces this understanding.

Safeguards Against Overreach - The bylaws establish specific safeguards:

- **Defined Duties:** The Board is explicitly charged with setting policy, approving budgets, hiring and evaluating the Director, and monitoring academic and financial performance. All day-to-day decisions (staffing, curriculum implementation, scheduling) rest with the Director and leadership team.
- **Board Meetings:** The Board meets on a regular schedule (monthly with a minimum of 10 per year; the November and December meetings are combined), ensuring governance decisions are made at set intervals rather than through ad hoc interference in operations.
- **Chain of Communication:** The Director serves as the single point of accountability to the Board, which prevents individual members from engaging directly in staff supervision or management.

Committees, Advisory Bodies, and Councils - The Board may establish standing and ad hoc committees to strengthen its governance capacity. In addition to formal committees, SCCS ensures stakeholder voice through advisory bodies such as Title I Parent Committees, student councils, and teacher advisory groups. These bodies provide feedback on academic programs, culture, and family engagement, which the Director synthesizes and reports to the Board. Currently active committees include:

- **Finance Committee:** Oversees financial health, reviews monthly financials, and presents updates to the full Board.
- **Governance Committee:** Recruits and orients new members, oversees compliance with training and ethics laws, and monitors adherence to bylaws.
- **Academic Oversight/Accountability Committee:** Reviews assessment data, monitors progress toward charter goals, and advises on strategic priorities.

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Accessibility and Responsiveness - The governance model is designed to maintain accessibility while preserving the Director’s authority. Board meetings are open to the public and compliant with Louisiana Open Meetings Law, with time set aside for public comment. Families and staff are invited to participate in surveys, listening sessions, and advisory committees, ensuring their perspectives inform Board decision-making. The Director also maintains regular communication with families and community partners, providing a structured channel for concerns and input that is then relayed to the Board in reports.

OPC.30 - Measurable organizational and financial goals for first five years of operation.

SCES will align its organizational and financial goals with the expectations outlined in Louisiana’s Charter School Performance Compact (CSPC). These goals ensure SCES maintains strong academic outcomes, equitable enrollment practices, full compliance with law and policy, and sound fiscal management throughout the charter term to ensure that SCES remains in Good Standing throughout the charter term and is well positioned to meet the academic, organizational, and financial benchmarks required for charter renewal. While the benchmarks outlined below represent the minimum standards required to remain in good standing and eligible for charter renewal, SCES is committed to exceeding these expectations and pursuing continuous academic excellence and improvement each year.

Year 1 (Foundational Year) – *Organizational goals:* Establish systems that ensure full compliance with CSPC organizational expectations. Metrics include $\geq 80\%$ student re-enrollment into the following year, suspension rates at or below the national average for elementary schools, and full compliance with admissions, discipline, and special population regulations. SCES will maintain 100% compliance with IEP timelines and evaluation deadlines and avoid any Notices of Concern or Notices of Breach from the Louisiana Department of Education.

Financial goals: Operate within a balanced budget; maintain enrollment at $\geq 90\%$ of authorized seats; submit all financial reports on time; receive an unqualified annual audit with no material findings; and maintain a Fiscal Risk Assessment (FRA) rating in the “No Action” category.

Year 2 (Stability and Early Growth) – *Organizational goals:* Maintain organizational ratings of “Meets All” or “Meets Most Expectations” in the Annual Review. Metrics include $\geq 80\%$ student reenrollment, suspension rates at or below national averages, and continued compliance with all special population timelines (IEP, evaluation, and service delivery requirements). Student attendance will reach $\geq 93\%$, and family participation in school events will exceed 80%.

Financial goals: Maintain a balanced operating budget with a 2–3% annual surplus margin; remain in the “No Action” category on the Fiscal Risk Assessment; submit quarterly financial reports and the annual budget on schedule; and maintain an unqualified audit with no material findings.

Year 3 (Expansion and Performance) – *Organizational goals:* sustain organizational ratings meeting CSPC expectations while the school expands enrollment. Metrics include $\geq 80\%$ student reenrollment, suspension rates at or below the national average, and continued compliance with federal and state laws governing enrollment, discipline, and services for special populations. The school will maintain $\geq 85\%$ teacher retention and $\geq 90\%$ family satisfaction on annual surveys.

Financial goals: Maintain positive cash flow and a minimum 3% operating margin; remain in the FRA “No Action” category; maintain two months of operating reserves; and continue to receive unqualified annual audits without material findings.

Year 4 (Institutionalization) – *Organizational goals:* Demonstrate strong performance across CSPC indicators. Metrics include maintaining $\geq 80\%$ student reenrollment, suspension rates at or below national averages, full compliance with admissions and special education requirements, and no Notices of Concern or Breach. Student performance will remain on track for a School Performance Score consistent with a “B” letter grade trajectory.

Financial goals: Maintain a 3–5% operating margin, reserves equal to at least three months of operating expenses, and an unqualified audit with no material findings. All financial reporting deadlines will be met without exception.

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Year 5 (Sustainability and Renewal Readiness) – Organizational goals: Demonstrate full compliance with CSPC organizational expectations in preparation for charter renewal. Metrics include $\geq 80\%$ student reenrollment, suspension rates at or below the national average, full compliance with all federal and state requirements for special populations, and no Notices of Concern or Breach during the charter term.

Financial goals: Maintain a balanced budget with at least a 3% annual margin, sustain reserves equal to three months of operating expenses, remain in the FRA “No Action” category, and receive a fifth consecutive unqualified audit with no material findings.

5-Year Goals Summary

Year	Organizational Goals	Financial Goals
1	$\geq 80\%$ reenrollment; suspension \leq national average; full compliance with admissions/SPED laws; no Notices on audit	Balanced budget; $\geq 90\%$ enrollment; FRA “No Action”; clean audit
2	Maintain compliance ratings; $\geq 80\%$ reenrollment; $\geq 93\%$ attendance; \leq national suspension average	2–3% margin; FRA “No Action”; timely financial reporting
3	Organizational expectations maintained during expansion; $\geq 85\%$ teacher retention; $\geq 90\%$ family satisfaction	$\geq 3\%$ margin; reserves ≥ 2 months; clean audit
4	$\geq 80\%$ reenrollment; \leq national suspension average; SPS trajectory toward “B”	3–5% margin; reserves ≥ 3 months; clean audit
5	Full CSPC compliance; no Notices of Concern/Breach; renewal readiness	$\geq 3\%$ margin; reserves ≥ 3 months; five consecutive clean audits

OPC.31 - How board will monitor the stated goals and intervention actions.

The Board of Directors holds primary responsibility for ensuring that SCES meets the academic, organizational, and financial goals outlined in this application. To do so, the Board employs a system of dashboards, committee oversight, and renewal-aligned benchmarks. Academic data are reviewed monthly, organizational indicators are tracked quarterly, and financial reports are monitored monthly with annual audits. If SCES trends off trajectory, the Board will require a corrective action plan, increase oversight, or reallocate resources as needed. These processes align with renewal standards and BESE expectations.

Academic Goals - Academic performance will be reviewed at every regular meeting through reports from the School Director, including benchmark assessments (Mastery Connect, IXL, DIBELS), IEP/504 progress, and LEAP results (once available). Progress will be measured against the growth-to-mastery goals outlined in [Academic Goals & Benchmarks](#) above. If academic outcomes trend below targets, the Academic Committee will require a corrective action plan from the Director, outlining immediate interventions and measurable checkpoints. The Committee may also authorize additional professional development or consultant support as needed.

Organizational Goals - Organizational health will be tracked through dashboards on enrollment, attendance, discipline, teacher retention, and family engagement. These indicators align with the outlined [Family & Community Engagement](#) and [Professional Development](#) plans. If trends show concerns like chronic absenteeism, inequitable discipline, or high turnover, the Governance Committee will work with the Director to conduct a root cause analysis and implement targeted strategies, which may include revising policies, expanding staff supports, or enhancing family outreach initiatives.

Organizational Oversight Dashboard

Key Metric	Target / Benchmark	Timing	Responsible Party	Board Oversight
Student Attendance	$\geq 95\%$ average daily attendance	Monthly	Director + Attendance Clerk	Academic Committee reviews monthly
Chronic Absenteeism	$\leq 10\%$ of students missing 15+ days	Quarterly	Director + School Counselor	Board monitors quarterly, public report
Student Retention	$\geq 90\%$ year-to-year retention	Annually	Director	Board reviews during annual planning

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Key Metric	Target / Benchmark	Timing	Responsible Party	Board Oversight
Teacher Retention	≥ 85% annual retention of certified staff	Annually	Director + HR Support	Governance Comm. reviews annually
Family Engagement	≥ 80% of families attend at least one school event	Annually	Director + Parent Liaison	Reported at Title I meeting and Board
Discipline Equity (Subgroup Data)	Discipline rates proportionate across subgroups	Quarterly	Director + Dean of Students	Academic Committee reviews, disaggregated
Special Ed. / 504 Compliance	100% of IEPs/504 plans current, compliant	Quarterly	ESS Team + 504 Coordinator	Board receives compliance reports
Facilities & Safety	100% state/local safety inspections compliance	Annually	Director	Finance/Facilities Subcommittee reviews

Note: Data are tracked in OnCourse and other systems; all indicators are disaggregated by subgroup and reported to committees and the full Board.

Financial Goals - The Finance Committee will review monthly financial statements, budget-to-actual reports, and quarterly fund balance metrics, as well as annual audits. These practices build on the controls described in [OPC.33.b](#), below. If revenues fall short or expenditures exceed budget, the Finance Committee will work with the Director to adjust staffing, defer non-essential expenses, or renegotiate vendor contracts to preserve fiscal health.

Financial Oversight Dashboard

Key Metric (KPI)	Target / Benchmark	Timing	Responsible Party	Board Oversight
Days Cash on Hand	≥ 60 days (minimum)	Monthly	FM	Finance Committee reviews monthly
Assets/ Liabilities Ratio	≥ 1.1 (positive liquidity)	Quarterly	FM	Finance Committee, full Board quarterly
Fund Balance	Maintain positive balance, reserves	Quarterly	FM	Board monitors quarterly & during budget adoption
Budget-to-Actual Variance	≤ 5% variance in major categories	Monthly	FM + Director	Finance Committee monthly; full Board each mtg.
Enrollment vs. Projection	≥ 95% of projected enrollment	Monthly Q1-Q2, Quarterly Q3-Q4	Director	Reported to Board monthly
Audit Results	Clean audit; timely corrective action	Annually	Independent Auditor + FM	Full Board reviews; findings publicized
Payroll Accuracy & Compliance	100% on-time accurate payroll and tax filings	Semi- Monthly	FM + Payroll Provider	Finance Committee spot-checks quarterly
Procurement Compliance	100% compliance with bid laws	Ongoing	Director + FM	Board approval for contracts above threshold

Notes on Use

- Dashboard updated monthly by the FM and presented at each Finance Committee meeting.
- Variances or risks are flagged in red and require explanation and corrective action.
- Results are summarized in the Board packet and posted to school website for transparency.
- This system ensures the Board consistently tracks financial viability, ties oversight to renewal standards, and takes early corrective action when needed.

Responsive Action and Accountability - In all areas, if SCES trends toward not meeting stated goals, the Board will implement a tiered response:

1. **Early Warning:** Additional reporting and increased frequency of updates.
2. **Corrective Action Plan:** Written plan with clear steps, timelines, and checkpoints.
3. **Escalation:** The Academic, Finance, or Governance Committee recommends measures to the full Board, such as leadership coaching, resource reallocation, or policy revisions.

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The Board views this process not only as a compliance mechanism but as a commitment to families. Transparent reporting and corrective action ensure that parents, students, and the community see steady progress toward the mission of providing a high-quality, equitable education in East Feliciana Parish.

OPC.32 - How board will evaluate the Director, track renewal progress, corrective action.

The SCCS Board of Directors recognizes that the effectiveness of the school leader is central to the success of SCES. To ensure strong leadership and accountability, the Board conducts a structured evaluation process aligned with the Louisiana Charter School Performance Compact (CSPC), BESE Bulletin 126 renewal standards, and the Louisiana School Leader Evaluation rubric. The Director’s performance evaluation is explicitly tied to the academic, organizational, and financial performance indicators used by the Louisiana Department of Education to assess charter schools in the Annual Review. Throughout the year, the Board monitors school performance using data aligned to CSPC indicators, including academic outcomes, enrollment stability, discipline practices, services for special populations, governance compliance, and financial performance. If results indicate that the school may not meet CSPC expectations or renewal benchmarks, the Board will intervene early by implementing structured supports and improvement plans.

Corrective Actions if Standards Are Not Met- If the Director or school performance trends below CSPC benchmarks or renewal standards, the Board will act promptly. The Board may initiate an early warning process, implement a written improvement plan with clear milestones, increase reporting frequency, and provide targeted leadership coaching or operational support. If performance does not improve within the established timeline, the Board may consider leadership reassignment or transition.

This process ensures accountability, transparency, and alignment with Louisiana’s renewal expectations, while also providing the Director with clear guidance, timely feedback, and the support necessary to succeed. Evaluation of the Director and ongoing monitoring of progress toward renewal standards are based on the following. The Board will gather a comprehensive set of data sources to inform the Director’s evaluation.

<i>OPC.32.a. Info the board will collect.</i>	<i>OPC.32.b. Specific measures and metrics to be used.</i>
Academic Performance Data	School Performance Score (SPS); LEAP proficiency and growth results; literacy and numeracy benchmarks (DIBELS, IXL, Mastery Connect); subgroup performance indicators; progress toward annual academic growth targets
Organizational Performance Data	Student enrollment stability and ≥80% reenrollment; student attendance rates; suspension rates relative to national averages; equitable discipline practices; MTSS and PBIS implementation fidelity
Special Population Compliance	Timely completion of special education evaluations; IEP compliance timelines; provision of services in the least restrictive environment; compliance with state and federal requirements for students with disabilities and English learners
Financial Performance Data	Quarterly financial statements; annual independent audit results; Fiscal Risk Assessment status; budget adherence and fund balance maintenance
Governance and Legal Compliance	Compliance with state law and BESE policies; adherence to open meetings law, ethics requirements, and charter contract obligations
Stakeholder Feedback	Teacher retention rates; staff climate surveys; family engagement participation; community partnership activity
Leadership Practice Evidence	Director self-reflection and leadership artifacts aligned with the Louisiana Leader Evaluation rubric (vision, instructional leadership, talent development, culture, and operations)

Integration with Renewal Standards - The Board tracks all metrics on a standing dashboard to identify early trends and to align performance with BESE’s renewal criteria. Evaluation outcomes directly inform

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decisions on contract renewal, resource allocation, and planning, ensuring the Director's effectiveness is continuously aligned to SCES's long-term viability.

OPC.32.c. The timeline and frequency of evaluation.

- **Quarterly Monitoring:** The Board's Academic Committee will review academic and organizational performance each quarter, while the Finance Committee monitors monthly financial statements. Findings are reported in open session.
- **Mid-Year Checkpoint (January):** The Board Chair and Academic Committee Chair will conduct a formative conference with the Director, reviewing interim student data, organizational progress, and leadership evidence.
- **Annual Evaluation (June):** The Board will complete a full evaluation of the Director using the Louisiana Leader Evaluation rubric, student outcome data, and organizational/financial metrics. This summative evaluation includes ratings, commendations, and recommendations. Results will be documented in writing and placed in the Director's personnel file.

OPC.33 - Management, accounting practices for financial health, legal compliance.

The SCCS Board of Directors maintains oversight of SCES's financial health through strong internal controls, transparent reporting, and strict compliance with Louisiana law, BESE requirements, and federal guidelines governing the use of public funds. Financial oversight is shared among the Director, the Financial Manager (FM), and the Board's Finance Committee. The Board reviews monthly financial statements and annual audits against key financial indicators used in the Charter School Performance Compact and BESE renewal framework (e.g., current ratio, days cash on hand, budget variance, fund balance). Segregation of duties is maintained at all levels to reduce risk and strengthen accountability. If risks emerge (such as enrollment fluctuations, liquidity concerns, budget variances), the Board requires a corrective action plan, authorizes adjustments, and increases monitoring until stability is restored.

Financial Planning and Accounting

- **Annual Budget Process:** Each winter, the Director and Financial Manager begin preparing a draft operating budget for the upcoming school year using projected enrollment, staffing needs, and program priorities. The Finance Committee reviews the proposed budget in detail and recommends revisions before presenting it to the full Board. The Board aims to approve the annual budget by April, allowing sufficient time for hiring decisions, procurement planning, and operational preparation prior to the start of the school year.
- **Accounting Standards:** SCES will maintain an accrual-based accounting system in accordance with Generally Accepted Accounting Principles (GAAP). The Financial Manager maintains financial records in a secure accounting system and performs monthly bank and account reconciliations. All transactions are documented and reviewed to ensure accuracy and compliance with state and federal requirements.
- **Audit and Compliance:** An independent certified public accounting firm conducts an annual financial audit in accordance with Louisiana law and federal Uniform Guidance requirements. Audit findings are presented to the Board of Directors, and any recommendations are addressed through corrective action plans overseen by the Finance Committee.

Purchasing and Payroll

- **Procurement:** All purchasing activities comply with Louisiana Public Bid Law and applicable federal procurement regulations. The Director may approve purchases up to a defined threshold within the approved budget. Expenditures exceeding this threshold require Finance Committee review and Board approval. Competitive bids are obtained for large purchases to ensure responsible stewardship of public funds.
- **Payroll:** Payroll is processed semi-monthly through a contracted payroll service provider, with oversight by the Financial Manager. Employee benefits administration, tax withholding, and required filings are managed in accordance with federal and state regulations.

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OPC.33.a. Identify how the board will monitor the school's financial position.

The Board monitors the SCCS's financial health through multiple mechanisms (KPIs mirror the financial indicators used in the BESE renewal framework and the dashboards above).

- **Monthly Reports:** The FM provides income statements, balance sheets, and cash flow reports at each Board meeting.
- **Key Performance Indicators (KPIs):** Finance Committee tracks benchmarks such as days cash on hand, debt ratio, and fund balance against targets established in the annual budget.
- **Quarterly Reviews:** Formal quarterly reviews include budget-to-actual comparisons, enrollment updates (which directly impact revenue), and projections through year-end.
- **Annual Audit Review:** Board reviews audit findings and ensures corrective actions are completed promptly.

OPC.33.b. Financial controls at central and school level to ensure long term financial viability.

SCES maintains multiple layers of internal financial controls to ensure accuracy of reporting, protect school assets, and prevent fraud.

- **Segregation of Duties:** Different individuals are responsible for authorization, recordkeeping, and custody of assets to reduce risk of error or fraud. For example, the FM approves payroll, while the Director authorizes timesheets.
- **Dual Signatures:** All checks above a defined threshold require two authorized signatures (typically the Director and Board Chair).
- **Restricted Access:** Only designated staff have access to financial systems; permissions are tiered to match responsibilities.
- **Board Oversight:** The Finance Committee reviews all contracts and high-value purchases before Board approval.
- **Conflict of Interest Policy:** As required by LA Ethics Law and Board bylaws, any board or staff member must disclose potential conflicts in writing, with recusals noted in the minutes.

Financial Leadership and Expertise – SCES will benefit from experienced financial leadership provided by the school's Director, Dr. Stephanie Goudeau, and Financial Manager, Jeremy Jones, whose combined experience in school operations, finance, and compliance ensures strong fiscal oversight and responsible stewardship of public funds.

Dr. Goudeau has served as Director of Slaughter Community Charter School since 2021 and is responsible for overseeing all aspects of school operations, including budgeting, staffing, and academic programming for a campus serving approximately 365 students and 40 faculty and staff members. In this role, she manages the school's annual operating budget and works closely with the governing board to align financial decisions with academic priorities and long-term strategic planning. Under her leadership, SCCS has maintained stable enrollment, responsible budget management, and continued compliance with state and federal accountability expectations.

Financial management and accounting functions are overseen by Jeremy Jones, Owner and CEO of Ascension Business Consultants, LLC., who brings more than 20 years of experience in nonprofit and educational financial management. Mr. Jones has previously served as Chief Financial Officer, Chief Executive Officer, and Finance Manager for a national charter school back-office support organization, where he directed financial operations for charter schools across multiple states. His expertise includes oversight of multi-million-dollar budgets, audit coordination, payroll administration, grant compliance, and state and federal financial reporting requirements. In his role supporting SCCS, Mr. Jones oversees accounting operations, financial reporting, payroll administration, and preparation for the school's annual independent audit. His firm also provides back-office financial services tailored specifically to charter schools, ensuring accurate financial controls and timely reporting. Under this structure, SCCS has maintained clean annual audits with no material findings, demonstrating strong fiscal management and sound internal controls.

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Together, Dr. Goudeau and Mr. Jones work closely with the Board's Finance Committee to monitor financial performance, review budget projections, and ensure compliance with all state and federal regulations governing public education funding. Their combined expertise provides SCES with a strong financial management structure that supports both operational stability and long-term sustainability.

Ensuring Long-Term Viability - Practices protect public funds and reinforce sustainability by:

- Aligning expenditures tightly to enrollment-driven revenue projections.
- Building and maintaining healthy fund balance to buffer unexpected revenue fluctuations.
- Using multi-year forecasting to anticipate future staffing, facility, and programmatic costs.
- Ensuring transparency through consistent reporting to the Board, families, and BESE.

OPC.34 - Plan for training and development of new members and continuing members.

SCES will maintain a deliberate approach to board development to ensure that the Board of Directors possesses the knowledge, skills, and expertise required to govern effectively. The Board regularly evaluates its strengths and areas for growth and aligns training, recruitment, and professional development opportunities accordingly.

Board Self-Assessment and Continuous Improvement - Each year the Board conducts a formal self-evaluation process to assess governance effectiveness and identify areas for improvement. This process includes:

- An annual governance survey completed by all board members assessing performance in key areas such as academic oversight, financial stewardship, legal compliance, and strategic planning.
- A board retreat held annually to review survey results, discuss governance challenges, and set priorities for the upcoming year.
- Development of annual board goals and professional development priorities based on identified gaps in expertise.

The self-assessment process helps the Board determine whether additional expertise is needed in areas such as finance, education policy, law, facilities management, or nonprofit governance. Training and recruitment priorities are then aligned with these identified needs to strengthen the Board's overall capacity.

Recruitment of New Board Members – As SCCS expands its impact through SCES, the Board intends to broaden its recruitment beyond East Feliciana Parish in order to access a larger pool of qualified candidates. The Governance Committee leads recruitment efforts and prioritizes candidates who bring expertise in areas essential to charter school oversight, including education, finance, law, business management, and community leadership. Recruitment strategies include:

- Leveraging relationships with universities, professional associations, and nonprofit networks
- Engaging community and civic leaders with experience in education or public service
- Seeking candidates with professional expertise aligned to identified board skill gaps

Prospective members are evaluated based on professional expertise, commitment to the mission of SCCS/SCES, and ability to contribute meaningfully to board governance.

New Member Orientation - SCCS has established a structured orientation process to ensure that all new Board members are equipped to fulfill their governance responsibilities effectively. Upon appointment, new members receive an orientation packet that includes the Articles of Incorporation, Bylaws, the current charter contract, financial policies, the Legal Handbook, the Louisiana Code of Ethics, and the most recent student and staff handbooks. An orientation checklist outlines required steps and deadlines, including completion of Louisiana Board of Ethics training within the first 90 days and timely filing of the annual financial disclosure form. New members meet with the School Director or Board Chair to review materials, discuss the school's history and mission, and clarify governance responsibilities—ensuring each enters the role with a clear understanding of SCCS's structure, compliance, and financial oversight.

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Ongoing Board Member Development - All Board members, including continuing members, are required to complete annual Board of Ethics training and renew their Tier 3 disclosure in compliance with Louisiana law. In addition, SCCS provides opportunities for ongoing development through:

- Participation in governance training workshops offered by the Louisiana Association of Public Charter Schools, of which SCCS is a member.
- Access to updated financial and legal resources, including revisions to the staff and student handbooks, state accountability updates, and LDOE policy changes.
- Quarterly review sessions led by the FM and School Director, where Board members receive refreshers on compliance responsibilities, review key performance indicators, and discuss emerging governance issues.

OPC.35 - Board meeting frequency, Open Meetings Laws and Open Records Act.

The Board of Directors meets monthly, with additional special meetings called as needed in accordance with the bylaws. Monthly meetings allow the Board to provide consistent oversight of academic progress, financial health, and organizational compliance, while also ensuring that emergent issues are addressed in a timely manner. To ensure compliance with Louisiana’s Open Meetings Law (La. R.S. 42:11 et seq.), the following procedures are in place:

- **Notice of Meetings:** All regular and special meetings are publicly noticed at least 24 hours in advance, including time, date, location, and agenda. Notices are posted at the school site, on the school’s website, and provided to local media outlets as required.
- **Agendas:** Meeting agendas are prepared by the Board Chair in consultation with the School Leader and are publicly posted with the notice. Only items included on the agenda may be acted upon during the meeting, except for emergency matters as allowed by law.
- **Public Access:** All meetings are open to the public, and time is allotted for public comment in accordance with the law and Board policy.

In compliance with the Public Records Law (La. R.S. 44:1 et seq.), SCCS maintains transparent systems for recordkeeping:

- **Minutes and Records:** The Board Secretary records minutes of each meeting, which are approved at the subsequent meeting and then posted publicly on the school’s website. All supporting documents considered in public meetings are available for inspection in compliance with state timelines.
- **Custodian of Records:** The Board designates a custodian of records to respond to requests under the Public Records Law, which are fulfilled promptly and in adherence to statutory deadlines.

Appendix 6: Draft of proposed charter board’s governing bylaws.

FINANCIAL PLAN AND CAPACITY

FINANCIAL PLAN AND CAPACITY: OPERATIONAL MANAGEMENT AND LEADERSHIP

FPC.36 - Applicant team's individual and collective qualifications.

The SCCS leadership team brings extensive and complementary expertise across instructional leadership, operations, student support, and community engagement; collectively ensuring that SCES will launch as a well-led, high-performing, and sustainable school. This team has a proven track record of driving academic growth, maintaining strong financial stewardship, and fostering a culture of accountability and care. (see Appendix 4: School Leadership Resumes)

School Director Dr. Stephanie Goudeau provides overall strategic leadership for SCCS and oversees schoolwide staffing decisions, performance management systems, and general operations. With more than 15 years of experience in K–12 education, Dr. Goudeau has built and led high-performing teams through data-driven instructional systems, curriculum alignment, and targeted professional development. Her leadership has produced measurable academic gains at SCCS while strengthening educator evaluation processes, compliance systems, and organizational stability. Her experience managing school staffing

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structures, operational planning, and instructional oversight ensures that SCES will launch with clarity, stability, and strong leadership.

Assistant Principal Peggy Reno, a certified Reading Specialist and experienced administrator, leads professional development, instructional coaching, and teacher performance management. She oversees curriculum implementation and the school’s Multi-Tiered System of Supports (MTSS), ensuring that teachers receive consistent coaching and that instructional practices align with Louisiana standards. Ms. Reno’s experience designing professional development systems, analyzing assessment data, and supporting teacher growth ensures that SCES will maintain rigorous instruction while continuously strengthening instructional quality.

Dean of Students Patrick Clarkston oversees school culture and general operations related to student discipline systems and behavioral supports, including PBIS implementation. His experience in restorative practices, classroom management coaching, and student engagement contributes directly to a positive and structured school environment. Through clear expectations, staff support, and consistent behavior systems, Mr. Clarkston plays a critical role in maintaining the orderly and safe learning environment necessary for strong academic performance.

School Counselor April Peterson, an M.Ed. certified counselor with more than three decades of experience in East Feliciana Parish, directs student services and testing coordination while supporting compliance with state accountability systems. She collaborates closely with the leadership team to ensure students receive appropriate academic and social-emotional supports and contributes to schoolwide efforts related to staff training, student performance monitoring, and family engagement.

Operational systems—including enrollment, scheduling, data management, reporting, and other general operational functions—are coordinated through OnCourse and Louisiana Department of Education reporting platforms by trained administrative staff under leadership supervision. Facilities management is overseen by school leadership in partnership with licensed contractors responsible for maintenance, safety inspections, and regulatory compliance. This structure ensures that school facilities remain safe, functional, and supportive of student learning.

Collectively, the leadership team provides the required operational expertise for successful implementation of the school’s operations plan, including staffing (Director), professional development (Assistant Principal), performance management (Director and Assistant Principal), general operations (leadership team and administrative staff), and facilities management (school leadership in coordination with licensed contractors).

FPC. 37 - Management of non-academic services, operations, equitable transportation.

SCCS has well-established systems for the efficient management of all non-academic services, developed and refined over a decade of successful operations at its existing campus. These systems—covering transportation, food service, facilities, purchasing, student records, and school safety—will be mirrored at SCES. Each operational area has a clearly identified administrator responsible for oversight, ensuring that compliance, communication, and accountability are maintained from day one. SCCS’s operational systems are grounded in experience and accountability. By leveraging shared services and a distributed leadership structure, SCES will open with a tested framework for non-academic operations that ensures:

- **Efficiency** through centralized management and vendor partnerships,
- **Equity** through free, accessible transportation and inclusive meal services, and
- **Safety and compliance** through continuous oversight and adherence to Louisiana’s charter school operational standards.

Area	Role	Summary
Transportation	Dir. of Ops	Contracts / monitors bus services, ensuring reliable routes, safety compliance, and equitable access. Utilizes the First View parent app for real-time communication. Coordinates with SPED Coordinator to ensure alternative / specialized transportation for students with disabilities, or those temporarily suspended from general routes. Ensures transportation is not a barrier for economically disadvantaged families.

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Area	Role	Summary
Food Services	Ops Mgr., Nurse	Oversees USDA Nat'l School Lunch and Breakfast Programs, ensuring compliance with nutritional standards and food safety reqs. Works with school nurse to accommodate dietary restrictions/allergies. Manages vendor contracts.
Facilities	Director of Ops, Custodial Team	Maintains safe, clean, and well-functioning facilities through daily custodial services, quarterly safety inspections, and preventive maintenance plans. Coordinates with contractors for repairs and HVAC servicing. Ensures all facilities meet state fire marshal, health, and ADA accessibility standards.
Purchasing	Finance Mgr., Director	Manages all purchasing under board-approved fiscal policies, ensuring compliance with internal controls, procurement laws, and audit standards. Purchases require multi-level authorization approvals to maintain transparency and financial integrity.
Student Records	Office Mgr., Asst. Principal	Maintains accurate and confidential student records, enrollment documentation, and attendance data in compliance with LDOE reqs. Uses OnCourse and EdLink for state reporting, ensures records are accessible to parents and compliant with FERPA.
School Safety	School Resource Officer, Dir. of Ops	Oversees schoolwide safety protocols, emergency response plans, and compliance with Louisiana R.S. 17:416.16 and Bulletin 126 safety provisions. Conducts regular emergency drills (fire, lockdown, severe weather) and trains staff annually. Utilizes Safe Schools Louisiana to enhance student safety and reporting mechanisms.

Transportation Plan and Equity Considerations - Transportation at SCES will be managed through SCCS's existing First Student transportation contract, ensuring continuity, safety, and equitable access for all students. This plan ensures that transportation services are equitable, reliable, and responsive to the needs of SCES's diverse student population, removing barriers for both economically disadvantaged students and those with disabilities. Key features include:

1. Accessibility for Economically Disadvantaged Students

- All students are provided free transportation to and from school.
- Bus routes are designed around community clusters in East Feliciana to minimize travel time and ensure consistent access for those without reliable personal transportation.
- Families can track buses in real time using the First View mobile app, improving communication and reliability.

2. Accommodations for Students with Disabilities

- The SPED Coordinator collaborates with First Student to ensure that all Individualized Education Programs (IEPs) specifying transportation needs are fully implemented.
- Accessible vehicles with appropriate equipment (e.g., wheelchair lifts) are available for students requiring specialized transportation.
- In cases where a student with disabilities is suspended from bus services, alternative transportation is arranged immediately, ensuring uninterrupted access to instruction.

3. Oversight and Monitoring

- The Director of Operations monitors route efficiency, punctuality, and compliance through monthly performance reports from First Student.
- Parental feedback is collected through surveys and the SCCS parent advisory committee to ensure ongoing improvement of transportation services.

Operational Capacity and Accountability - All non-academic services at SCES will be supported by SCCS's central operations team, which has a decade of proven experience managing these functions across its existing campus. Shared service oversight (finance, HR, transportation, compliance) will remain under the SCCS administrative umbrella until SCES's enrollment and staffing levels support independent operations. Each administrator's responsibilities are clearly defined in SCCS's Operations Manual and reflected in annual evaluations to ensure accountability for safety, efficiency, and compliance. Quarterly operational reports will be presented to the SCCS Board of Directors, ensuring full transparency and governance oversight consistent with Bulletin 126 §2103.

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FINANCIAL PLAN AND CAPACITY: STUDENT ENROLLMENT AND RECRUITMENT

FPC.38 - Recruitment and marketing for equitable access.

SCES is committed to ensuring that every family has equitable access to the enrollment process. The school's recruitment and marketing strategies are designed to be transparent, inclusive, and accessible to all families, with particular attention to students living in poverty, academically low-achieving students, students with disabilities, and youth at risk of academic failure. SCES will serve students residing within the state of Louisiana and will not impose any admissions requirements beyond residency and completion of the application process, in accordance with Louisiana Charter School Law (R.S. 17:3991(B)(3)). If the number of applicants exceeds available seats, a public lottery will be conducted.

Community-Based Outreach - Because SCES is located in a rural community, recruitment will rely heavily on both community relationships and proactive outreach. Recruitment efforts will extend beyond the Town of Slaughter to reach families throughout East Feliciana Parish and surrounding communities. Informational mailers will be distributed to households within the immediate geographic area so that families without reliable internet access receive enrollment information directly. Additional outreach methods include:

- Social media announcements on the school's Facebook page and website
- Flyers placed at churches, libraries, community centers, and local businesses
- Information shared with East Feliciana Parish district schools
- Presentations at community events and local civic meetings
- Participation in local family events, school fairs, and community gatherings
- in-person info sessions and open houses where families can learn about the school's academic program, meet staff, and receive help completing enrollment applications.

Recruitment Timeline - Recruitment activities have already begun in advance of the school's opening to build awareness and ensure families have ample time to apply.

Timeline	Recruitment Activity
Current	Community interest conversations, family surveys, and outreach to gauge demand
Fall	Distribution of informational flyers and mailers; social media campaign
Winter	Community info sessions, open houses, and presentations at churches and community orgs
Early Spring	Application window opens; online and paper applications available
Spring	Enrollment lottery conducted if applications exceed available seats
Late Spring	Continued outreach to ensure full enrollment and provide orientation for new families

Outreach to Priority Student Groups

Economically Disadvantaged Students - Targeted outreach ensures that low-income families are aware of and supported in the enrollment process. SCES shares flyers through churches, food banks, and local service agencies that serve families in need. Mailers are distributed to all households within the school's catchment area, so that access is not limited by internet availability. These efforts align with SCES's Title I Family Engagement Plan (Appendix 2), which prioritizes equitable participation for economically disadvantaged families.

Academically Low-Achieving Students - Notifying local district schools ensures that families of students who may be struggling academically are aware of SCES as an option. SCES intentionally communicates that it welcomes and supports students performing below grade level, with intervention supports available upon enrollment. This recruitment practice is reinforced by the Multi-Tiered Systems of Support (MTSS) described in the [Academic Plan](#), ensuring that students who enroll with academic gaps receive timely and structured support.

Students with Disabilities - Outreach includes flyers at pediatric clinics, therapy centers, and service providers, clearly communicating that students with disabilities are welcomed and supported at SCES. All recruitment materials affirm compliance with the Individuals with Disabilities Education Act (IDEA) and

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Section 504. These efforts are directly connected to SCES’s plans for [Diverse Learners and Student Supports](#), which ensure families understand both access rights and the full scope of services available.

At-Risk Youth - Recognizing that some students face barriers beyond academics, SCES intentionally engages non-traditional caregivers—including grandparents and foster parents—through targeted mailings and outreach at social service agencies. These efforts reflect the school’s commitment to inclusivity and equity, complementing organizational accountability measures such as discipline equity tracking and the Parent Involvement Policy (Appendix 2).

Conclusion - Together, these recruitment strategies – rooted in community relationships, expanded through diverse outreach channels, and reinforced by commitments in the [Academic Plan](#), [Diverse Learners](#), and [Family Engagement](#) sections– ensure that SCES’s enrollment process is not only legally compliant but also intentionally designed to reach and serve the full diversity of East Feliciana Parish. The following table summarizes these strategies.

Target Group	Outreach Methods	Connection to Supports
Economically Disadvantaged Students	Mailers to all households; flyers at churches, food banks, and service agencies	Title I Family Engagement Plan ensures equitable participation
Academically Low-Achieving Students	Notices to district schools; messaging that SCES welcomes students below grade level	Multi-Tiered Systems of Support (MTSS) and intervention program
Students with Disabilities	Flyers at clinics and service providers; recruitment materials affirming IDEA/504	Supports for Diverse Learners guarantee services, compliance
At-Risk Youth & Non-Traditional Caregivers	Outreach via social service agencies; mailings to foster / grandparent caregivers	Discipline equity tracking and Parent Involvement Policy
General Community	Word of mouth in rural community; social media; mailers; flyers at local businesses	Family & Community Engagement strategies

All recruitment activities will comply with Louisiana Charter School Law and federal nondiscrimination requirements, ensuring no student is denied admission based on race, color, national origin, language status, disability, or academic history. SCES will use a transparent lottery process to guarantee fair access for all applicants.

FINANCIAL PLAN AND CAPACITY: FINANCIAL PLAN

FPC.39 - Revenue sources outside of state and federal funds: committed, anticipated.

SCES’s financial plan is designed to rely primarily on recurring public funding sources while maintaining conservative assumptions and sufficient reserves to ensure long-term fiscal stability. Federal funding included in the current budget consists primarily of Title I and IDEA allocations, which will flow directly to the school through the Louisiana Department of Education once SCES is operational. Title I revenue projections are based on current per-pupil allocations for eligible students in East Feliciana Parish and applied conservatively to projected enrollment. IDEA funding is estimated based on projected special education enrollment and current state allocation formulas.

Revenue projections do not assume any annual inflationary increases in state or federal funding. Although the Louisiana Department of Education has previously suggested modest annual inflators, recent funding trends indicate that state and local per-pupil revenues have remained relatively flat. Accordingly, all revenue projections are based on current funding levels to ensure conservative and legally compliant budgeting assumptions.

At present, no philanthropic contributions, private grants, or student fees are included as required revenue in the operating budget. The school’s financial model is fully sustainable based solely on state Minimum Foundation Program (MFP) funding and federal program allocations such as Title I and IDEA. Should philanthropic opportunities or discretionary grants arise in the future, those funds will be treated as supplemental resources used to enhance programming rather than support core operating expenses.

SCCS maintains a strong record of fiscal stewardship. The organization has completed **independent annual financial audits for the past decade with no material findings**, demonstrating consistent

Slaughter Community Elementary School

compliance with state and federal financial requirements. Financial oversight is provided by the Board of Directors and its Finance Committee, which monitor monthly financial statements, budget adherence, and cash flow indicators to ensure continued financial health.

The school's financial projections include sufficient liquidity to support startup costs, early operating expenses, and enrollment fluctuations during the school's initial years. Essential services—including staffing, transportation, special education services, instructional materials, and facility maintenance—are fully funded within the operating budget. The financial plan therefore demonstrates that SCES can operate successfully without reliance on uncertain revenue sources.

Should any anticipated discretionary or grant funding fail to materialize, the school's operating plan remains fully executable using recurring public funding alone. This conservative approach ensures that SCES will maintain financial stability while directing the majority of available resources toward instruction and student support.

FPC.40 - Financial model contingency plan.

SCCS has a strong history of fiscal stewardship, including clean audits and consistent board oversight. The organization recognizes that unforeseen changes in enrollment, state funding, or expenditures could create shortfalls. To maintain financial health while safeguarding instruction, SCCS employs a layered contingency strategy modeled on best practices and consistent with Louisiana charter expectations; SCES will adhere to the same rigorous practices.

1. Proactive Monitoring and Oversight - The Finance Committee of the Board of Directors reviews financial statements monthly, comparing budgeted to actual revenues and expenses and monitoring cash flow indicators.

- Variances are flagged early, allowing corrective action within the same fiscal year.
- Monthly financial reports are reviewed by Finance Committee and shared with the full Board.
- Financial indicators are monitored against benchmarks used in the Charter School Performance Compact, including liquidity, operating margin, and financial sustainability.

2. Tiered Expenditure Reductions

- **Tier 1 – Immediate, Non-Essential Cuts:** Reduce discretionary spending like travel, stipends not tied to compliance, contracted services not directly affecting instruction.
- **Tier 2 – Operational Adjustments:** Defer non-urgent purchases (e.g., technology upgrades), consolidate vendor contracts, implement efficiencies in facilities and supplies.
- **Tier 3 – Staffing Adjustments (Last Resort):** Protect classroom instruction by first pursuing attrition, reassignment, or reduced non-instructional roles before considering instructional staff changes.

3. Revenue Stabilization and Reserves - SCES will maintain financial reserves and liquidity levels consistent with the financial sustainability expectations outlined in the Louisiana Charter School Performance Compact. These reserves provide protection against short-term fluctuations in enrollment or revenue. If enrollment declines, SCES will adjust staffing and programming proportionally to maintain financial balance while continuing to meet student needs. SCES will also pursue supplemental revenue such as competitive grants and allowable federal program funding to support student services.

4. Scenario Planning

- If enrollment falls by up to 15%, SCCS will absorb the variance through non-essential cuts and use of reserves if needed.
- If enrollment falls between 16-25%, SCCS will implement Tier 2 operational adjustments and seek increased external revenue.
- If enrollment declines by more than 26%, the board will consider Tier 3 staffing adjustments while prioritizing academic integrity and compliance with state requirements.

5. Long-Term Sustainability - Should financial challenges persist beyond a single fiscal year, SCCS will update its multi-year forecast, revisit resource allocations, and, if necessary, adjust program design or

Slaughter Community Elementary School

staffing levels in alignment with sustainable enrollment projections. By combining proactive oversight, tiered expenditure controls, cash reserves, revenue diversification, and scenario planning, SCCS ensures fiscal sustainability even under financial stress. These safeguards allow us to protect the mission and continue delivering high-quality education without interruption, while maintaining full accountability to the board and BESE.

FPC.41 - Financial services provider.

SCCS ensures strong financial oversight through a qualified finance manager responsible for compliance, reporting accuracy, and fiscal stewardship. The attached resume (Appendix 7) demonstrates expertise in budgeting, financial controls, audit preparation, and transparent reporting to the governing board—meeting the standards outlined in the application rubric.

FPC.42 - Current performance: financial requirements.

SCCS meets all current financial requirements and expectations established by its authorizer, EFPSB, as well as applicable state and federal policies. The most recent review by the EFPSB confirmed that SCCS is in compliance with organizational and financial terms of its charter and with required annual evaluations. SCCS (and SCES) will continue to undergo annual independent audits and provide all required financial reports to their respective authorizer. These practices ensure transparency, accountability, and sustained financial health in support of the school’s mission.

FPC.43 - Explain the process the school will use to develop its annual budget.

The SCES budget will be developed annually through a collaborative process that ensures fiscal responsibility and alignment with school mission and community.

FPC.43.a. Who will be involved.

Timeline	Responsible Parties	Key Actions
Jan–Feb	Director, FM	Review financial performance, enrollment projections, staffing needs, anticipated revenues. Preliminary revenue projections/expense forecasts.
Feb–Mar	School Leadership Team	Identify priorities based on data, including LEAP results, benchmark assessments, MTSS needs, staffing levels, and instructional materials.
Mar–Apr	Director and FM	Develop draft budget reflecting enrollment projections, staffing plan, facilities costs, compliance requirements, and operational needs.
Apr–May	Board Finance Committee	Review draft budget, evaluate alignment with academic priorities and financial sustainability metrics, and recommend revisions if necessary.
May–Jun	Full Board of Directors	Review and approve the final annual budget during a public meeting in compliance with Louisiana Open Meetings Law.
Throughout School Year	Director, FM., Finance Committee	Monitor monthly financial reports, review budget-to-actual variances, and adjust expenditures if necessary to maintain fiscal stability.

FPC.43.b. How needs will be identified and weighed.

Budget priorities are determined through a data-driven process that evaluates both instructional needs and operational requirements:

- **Student Achievement Data:** LEAP results, benchmark assessments, diagnostics, and MTSS progress monitoring guide investments in curriculum, interventions, and staffing.
- **Compliance Requirements:** Allocations are made to meet all federal and state mandates, including IDEA, Section 504, Title I, Title II, and ESSER or other federal funding streams.
- **Staffing and Resources:** The largest portion of the budget is dedicated to maintaining strong student-teacher ratios, instructional materials, and support staff to meet diverse learner needs.
- **Facilities and Operations:** Maintenance, safety, and technology infrastructure are reviewed annually to ensure the school environment remains safe and conducive to learning.

Slaughter Community Elementary School

- **Financial Stability:** The school maintains reserves consistent with financial sustainability expectations outlined in the Charter School Performance Compact.

Budget Monitoring and Adjustments - Once approved, the budget is actively monitored throughout the year. The Finance Manager provides monthly financial statements to the Director and Finance Committee, including budget-to-actual comparisons and cash flow projections. If revenue fluctuations or enrollment changes occur, the Director may recommend budget adjustments to the Finance Committee and Board to maintain financial balance while protecting instructional priorities.

FPC.43.c. Virtual, recruiting and hiring virtual staff, in-person intervention and related services.
Not applicable to SCES. All instruction and related services will be delivered in person.

Appendix 8: Insurance Coverages

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Slaughter Community Elementary School

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APPENDIX 1

Evidence of Community Support

Slaughter Community Elementary School: March 2026 Charter Application

1. LETTERS OF SUPPORT

The following table summarizes the **30 individuals and community members** who submitted letters or emails of support for Slaughter Community Charter School's proposed elementary school. Each contributor represents a vital part of the SCCS network—parents, grandparents, alumni, educators, ministers, and local residents—who collectively affirm the school's strong academic reputation, family-centered culture, and consistent community impact.

Their letters reflect a shared conviction that SCCS's proven approach to rigorous, personalized learning should be extended to serve younger students in East Feliciana Parish.

2. PARENT ENGAGEMENT MEETING

On September 24, 2025, SCCS leaders gathered current families to provide information and gather input regarding the about the proposed elementary school expansion. A total of **24 parents** attended the session in person, representing a broad cross-section of SCCS families. Feedback indicated near-unanimous support for expanding SCCS's model to include elementary grades, with parents emphasizing the value of continuity, school culture, and the strong relationships that define the SCCS experience. Materials reflecting attendance and engagement are provided below as additional evidence of community support.

3. ONLINE COMMUNITY MEETING

In addition to in-person engagement, SCCS hosted a Community-Wide Virtual Meeting on September 25, 2025. **The meeting was broadcast via Facebook Live, with 28 live participants, 6.9K total views, 101 reactions, 22 comments, and 3 shares.**

This virtual format allowed participants to engage in real time or view the content retroactively, ensuring equitable access for stakeholders. Viewers were encouraged to submit questions and feedback through comments, email, and follow-up conversations with school leadership. This multi-platform outreach reflects SCCS's commitment to continuous, two-way communication and demonstrates authentic, community-driven support.

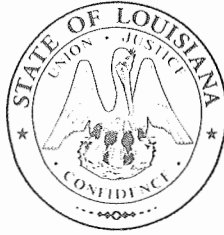
APPENDIX 1
Evidence of Community Support

1. LETTERS OF SUPPORT

Name	Affiliation(s)	Role in the Community
Hon. Caleb Kleinpeter	Louisiana State Senate	Louisiana State Senator, District 17
Caroline Roemer	Louisiana Association of Public Charter Schools	Community Leader
Brother Basil Wicker	Pastor, Slaughter First Baptist Church	Community Leader
Jessica Pennington Dye	Pennington Family Foundation	Philanthropic Donor
Clint Ebey	GEO Academies	Education Partner / Charter Network Leader
Jacob Clifton	President, SLA Management	Community Business Leader / Vendor Partner
Susanne Pritchard	Feliciana Welders, Inc.	Community Business Leader / Vendor Partner
Kyle M. Cutrer	First Student Transportation	Community Business Leader / Vendor Partner (10+ years)
Donna Widner	Grace Health & Rehab Center	Community Business Leader
Donald-Cordillia Stokes	SCCS	Current Parent
Krystal Lewis	East Feliciana Parish (EFP) Resident	Future SCES Parent
Nan Goudeau	SCCS, EFP Resident	Grandparent of Current Students
Jordyn Mancuso	SCCS, EFP Resident	Current SCCS Parent, Future SCES Parent
Amanda Smith	SCCS, EFP Resident	Parent Alum

APPENDIX 1
Evidence of Community Support

Name	Affiliation(s)	Role in the Community
Cade Lockwood	East Feliciana Parish Resident	Community Member, Parent Alum
Meg DeLee	SCCS, EFP Resident	Family Member Supporter
Latrice Elbert	East Feliciana Parish	Community Member
Julie Barksdale	Tanglewood Elementary School Staff, SCCS	Community Member, Former SCCS Educator
Scott Oates	SCCS, EFP Resident	SCCS Alum: Class of 2020
Genevieve Langlois	SCCS, EFP Resident	SCCS Teacher, IEP Facilitator and Future SCES Parent
Tammy Floyd	SCCS, EFP Resident	Current Parent
Colleen Boothe	SCCS, EFP Resident	Current Parent
Alysia Brown	SCCS, EFP Resident	Current Parent
Isaac Brown	SCCS, EFP Resident	Current Parent
Dianna Zeringue	SCCS, EFP Resident	Grandparent of Graduates, Current Students
Emmie Chaney	SCCS, EFP Resident	Parent of Graduates, Current Student
Paula Payne	SCCS, Ethel Baptist Church	Current Teacher, Parent of Graduates, Children's Minister
Amy DeLee	SCCS, EFP Resident	Current Teacher, Future SCES Parent
[REDACTED]	EFP Resident	Current 4th Grader, Future SCES Student



CALEB S. KLEINPETER
State Senator ~ District 17
3741 LA Highway 1 South
Port Allen, LA 70767
Phone: (225) 246-8838
Fax: (225) 246-8839
sen17@legis.la.gov

SENATE
STATE OF LOUISIANA

September 18, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As the Louisiana State Senator representing District 17, and as a proud graduate of one of our state's traditional public high schools, I write to express my full support of the efforts by Slaughter Community Charter School (SCCS) to obtain a new charter application and expand their impact to families with elementary-aged students.

While I deeply value the role of our traditional public schools, I also recognize that Louisiana's educational landscape is strengthened by a diversity of high-quality public school options. Charter schools like SCCS embody the spirit of Louisiana's charter school law, which calls for innovation, expanded opportunities, and improved outcomes for all students.

Since its opening in 2011, SCCS has exemplified these purposes. SCCS maintains high expectations and fosters achievement with a track record of improvement, commitment to strong instructional programs, and focus on college readiness. I'm continually impressed by the positive impact it continues to demonstrate for East Feliciana Parish. It's clear to me that SCCS is not only a school, but also a cornerstone of civic life in Slaughter.

I believe strongly that Louisiana thrives when families have access to excellent schools that meet the needs of their children. SCCS is one such school. I respectfully urge the East Feliciana Parish School Board to approve its charter application and to extend its mission to elementary school.

Sincerely

Caleb S. Kleinpeter

CSK:kd

COMMITTEES

Senate and Governmental
Affairs, Chairman
Judiciary C
Natural Resources
Finance, Interim Member
Select Committee on Homeland
Security, Chairman
Select Committee on Military
and Veterans Affairs
Joint Legislative Committee
on the Budget
Legislative Budgetary Control
Council
Atchafalaya Basin Program
Oversight Committee

September 24, 2025
East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

I am writing in strong support of Slaughter Community Charter School's (SCCS) request to open an additional campus in Louisiana. Since its founding in 2012, SCCS has demonstrated a strong commitment to providing high-quality public education for families in the Slaughter community and beyond.

The school has established a record of academic performance as a consistently top rated school, with student proficiency rates climbing dramatically. Within just a few years, the percentage of students scoring proficient in middle school increased from 61% to 80%, and in high school from 52% to 81%. Equally significant is the fact that minority and economically disadvantaged students show substantial growth over time at SCCS, with End-of-Course exam proficiency rates reaching 70% and 78%, respectively. These results illustrate not only improved averages but also a narrowing of opportunity gaps that persist elsewhere and the leadership team has shown the capacity to deliver on both academic and operational excellence. SCCS has earned the trust of families and the respect of community members by creating a safe, high-performing public school choice for the students they serve.

SCCS stands as a model of what the Louisiana Association of Public Charter Schools strives for on behalf of students and families across the state: schools that deliver academic excellence, equity, and expanded opportunity through strong leadership and community partnership.

Given its proven track record and the demonstrated need for high-quality educational options, I believe SCCS is well-positioned to successfully replicate its model and extend its impact to more students. Their expansion would not only serve additional families but also contribute positively to the broader public school landscape in Louisiana.

I respectfully recommend approval of Slaughter Community Charter School's application to establish an additional school. Please do not hesitate to contact me if you require any additional information.

Sincerely,
Caroline Roemer
Executive Director

October 9, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

My name is **Basil Wicker**, and I serve as Pastor of **Slaughter First Baptist Church**. It is my honor to express wholehearted support for **Slaughter Community Charter School (SCCS)** as it continues its mission to provide high-quality education and opportunity to the young people of East Feliciana Parish.

I have been privileged to lead the congregation of Slaughter First Baptist Church for **over 55 years**, during which time our church has grown from about 100 members to more than 300, and has remained deeply committed to serving our community.

Our congregation has long provided spiritual guidance, practical assistance to families in need, and opportunities for fellowship that strengthen relationships across our town. From hosting Bible study groups and worship services to offering programs for children, youth, and seniors, the church has been a steady presence in Slaughter, working to meet both the spiritual and everyday needs of our neighbors.

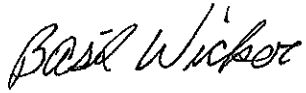
An important priority has always been to invest in young people. We work to support their moral and personal growth, to encourage their education, and to provide them with safe and nurturing spaces where they can develop into the leaders of tomorrow.

In all of these efforts, I have observed first-hand the importance of educational institutions that are not only academically excellent, but that also conduct themselves with integrity, professionalism, and accountability. Slaughter Community Charter School exemplifies these qualities. The administration and staff of SCCS have demonstrated honesty in financial management, consistent follow-through, respect for families, and a real concern for every student's success.

I strongly believe that SCCS is an asset to our community. The school's vision, discipline, and care for students, combined with its dedication to creating pathways for success, are something that we as spiritual and civic leaders can and should support. Validation from institutions such as Slaughter First Baptist Church matters: it sends a signal to families, children, community partners, and local authorities that SCCS is trusted, credible, and working for the good of all.

It is with confidence and sincere hope that I offer this letter of support for SCCS. I look forward to seeing the lives transformed through the school's work, and to partnering however I can in support of these students and this community.

Sincerely,

A handwritten signature in cursive script that reads "Basil Wicker".

Basil Wicker
Pastor, Slaughter First Baptist Church
3227 Church Street
Slaughter, LA 70777



September 25, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

On behalf of The Mary & Daryl Pennington Family Foundation, we are thrilled to offer our strong support for Slaughter Community Charter School's application to expand its mission through the development of a new elementary charter school in East Feliciana Parish.

Our foundation has been a committed partner to SCCS since its early days. Over the years, we have invested significant grant funding to help the school provide high-quality learning opportunities – funds that have supported technology upgrades, strengthened academic programs, and enhanced student athletic facilities. Each of these investments has been matched by SCCS's unwavering dedication to excellence and its proven ability to translate resources into meaningful outcomes for students, as evidenced by its consistently exemplary school performance ratings and test results.

Since opening its doors in 2011, SCCS has demonstrated measurable academic growth and an extraordinary commitment to its students and families. Beyond raising achievement, the school has built a culture that holds high expectations while ensuring that every child is known and supported. SCCS is not only a place of learning but also a community anchor that reflects excellence in public education in East Feliciana Parish.

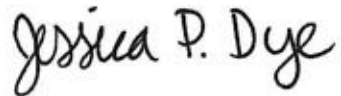
Additionally – and importantly – our foundation's longstanding partnership with SCCS has affirmed their reputation for fiscal responsibility; the school has not only maximized the impact of grant dollars but has also ensured that financial sustainability is embedded in their planning and operations.

We are confident that extending SCCS's model to elementary grades will provide children in our community with the strong academic foundation they deserve. This

expansion will ensure that students are prepared for long-term success, beginning in the earliest grades and continuing through middle and high school.

For these reasons, we respectfully urge you to approve SCCS's charter application and allow it to bring its vision of excellence to elementary students in East Feliciana Parish.

Sincerely,

A handwritten signature in black ink that reads "Jessica P. Dye". The signature is written in a cursive, flowing style.

Jessica Pennington Dye

CEO

The Mary & Daryl Pennington Family Foundation

East Feliciana School Board
12732 Silliman St.
Clinton, LA 70722

Re: Letter of Support for Slaughter Community Charter School Charter Expansion (K–12)

Dear Members of the East Feliciana Parish School Board,

I am writing to express my strong support for the charter application submitted by Slaughter Community Charter School (SCCS) to expand its grade configuration from 7–12 to a full K–12 program through the creation of a new K–6 school.

Since its establishment, SCCS has demonstrated a consistent commitment to high academic standards, strong community partnerships, and student success. The school has earned recognition for both its academic performance and its ability to provide families with a safe, structured, and nurturing environment. Its reputation as an “A” school reflects the dedication of its leadership team, teachers, and governing board to ensuring that every student has the opportunity to thrive.

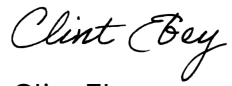
Expanding SCCS to serve students from Kindergarten through 6th grade represents a natural and essential progression of its mission. A K–12 model would:

1. Strengthen continuity of learning: Students will benefit from a seamless academic pathway, ensuring that the same culture of high expectations and support guides them from their earliest years through high school graduation.
2. Increase access for families: Families in East Feliciana Parish will gain an additional high-quality public school option for younger students, reducing the need for transfers and transitions during formative years.
3. Deepen community impact: By serving a wider age range, SCCS will be positioned to further invest in the parish, fostering long-term relationships with students and families and contributing to the stability of the broader school system.
4. Support parish goals: This expansion aligns with East Feliciana Public Schools’ five-year strategic plan, which emphasizes “Excellence, Every Day” and prioritizes Engaged Families and Community. By offering families a full K–12 pathway within SCCS, the school strengthens continuity for students and deepens family partnerships in ways that directly support those priorities.

The track record of SCCS gives me full confidence in their ability to replicate their success at the elementary level. I believe this expansion will have a profoundly positive impact on students, families, and the parish as a whole.

Thank you for your consideration of this application and for your continued commitment to ensuring that all students in East Feliciana Parish have access to an excellent education. I am proud to lend my full support to Slaughter Community Charter School's proposal to serve students in grades K-12.

Respectfully,

A handwritten signature in cursive script that reads "Clint Ebey".

Clint Ebey

Jacob Clifton

SLA Management

601 S Lake Destiny Dr suite 405, Maitland, FL 32751

9/22/25

East Feliciana Parish School Board

P.O. Box 397

Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a business owner and service provider in East Feliciana Parish, I am pleased to express my strong support for **Slaughter Community Charter School (SCCS)**. Over the years, I have had the opportunity to work with SCCS in a professional capacity, and I can personally attest to the school's commitment to integrity, professionalism, and excellence in all of its operations.

Our business partnership with SCCS has consistently reflected a high level of accountability, open communication, and respect. The administration and staff demonstrate fiscal responsibility and professional courtesy in every transaction, and they uphold their commitments with reliability and timeliness.

Beyond these professional interactions, SCCS's mission and values extend into the broader community. The school is dedicated not only to the success of its students, but also to building positive and sustainable relationships with local businesses and organizations. This reflects a deep respect for the interconnectedness of our community.

For these reasons, I wholeheartedly vouch for SCCS's professionalism and integrity, and I support its continued growth as a charter school that benefits students, families, and the wider East Feliciana community.

Sincerely,
Jacob Clifton

President

Handwritten signature of Jacob Clifton in black ink, consisting of a stylized 'J' and 'C' followed by a horizontal line.

SLA Management

FWI

FELICIANA

WELDERS INC.

Susanne Pritchard

Feliciana Welders, Inc.

P.O. Box 303

Slaughter, La. 70777

10/3/2025

East Feliciana Parish School Board P.O. Box 397 Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a business owner and service provider in East Feliciana Parish, I am pleased to express my strong support for Slaughter Community Charter School (SCCS). Over the years, I have had the opportunity to work with SCCS in a professional capacity, and I can personally attest to the school's commitment to integrity, professionalism, and excellence in all of its operations.

Our business partnership with SCCS has consistently reflected a high level of accountability, open communication, and respect. The administration and staff demonstrate fiscal responsibility and professional courtesy in every transaction, and they uphold their commitments with reliability and timeliness.

Beyond these professional interactions, SCCS's mission and values extend into the broader community. The school is dedicated not only to the success of its students, but also to building positive and sustainable relationships with local businesses and

organizations. This reflects a deep respect for the interconnectedness of our community.

For these reasons, I wholeheartedly vouch for SCCS's professionalism and integrity, and I support its continued growth as a charter school that benefits students, families, and the wider East Feliciana community.

Sincerely,

Feliciana Welders, Inc.

Susanne Pritchard

Secretary Treasure

October 1, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a service provider in East Feliciana Parish, I am pleased to express my strong support for Slaughter Community Charter School (SCCS). As partners in education, First Student and SCCS have had the opportunity to work closely together for 10 plus years. I can personally attest to the school's commitment to integrity, professionalism, and excellence in all of its operations.

Our business partnership with SCCS has consistently reflected a high level of accountability, open communication, and respect. The administration and staff demonstrate fiscal responsibility and professional courtesy in every transaction, and they uphold their commitments with reliability and timeliness.

Beyond these professional interactions, SCCS's mission and values extend into the broader community. The school is dedicated not only to the success of its students, but also to building positive and sustainable relationships with local businesses and organizations. This reflects a deep respect for the interconnectedness of our community.

For these reasons, I wholeheartedly vouch for SCCS's professionalism and integrity, and I support its continued growth as a charter school that benefits students, families, and the wider East Feliciana community.

Sincerely,

A handwritten signature in blue ink that reads 'Kyle M Cutrer'.

Kyle M Cutrer
Location Manager





October 14, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

Over the years, Grace Health and Rehabilitation Center has had the opportunity to work with **Slaughter Community Charter School (SCCS)** in a professional capacity, and can attest to the school's commitment to integrity, professionalism, and excellence in all of its operations. As a member of Grace's Administrative staff, I am pleased to express my strong support for SCCS.

Our business partnership with SCCS has consistently reflected a high level of accountability, open communication, and respect. The administration and staff demonstrate fiscal responsibility and professional courtesy in every transaction, and they uphold their commitments with reliability and timeliness.

Beyond these professional interactions, SCCS's mission and values extend into the broader community. The school is dedicated not only to the success of its students, but also to building positive and sustainable relationships with local businesses and organizations. This reflects a deep respect for the interconnectedness of our community.

For these reasons, I wholeheartedly vouch for SCCS's professionalism and integrity, and I support its continued growth as a charter school that benefits students, families, and the wider East Feliciana community.

Sincerely,

Donna Widner

Director of Office Management

CURRENT SCCS PARENT

From: Donald-cordillia Stokes [REDACTED]
Sent: Wednesday, October 8, 2025 6:50 PM
To: Stephanie Goudeau [REDACTED]
Cc: Deborah Chandler [REDACTED]
Subject: Letter of Support for SCCS K-6 Expansion

Dear Dr. Goudeau and SCCS Board,

As a parent and supporter of our community, I am writing to express my full support for SCCS's proposed K-6 expansion. This project represents a vital opportunity for continued growth and stability in our community.

Expanding SCCS to include elementary grades will provide much-needed continuity for students, allowing them to build strong educational foundations within a familiar, supportive environment. It will also help address the current overcrowding challenges faced by Slaughter Elementary, easing pressure on the local public school system while ensuring that every child has access to a quality education close to home.

I believe this expansion will greatly benefit our families, our children, and the future of our community. Thank you for your leadership and vision in making this possible.

Sincerely,

C. Stokes.

FUTURE SCES PARENT

From: Krystal Lewis <[REDACTED]>
Sent: Wednesday, October 8, 2025 8:34 PM
To: Stephanie Goudeau <[REDACTED]>
Cc: Deborah Chandler <[REDACTED]>
Subject: Support for SCCS K-6 Charter Expansion

Dear Dr. Goudeau and Mrs. Chandler,

I am writing to express my full support for the expansion of SCCS to include a new K-6 Elementary School. SCCS has consistently demonstrated excellence in education, leadership development, and community impact, and I believe this expansion will provide even greater opportunities for our children to grow academically, socially, and spiritually.

The vision and commitment of SCCS to student success have already made a lasting difference, and adding a K-6 program will strengthen that foundation for generations to come. I wholeheartedly support this initiative and encourage the charter approval process to move forward.

Thank you for your dedication to excellence and for continuing to invest in the future of our community.

Sincerely,
Krystal Lewis
225-921-4977
Parent of a 1st grader and a future Pre-K student (August 2026)

CURRENT SCCS GRANDPARENT

From: Nan Goudeau <[REDACTED]>
Sent: Thursday, October 9, 2025 9:10 AM
To: Stephanie Goudeau <[REDACTED]>
Subject: K-6 charter

You don't often get email from nangoudeau@gmail.com. [Learn why this is important](#)

Dear Dr. Goudeau and Ms. Chandler,

I am writing to express my full support for SCCS's plan to expand and establish a new K-6 Elementary School. I believe this addition will greatly benefit our community by providing more educational opportunities and continuing SCCS's strong tradition of academic excellence and character development.

Thank you for your commitment and leadership in advancing this important initiative.

Sincerely,
Nan Goudeau
Grandparent to three students who attend SCCS

CURRENT SCCS PARENT / FUTURE SCES PARENT

From: Jordyn Barlow [REDACTED] >
Sent: Thursday, October 9, 2025 11:16 AM
To: Stephanie Goudeau [REDACTED] >; Deborah Chandler [REDACTED]
Subject: Support for Expanding SCCS

Dear SCCS Leadership,

I am writing to express my strong support for the proposed expansion of Slaughter Community Charter School to include grades Kindergarten through 6th grade. As a parent of a current 9th grader, I have witnessed firsthand the incredible impact this school has had on my child's education, growth, and character. The dedicated teachers, supportive environment, and high academic standards have made SCCS an exceptional place for students to thrive.

As a new parent again, I am especially excited about the possibility of my younger child being able to attend SCCS from the very beginning of their educational journey. Offering a K–12 pathway would not only strengthen the school community but also provide families with consistency and continuity in their children's education—something that is incredibly valuable in supporting long-term academic and personal success.

I truly believe expanding SCCS to include elementary grades will allow more families to experience the same positive environment we have come to appreciate, and it will help build an even stronger foundation for students across all grade levels.

Thank you for your time and consideration of this important step forward for our school community.

Sincerely,

Jordyn Mancuso

COMMUNITY MEMBER / PARENT ALUM

From: Manda <[REDACTED]>
Sent: Thursday, October 9, 2025 4:04 PM
To: Stephanie Goudeau <[REDACTED]>
Subject: Elementary School

Dr. Goudeau, I very emphatically support the school's expansion to include Kindergarten through 6th Grade! That is wonderful, I hope you are successful getting it completed.

We miss the school, it is a big change for me not to have a Knight down there. Hope you are well.

Amanda Smith

COMMUNITY MEMBER

From: Lockwood, Charles Cade <[REDACTED]>
Sent: Thursday, October 9, 2025 9:21 AM
To: Stephanie Goudeau <[REDACTED]>
Subject: I support!

Dear Dr. Goudeau and Ms. Chandler,

I am writing to express my full support for SCCS's plan to expand and establish a new K-6 Elementary School. I believe this addition will greatly benefit our community by providing more educational opportunities and continuing SCCS's strong tradition of academic excellence and character development.

Thank you for your commitment and leadership in advancing this important initiative.

Sincerely,

Cade Lockwood

Resident of the Town of Slaughter

COMMUNITY MEMBER

From: JULIE BARKSDALE [REDACTED]
Sent: Thursday, October 9, 2025 9:00 AM
To: Stephanie Goudeau [REDACTED]
Subject: SUPPORT

Dear Dr. Goudeau and Dr. Chandler,

I am writing to express my full support for SCCS's plan to expand and establish a new K-6 Elementary School. I believe this addition will greatly benefit our community by providing more educational opportunities and continuing SCCS's strong tradition of academic excellence and character development.

I have been a resident of Slaughter my entire life and worked at Slaughter Elementary for 25 years. This will truly be an asset to the Slaughter community.

Thank you for your commitment and leadership in advancing this important initiative.

Julie Barksdale
Executive Secretary
Tanglewood Elementary

COMMUNITY MEMBER

From: Latrice Elbert [REDACTED]
Sent: Thursday, October 9, 2025 9:20 AM
To: Stephanie Goudeau [REDACTED]
Subject: SCCS support

Dear Dr. Goudeau and Ms. Chandler,

I am writing to express my full support for SCCS's plan to expand and establish a new K-6 Elementary School. I believe this addition will greatly benefit our community by providing more educational opportunities and continuing SCCS's strong tradition of academic excellence and character development.

Thank you for your commitment and leadership in advancing this important initiative.

Sincerely,
Latrice Elbert

SCCS ALUM

From: scott oates [REDACTED]
Sent: Thursday, October 9, 2025 9:48 AM
To: Stephanie Goudeau [REDACTED]
Subject: Support for the charter for K-6

Good morning Dr. Goudeau,

I hope you and the rest of the SCCS faculty are doing well since I was a student there, I am emailing you regarding supporting SCCS to get chartered to teach K-6.

Sincerely,

Scott Oates

2020 SCCS Alumni

CURRENT SCCS TEACHER / FUTURE SCES PARENT

From: Ginny Langlois [REDACTED]
Sent: Thursday, October 9, 2025 2:16 PM
To: Stephanie Goudeau [REDACTED]
Subject: corrected letter for Expansion

Dear Dr. Goudeau,

I am writing to express my strong support for the proposed expansion of Slaughter Community Charter School (SCCS) to include grades K–6. As both a Support Teacher and IEP Facilitator, as well as a parent, I have seen firsthand the remarkable impact SCCS has on its students, staff, and community. Expanding to serve younger grades would allow us to further our mission—*“Every Day, Every Knight, Will Advance”*—by building a strong academic and character foundation from the very beginning of a child’s education.

Each day, I witness how SCCS fosters a culture of excellence, inclusion, and growth. Our teachers and staff are deeply committed to meeting students where they are and helping them progress academically, socially, and emotionally. Extending our program to include elementary grades would ensure that students have access to this supportive environment earlier, allowing for continuity and consistency in their educational experience.

On a personal level, this expansion would mean the opportunity for my own children—who currently attend school in another district—to become part of the SCCS family. I have great confidence that they would thrive in the same nurturing and high-achieving environment that I am proud to be a part of every day.

Thank you for considering this important step in the continued growth of Slaughter Community Charter School. Expanding to include K–6 will strengthen our community, our families, and our shared commitment to ensuring that *Every Day, Every Knight, Will Advance*.

Sincerely,
Genevieve Langlois
Support Teacher / IEP Facilitator
Slaughter Community Charter School

Tammy Floyd
8935 Folly Brown Rd
Clinton, LA 70722
October 9, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a parent of a student at **Slaughter Community Charter School (SCCS)**, I am writing to express my strong support for the charter application to open an elementary school.

My child is currently in 12th at SCCS, and I could not be more grateful for the opportunities this school has provided. From rigorous academics to supportive teachers who truly know my child's name and care about their success, SCCS has created an environment where students are challenged, encouraged, and prepared for the future. I have seen firsthand how SCCS holds students to high expectations while also providing the help and encouragement they need to meet them.

SCCS's mission - *Every Day, Every Knight Will Advance* - is not just words on paper. It shows up in the way teachers communicate with us, the way kids are supported with tutoring and enrichment, and the way the school celebrates its students at every level. My child has benefited not only academically, but also personally, now glowing with confidence and pride in their accomplishments.

As a parent, I am especially excited about the possibility of younger children in our community having the same opportunity to attend SCCS. Families here want options that provide both strong academics and a safe, supportive school culture. SCCS has proven over more than a decade that it can deliver both.

I respectfully urge you to approve SCCS's charter application so that current and future students in East Feliciana Parish can continue to thrive. This school has already changed lives - including my child's - and I believe its positive impact will only grow stronger with additional seats for elementary students.

Sincerely,
Tammy Floyd
Proud SCCS Parent

Colleen Boothe

7879 Hillside Dr, Clinton, La. 70722

10/9/2025

East Feliciana Parish School Board

P.O. Box 397

Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a parent of a student at **Slaughter Community Charter School (SCCS)**, I am writing to express my strong support for the charter application to open an elementary school.

My children are currently in 10th and 11th grade at SCCS, and I could not be more grateful for the opportunities this school has provided. From rigorous academics to supportive teachers who truly know my child's name and care about their success, SCCS has created an environment where students are challenged, encouraged, and prepared for the future. I have seen firsthand how SCCS holds students to high expectations while also providing the help and encouragement they need to meet them.

SCCS's mission - *Every Day, Every Knight Will Advance* - is not just words on paper. It shows up in the way teachers communicate with us, the way kids are supported with tutoring and enrichment, and the way the school celebrates its students at every level. My child has benefited not only academically, but also personally, now glowing with confidence and pride in their accomplishments.

As a parent, I am especially excited about the possibility of younger children in our community having the same opportunity to attend SCCS. Families here want options that provide both strong academics and a safe, supportive school culture. SCCS has proven over more than a decade that it can deliver both.

I respectfully urge you to approve SCCS's charter application so that current and future students in East Feliciana Parish can continue to thrive. This school has already changed lives - including my child's - and I believe its positive impact will only grow stronger with additional seats for elementary students.

Sincerely,

Colleen Boothe

Proud SCCS Parent

Alysia Brown
6008 Hawsey Rd
Ethel, LA 70730
10/15/2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a parent of a student at **Slaughter Community Charter School (SCCS)**, I am writing to express my strong support for the charter application to open an elementary school.

My child is currently in 7th grade at SCCS, and I could not be more grateful for the opportunities this school has provided. From rigorous academics to supportive teachers who truly know my child's name and care about their success, SCCS has created an environment where students are challenged, encouraged, and prepared for the future. I have seen firsthand how SCCS holds students to high expectations while also providing the help and encouragement they need to meet them.

SCCS's mission - *Every Day, Every Knight Will Advance* - is not just words on paper. It shows up in the way teachers communicate with us, the way kids are supported with tutoring and enrichment, and the way the school celebrates its students at every level. My child has benefited not only academically, but also personally, now glowing with confidence and pride in their accomplishments.

As a parent, I am especially excited about the possibility of younger children in our community having the same opportunity to attend SCCS. Families here want options that provide both strong academics and a safe, supportive school culture. SCCS has proven over more than a decade that it can deliver both.

I respectfully urge you to approve SCCS's charter application so that current and future students in East Feliciana Parish can continue to thrive. This school has already changed lives - including my child's - and I believe its positive impact will only grow stronger with additional seats for elementary students.

Sincerely,
Alysia Brown
Proud SCCS Parent

Isaac Brown
6008 Hawsey Rd
Ethel, LA 70730
10/15/2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a parent of a student at **Slaughter Community Charter School (SCCS)**, I am writing to express my strong support for the charter application to open an elementary school.

My child is currently in 7th grade at SCCS, and I could not be more grateful for the opportunities this school has provided. From rigorous academics to supportive teachers who truly know my child's name and care about their success, SCCS has created an environment where students are challenged, encouraged, and prepared for the future. I have seen firsthand how SCCS holds students to high expectations while also providing the help and encouragement they need to meet them.

SCCS's mission - *Every Day, Every Knight Will Advance* - is not just words on paper. It shows up in the way teachers communicate with us, the way kids are supported with tutoring and enrichment, and the way the school celebrates its students at every level. My child has benefited not only academically, but also personally, now glowing with confidence and pride in their accomplishments.

As a parent, I am especially excited about the possibility of younger children in our community having the same opportunity to attend SCCS. Families here want options that provide both strong academics and a safe, supportive school culture. SCCS has proven over more than a decade that it can deliver both.

I respectfully urge you to approve SCCS's charter application so that current and future students in East Feliciana Parish can continue to thrive. This school has already changed lives - including my child's - and I believe its positive impact will only grow stronger with additional seats for elementary students.

Sincerely,
Isaac Brown
Proud SCCS Parent

Dianna Zeringue

6800 Hokaday Road
Slaughter, Louisiana 70777
October 15, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of the East Feliciana Parish School Board,

As a grandparent of a student at **Slaughter Community Charter School (SCCS)**, I am writing to express my **strong support** for the charter application to open an elementary school.

My grandchild is currently in 12th grade at SCCS. Another grandchild graduated in 2021 from SCCS. I could not be more grateful for the opportunities this school has provided. From rigorous academics to supportive teachers who truly know my child's name and care about their success, SCCS has created an environment where students are challenged, encouraged, and prepared for the future. I have seen firsthand how SCCS holds students to high expectations while also providing the help and encouragement they need to meet them.

SCCS's mission - *Every Day, Every Knight Will Advance* - is not just words on paper. It shows up in the way teachers communicate with us, the way kids are supported with tutoring and enrichment, and the way the school celebrates its students at every level. My grandchild has benefited not only academically, but also personally, now glowing with confidence and pride in their accomplishments.

As a grandparent, I am especially excited about the possibility of younger children in our community having the same opportunity to attend SCCS. Families here want options that provide both strong academics and a safe, supportive school culture. SCCS has proven over more than a decade that it can deliver both.

I respectfully urge you to approve SCCS's charter application so that current and future students in East Feliciana Parish can continue to thrive. This school has already changed lives - including my grandchild's - and I believe its positive impact will only grow stronger with additional seats for elementary students.

Sincerely,
Dianna Zeringue
Proud SCCS Grandparent

Emmie Chaney
3674 Hwy 68
Jackson, La 70748
October 9, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, La 70722

East Feliciana Parish School Board members,

I am the parent of two Slaughter Community Charter School graduates and one current 10th grader. All of my children have had positive experiences at SCCS both in the classroom and in extracurricular activities. Both of my graduates are thriving in their post high school lives. One has continued her education at Southeastern Louisiana University and the other joined the Zachary Fire Department. Before attending SCCS my children were homeschooled because of a lack of schooling options. Education is important to us and our options for elementary school included subpar parish schools or private education. The latter being out of reach forced us to homeschool. Having SCCS as an elementary option would have had a positive impact on my family and I'm sure many others. I strongly support this growth for the future of East Feliciana Parish.

Sincerely,
Emmie Chaney

October 7, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Members of EFPSB,

It has been my privilege to serve our community in two capacities. In January of 2019, I was called to Ethel Baptist Church as their Children's Minister and Adult Worship Leader. Then in 2021, God opened the door for me to return to the English classroom at Slaughter Community Charter School. These roles have allowed me to step into the lives of children from preschool through 12th Grade and see the impact SCCS has made for families in East Feliciana. I am honored to support its application to open an elementary charter school.

As a teacher, I value the intentional culture at SCCS. Our administrators are visible and deeply involved, ready to support both teachers and students. I have witnessed how this culture changes lives—most vividly in a student facing tremendous family struggles who, with the support of the entire school community, not only persevered but passed state tests and advanced to the next grade level. Stories like this remind me why SCCS is so respected and valued by families across the region. In fact, my family is one of those! Before I became an SCCS teacher, I was an SCCS parent. I am proud to testify that my son and daughter both graduated from SCCS and used the foundation they received in high school to earn college degrees!

As a children's minister, I hear directly from parents who want the very best start for their children. Many have expressed to me their desire for a school like SCCS to be available at the elementary level. Families in our community know that SCCS offers an environment where every child is seen, supported, and expected to achieve. The interest I have heard from parents beyond Slaughter, and even outside the parish, shows just how much trust and confidence families place in this school.

Extending SCCS into the elementary grades will give our youngest learners the foundation they need to thrive, academically and personally. It will also provide families in our parish with the educational choice they are asking for.

I respectfully urge you to approve SCCS's charter application for an elementary school so that more children can benefit from the supportive, rigorous, and family-centered environment that I have experienced as a parent, as a teacher, and as a minister.

Sincerely,

Paula L. Payne

Paula L. Payne
Teacher, Slaughter Community Charter School
Children's Minister, Ethel Baptist Church

Amy DeLee

Teacher and Parent
Slaughter Community Charter School

September 25, 2025

East Feliciana Parish School Board
P.O. Box 397
Clinton, Louisiana 70722

Dear Board Members,

When I first joined SCCS, I was struck by the difference in culture compared to my prior teaching experience. The discipline and support structures here are intentional and effective—students know what is expected of them, and they rise to those expectations. In my first week, I saw staff and leadership working together to support students and teachers alike, creating a collaborative, family-like environment where learning is prioritized and discipline is maintained with consistency and care.

I have seen first-hand how this culture changes lives. One of my seventh-grade students entered struggling both academically and behaviorally. With consistent support, the benefit of longer class periods that allow for deeper learning, and our school's intentional approach to discipline, she not only improved her behavior but also made significant academic progress. Stories like hers are not unique—on average, my students show more than a grade level of growth each year in IXL diagnostic assessments.

The contrast to the other school communities I had experienced was so refreshing that I am anxious to enroll my fourth and first grade daughters as students when they become eligible to attend. As both a teacher and a parent, I value this environment deeply. I want my own children to experience the SCCS culture from the very beginning of their education. Students here are known by name, challenged academically, and supported as individuals. I am confident that starting children in kindergarten with these same structures will only strengthen their chances of long-term success.

For these reasons, I very much hope you will approve SCCS's charter application for an elementary school and give my daughters the opportunity to begin their SCCS journey in sixth grade. This investment will not only transform lives but also expand access to high-quality education for families across our parish.

Sincerely,


Amy DeLee

4th Grade Student

September 25, 2025

EFPSB

P.O. Box 397
Clinton, Louisiana 70722

Members of the East Feliciana Parish School Board,

My name is [REDACTED], and I am in the 4th grade. I am happy at my current school, but I wish I could go to a school like the one where my mom teaches—Slaughter Community Charter School. I know how much she cares about her students and how hard the teachers work there. I love the teachers there and would be excited to be part of a school with that kind of heart.

What I like most about SCCS, even from the outside, is how everyone seems to know each other and help each other. It feels like a family. I wish I could have that same experience, and I think other kids in our parish should have that choice too.

Please support SCCS's application to open an elementary school so that students like me can have the opportunity to learn and grow in the same supportive environment.

Sincerely,

[REDACTED]

APPENDIX 1
Evidence of Community Support

2. PARENT ENGAGEMENT MEETING

The meeting was attended by 24 parents, as recorded on the attached sign-in sheet, representing current SCCS families and parents of prospective elementary students. Participants discussed the school's mission, curriculum alignment, and early learning design, offering recommendations to ensure the SCCS elementary model preserves the supportive, academically rigorous environment that has characterized the middle and high school program.

Following the discussion, attendees completed a brief Parent Feedback Survey, a sample of which is included below, preceding the sign-in sheet. The survey asked families to rate their level of support for the expansion and identify priorities such as academic rigor, social-emotional development, extracurricular opportunities, and communication between school and home. Survey responses indicated overwhelming support for the proposed K-6 program, with parents expressing enthusiasm for early access to SCCS's culture of high expectations and personalized attention. The qualitative comments highlighted a consistent theme of trust in SCCS leadership and a desire to extend its proven success to younger students. Collectively, the meeting dialogue and survey data provide strong, documented evidence of broad community endorsement for SCCS's proposed elementary expansion and its alignment with family needs in East Feliciana Parish.

Your Name: Carla Sibille	Grade Level(s) of Your Child(ren) at SCCS: 9 & 11
	Year your family joined the SCCS Community: 2021

What sets Slaughter Community Charter School apart, from your perspective? Why do you continue to choose to send your child(ren) to SCCS?

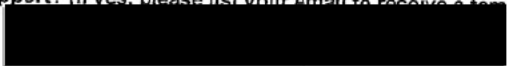
High Academic Standards
Discipline
Staff's Care & Concern for Students

What are your thoughts on SCCS expanding to serve elementary grade levels – are you in support of this expansion?

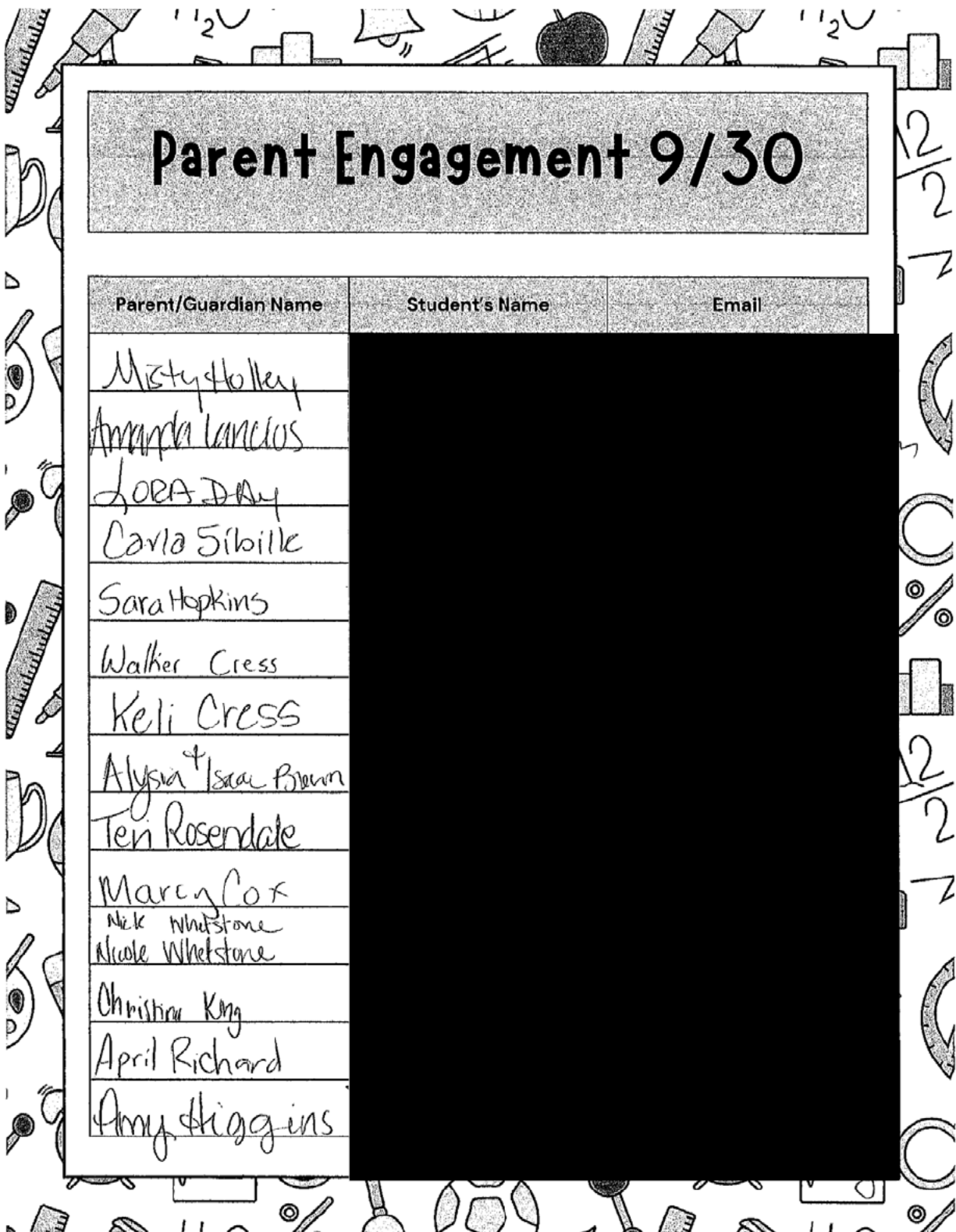
Yes, I think the reasons I listed above would be very beneficial for elementary age students and would provide sorely needed options for parents in this parish.

Would you be interested in contributing to the elementary charter application process via submission of a letter of support? (if yes, please list your email to receive a template and instructions)

yes



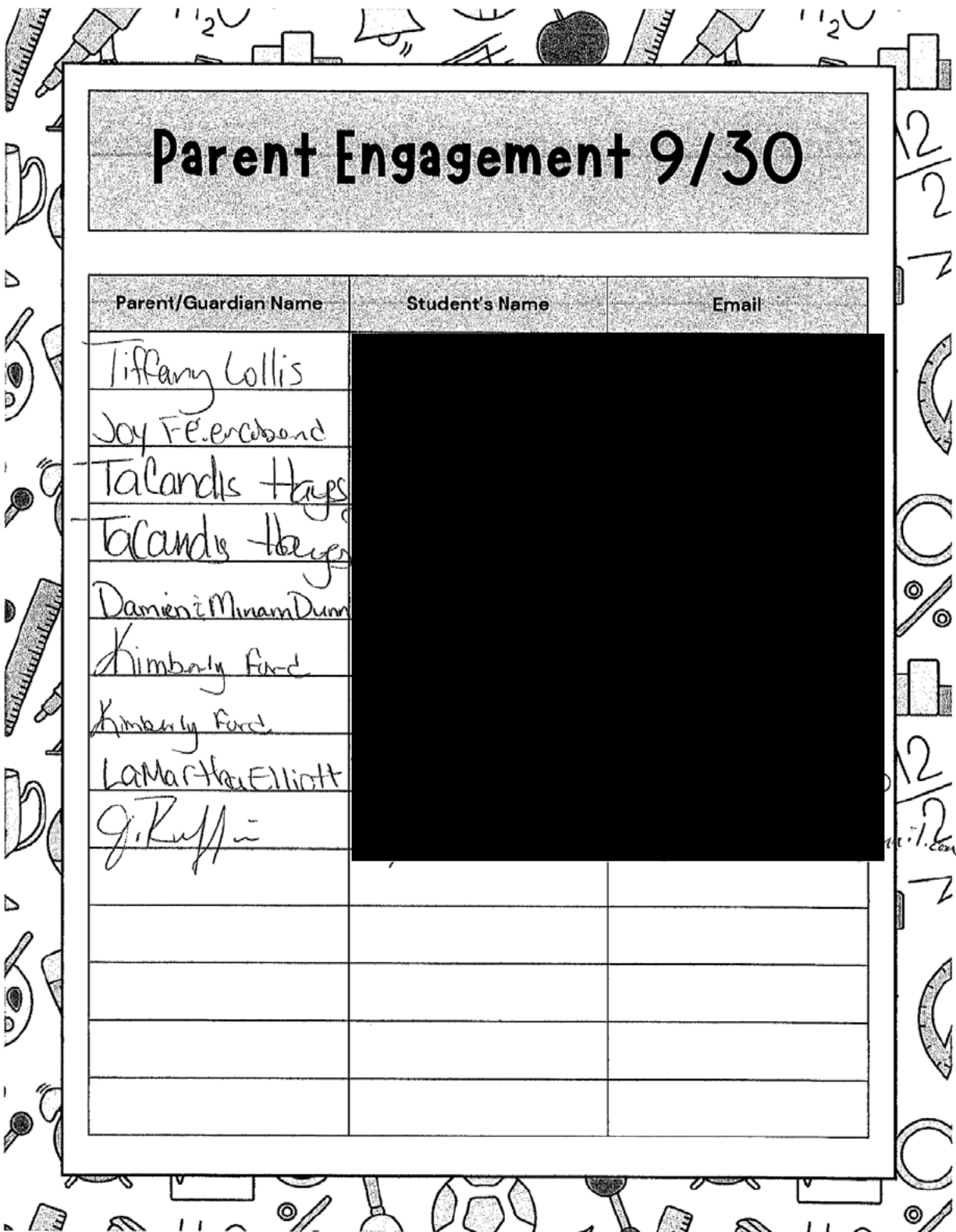
APPENDIX 1
Evidence of Community Support



Parent Engagement 9/30

Parent/Guardian Name	Student's Name	Email
Misty Holley		
Amanda Lancelos		
LOBA DAY		
Carla Sibille		
Sara Hopkins		
Walker Cress		
Keli Cress		
Alysa + Isaac Brown		
Ten Rosendale		
Marcy Cox		
Nick Whitstone		
Nicole Whitstone		
Christian King		
April Richard		
Amy Higgins		

APPENDIX 1
Evidence of Community Support



Parent Engagement 9/30

Parent/Guardian Name	Student's Name	Email
Tiffany Collis		
Joy Ferencband		
Talandis Hayes		
Talandis Hayes		
Damen MinamDum		
Kimberly Ford		
Kimberly Ford		
LaMartha Elliott		
J. Kuffin		

APPENDIX 2

Draft School Model Master Plan

Slaughter Community Elementary School: March 2026 Charter Application

Slaughter Community Elementary School Draft School Model Master Plan

SCES seeks to endorse a proactive approach to discipline. Listed below is a summary of the infractions of school rules and disciplinary actions. Students may receive a discipline referral from a faculty or staff member on campus, during any time of the day, including during field trips, sporting events, and extra-curricular activities. Four Level 1 (minor) infractions will be equivalent to a Level 2 infraction and disciplinary action. Repeated occurrences of any Level 1 or Level 2 behavior will warrant a suspension. Students who assist others in the committal of the following infractions, before or after the event, are subject to the same punishments as those that commit the act themselves. SCES is committed to ensuring that our students are safe throughout the day. To do this, SCES reserves the right to search any and all students, and their possessions, at any time.

Infractions of School Rules and Disciplinary Action	
Level 1 Behaviors	Progressive Disciplinary Policy <ul style="list-style-type: none"> • Verbal Warning/Reteach Rule & Behavior • Parental Contact • Lunch detention • At-home detention • After-school detention (Campus Beautification) *Habitual offenders (4 or more Level 1 infractions) will face Level Two Disciplinary Actions
Inappropriate language	
Horseplay	
Inappropriate use of school supplies	
Teasing	
Disruption, excessive talking	
Sleeping and/or not participating in class	
Dress code violations/ Improper Dress	
Violates Traffic/ Safety regulation	
Willful disobedience	
Not prepared for class	
Public display of affection	
Failure to complete assignment	
Level 2 Behaviors	Progressive Disciplinary Policy <ul style="list-style-type: none"> • In-school suspension (ISS) 1-2 days • Monday School (1pm-3pm) • Out-of-school suspension 1-2 days
Taunting, pushing, shoving	
Abusive/threatening language	
Multiple major referrals	
Stealing*	
Cuts/damages/defaces school property	
Skipping class/Leaving class or school premises without permission	
Defiance, disrespect	
Failure to serve assigned disciplinary consequence	
Disrespect towards authority	
Makes unfounded charges against authority	
Conduct/Habits injurious to associates	
Writes/draws obscene/profane language or pictures	
Technology violations	
Throws missiles liable to injure others	
Habitually violates school rules/policies	
Academic dishonesty	
Lying, cheating	

Level 3 Behaviors		Possible Disciplinary Actions Any of the above disciplinary actions, plus up to a 4-day suspension and/or expulsion referral
Instigates/Participate in fights		
Forgery		
Obscene Behavior		
Stealing*		
Use/possession of non-prescription drugs or alcohol		
Use/possession of prescription drugs/medication outside of prescribed medication procedures		
Use/possession of vape or tobacco/smoking paraphernalia		
Possession of Simulated Weapons		
*Stealing may be treated as a Level 2 or 3 offense depending on the value of the item(s) stolen		
Zero Tolerance Behaviors		Possible Disciplinary Actions Expulsion referral Police contact
Arson	Physical attacks of two or more on one	
Extortion	Behavior/clothing related to gangs	
Sexual harassment	Breaking/entering at school	
Possession of alcohol	Major disturbances on campus	
Indecent behavior	Possession of explosive devices	
Computer hacking	Assault and/or battery	
Vandalism	Possession of weapons (real/simulated)	

Zero Tolerance

Every student is expected to follow all school rules. SCES takes the position of Zero Tolerance with regard to the Zero Tolerance behaviors listed at the bottom of the Infractions of School Rules and Disciplinary Action chart. Students who commit Zero Tolerance offenses will be recommended for expulsion.

The Application of Self Defense

Based on the guidelines below, the act of self-defense will be considered when administering disciplinary action.

- The use of force or violence upon the person of another is justifiable only providing that the force or violence used is reasonable and apparently necessary to defend from an attacker. This shall include defensive and protective movements only. Once the initial attacker has ceased to attack, no other force or violence upon that person is justifiable.
- There is evidence beyond a reasonable doubt that the student attacked played no role in the instigating or commencement of the fight.

Suspensions

Parents will be notified when a student has been assigned an in-school or out-of-school suspension. Students serving out-of-school suspensions are not permitted on school grounds for any reason. A student assigned an out-of-school suspension may not attend or participate in any school sponsored events from the time the out- of-school suspension is assigned until the morning following the completion of the suspension.

In-School Suspension (ISS) is when a student is placed in an isolated setting in the front office under the supervision of the Dean of Students. The student is responsible for completing all

classwork for the day, but the student is not permitted to attend class. Students will be provided lunch to eat in the ISS area.

Out of School Suspension (OSS) is required for a severe infraction. During an Out of School Suspension, the student is not allowed to attend school or a school event for a designated period of time. It is a serious and formal corrective strategy a school may take if a student commits specific Level 2 or 3 infractions. The student will be responsible for any missing work. Any student who is suspended a third time within the same school year for any offense, except those related to dress code or tardiness, shall be recommended for expulsion.

Expulsion. Expulsion is defined as “removal from all regular school settings for a period of not less than one school semester.” Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the principal and approval by the SCES Hearing Officer. The principal may immediately suspend and recommend for expulsion a student who commits one or more of the following expellable offenses:

- Distributing, selling, giving away, 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
- Carrying, possessing, or using a firearm, a knife with a blade of two inches or longer, or any other instrument of which the purpose is lethal force
- Sexual assault and other sexual acts where the ability of one party to consent is compromised by age, intellectual ability, intoxication, or incapacitation
- Intentional battery or assault on any individual using a weapon, furniture, or any object which causes serious, documentable injury that necessitates medical care
- Engaging in an intentional physical altercation with a member of the school staff
- 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 over which the school has jurisdiction
- Engaging in sexual acts on school property or at any school-sponsored activity
- Sharing sexually explicit material, including through the use of an electronic device
- Repeated suspensions for the same behavior or upon the fourth out of school suspension

No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the **school system to which they seeks admittance.**

Expulsion Due Process Procedures

School administration cannot expel students, however, the administration can recommend a student for expulsion. If a student is recommended for expulsion they will be suspended pending a hearing for a recommendation for expulsion. The student will then have an expulsion hearing, in which the SCES Student Hearing officer will determine if the recommendation for expulsion is upheld, reversed, or modified. The due process procedures for recommendations for expulsion hearings are as follows:

❑ The process begins with the commission of an offense that could be grounds for expulsion. From this point, the student will not be permitted to voluntarily transfer to a new school until they are either cleared of the accusation, serve an expulsion, or the incident is reported to the hearing office as waiving the school's right to recommend for expulsion.

- ❑ The school is responsible for the continual provision of FAPE. During the investigation and hearing process, the student may remain on suspension, but the suspension may not exceed the maximum number of days allowed by law. If a student poses a risk to the welfare of others, the student may receive homebound instruction.
- ❑ The principal or designee conducts a student conference and school-level investigation within 2 school days. The investigation includes collecting written statements from staff and student witnesses.
- ❑ Prior to recommendation for expulsion, the principal or designee must inform the student of the particular misconduct of which he/she is accused and the basis for the accusation.
- ❑ Prior to recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The student's version must be written or summarized and signed by the student. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
- ❑ The parent must be notified by phone, in person, or by certified letter of the incident, immediate suspension, and possible recommendation for expulsion.
- ❑ A hearing will be conducted by the SCES Student Hearing Officer or designee. The principal, his/her designee, or teachers as well as the student, may be represented by someone of their choice at this hearing.
- ❑ After the hearing, the SCES Student Hearing officer or designee then makes a determination of the student's guilt based on the evidence gathered during the school's investigation. If found guilty, the SCES Student Hearing Officer will determine the appropriate length of expulsion according to SCES expulsion guidelines, and the expulsion is effective immediately.
- ❑ The parent(s)/legal guardian(s) of the student may, within five (5) school days after the decision to expel a student has been made, request in writing that SCES School Board review the findings of the SCES Student Hearing Officer or designee. Otherwise, the decision shall be final.
- ❑ The SCES School Board may uphold, modify, or reverse the decision.
- ❑ If the SCES School Board upholds the decision of the SCES Student Hearing Officer or designee, the parent(s)/legal guardian of the student may, within ten (10) days, appeal to the parish court in which the student's school is located. The parish court may reverse the ruling of the local educational governing authority.

Discipline for Students with Exceptionalities. School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement). If a student with a disability has been removed from his or her current placement for a total of 10 cumulative school days in the same school year, then the LEA shall provide services to the extent required during any subsequent days of removal. These procedural safeguards apply to all students with IEPs, section 504 plans, and any student presently in the evaluation process.

After a suspension the IEP team may:

- Conduct a Functional Behavior Analysis (FBA).
- Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.
- Conduct a conference with the parent/guardian.

- Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student
- Conduct an FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the behavior.
- Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the same disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities provided that all required educational and related services continue. The student's IEP team determines the interim alternative educational setting for such services.

Special Circumstances: School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- Carries or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of the LDOE or the LEA;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the LDOE or a LEA; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the LDOE or a LEA.

Civil Rights, Harassment, & Bullying. SCES defines bullying as aggressive behavior that involves unwanted, negative, or discriminatory action; a pattern of behavior repeated over time, and an imbalance of power. SCES does not tolerate derogatory comments and name-calling, social exclusion or isolation, physical aggression, lies and false rumors, extortion, and stealing of money and property, or forced acts. SCES prohibits the harassment, intimidation, and bullying of a student by another student in accordance with Louisiana RS 17-416.13.

Harassment. It is expected that no forms of mental, physical, sexual, and/or verbal abuse and harassment toward another person will take place. If a student observes an incident involving harassment, it is his/her responsibility to report the incident to a staff member. Anyone reporting an incident has the right to have his/her identity remain anonymous. Students may also report an incident of harassment by writing an anonymous letter to the staff.

Physical Touch. Students are to keep their hands and feet to themselves at all times. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving or bumping into each other. Dependent upon the severity, no-touch violations can be minor or major violations of the school discipline policy.

Threats. It is expected that no student would make threats against individuals, groups, or the school. Threats of any nature will be taken seriously and may be reported to the proper authorities, as required by law. In addition, SCES reserves the right to impose a consequence up to and including a recommendation for expulsion from the school when a student has caused a major disruption and emergency situation because of a serious threat.

Cyber Bullying. Students are prohibited from the transmission of any electronic, textual, visual,

written, or oral communication with the malicious and willful attempt to coerce, abuse, torment, or intimidate a person under the age of 18.

Reporting and Investigating Bullying. All students and/or staff shall immediately report incidents of bullying, harassment, or intimidation. School staff will immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be investigated. Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances, followed by the determination of disciplinary sanctions.

Safe Schools Reporting. Safe Schools Louisiana provides students a safe, anonymous way to help someone who may be struggling or hurting in various ways. Students can submit anonymous tips regarding any type of bullying or behavior concern by using the Safe Schools app or visiting www.safeschoolsla.com. Safe Schools is also available on the SCES App.

DRAFT MASTER PLAN SUPPLEMENT 1: SCCS Title I Plan

1.1 Family and Stakeholder Engagement

Describe how the school prepared a diverse group of families/parent leaders (including parents of English Learners and students with disabilities) to provide input on the development of the schoolwide plan by offering or connecting families/parents to training on analyzing data or curriculum and assessments. Please provide examples of changes made to the schoolwide plan based on input from families/parents.

Response:

SCCS held a parent meeting on Tuesday, May 6, 2024, twenty families were present, representing regular education and 504/IEP students. Discussion was devoted to addressing the statewide assessments ACT and PreACT assessments, and the development of Individual Graduation Plans. Parents and administrators agreed that the school administration should continue to utilize IXL as a support for ACT preparation for students in grades 8-12. Seventh grade parents were in support of IXL as a remedial tool for preparation of the upcoming LEAP assessments. Information was shared regarding strategic planning over the next several school years, along with plans to meet with each grade level to educate students about course selection and Individual Graduation Plans (IGPs). SCCS will continue to utilize School Messenger to keep families informed of upcoming events. Results from statewide LEAP 2025 assessments are sent home as quickly as they are received, and data boards are updated. Parents recommended schoolwide data be shared as well. In April, results from all ACT Assessments were shared with parents. Following the release of the spring LEAP data, a detailed report of school scores and progress will be disseminated to all stakeholders.

A virtual meeting was held on June 10, 2025 to review this revised school wide plan. Five families were represented in attendance covering students in each grade level, seven through twelve. Parents provided feedback regarding the effectiveness of ACT preparations and new math curriculum included in the school wide plan. It was highlighted that students felt prepared for their LEAP assessments and appreciated the school-initiated incentives for goal setting and growth.

1.2 Comprehensive Needs Assessment

Summarize the results and conclusions from the comprehensive needs assessment, including the school-level results for applicable data points listed under critical goals in Believe to Achieve: Educational Priorities, e.g. percentage of students on or above grade level in literacy by subgroup

All students in grades 7-12 have access to the IXL platform that diagnoses and assesses math and reading grade level equivalencies. Following diagnostic assessments in math and reading, students easily access content for both remediation and acceleration. In addition to math and reading, IXL is being used for grade level assessments in middle school science, social studies, and Spanish I and II. Students participate in the ACT assessments, 8th and 9th Grade with the PreACT 8/9 and 10-12 with the ACT. SCCS implemented the Mastery Connect Assessment program, which tracks student progress for each state standard in all core class. Teachers utilized the data to determine which students were in need of remediation for each state standard. Remediation plans were submitted to the administration following each benchmark assessment.

Based on the results of the needs assessment, list the school's priorities.

Remediation in Math and Reading is provided through IXL for all middle school students, for a minimum of 45 minutes in both Math and Reading. Data sheets are updated following each diagnostic and benchmark for tested courses using Mastery Connect. Subgroup data and bubble students are identified in addition to remediation plans for standards with low achievement rates. High school students and teachers analyze ACT scores to determine grouping and remediation efforts in Reading, English, Math, and Science. All eleventh-grade students participate in ACT prep provided through the official ACT online curriculum platform. Additionally, science lab equipment and materials have been provided to increase the hands on experience through Science education and promote lab writing skills.

1.3 Strategies for Improvement

Provide a description of schoolwide strategies that the school is implementing to:

- 1) use methods and instructional strategies that strengthen the academic program in the school;
- 2) increase the amount and quality of learning time;
- 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;
- 4) include interventions and strategies to increase student achievement in underperforming subgroups. Be sure to address all four strategies and identify the Believe to Achieve: Educational Priorities the school will target in the narrative.

Narrative:

1. Students are provided a Clever account and computer access in each course for digital learning and online assessment practice and progress monitoring on a daily basis. Teachers participate in professional learning activities related to instruction and curriculum materials.
2. The school is increasing the amount and quality of learning time through the use of block scheduling for all core subjects along with after school tutoring and summer school.
3. The school uses Tier I curriculum where available and identified by the LDOE.
4. The school uses LEAP 2025 and Mastery Connect assessments (diagnostics, interims, benchmarks) and identifies interventions and strategies to meet the needs of specific underperforming subgroups, including reteaching and small group support where appropriate.

Evidence-based Practice: (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse)

1. Priority: Develop and retain a diverse, highly effective educator workforce: EBP - Achieve! Priorities-Based Planning Guide, pg 13, School Improvement Best Practices Guidance
2. Priority: Provide the highest quality teaching and learning environment from middle school thru graduation: EBP - Achieve! Priorities-Based Planning Guide, pg 12, Summer Learning Program, Accelerate: Louisiana's Tutoring Strategy.
3. Priority: Provide the highest quality teaching & learning environment from middle school thru graduation: EBP - Achieve! Priorities-Based Planning Guide, pg 12, LA Curriculum Vendor Guide.
4. Priority: Provide the highest quality teaching & learning environment from middle school thru graduation: EBP - Achieve! Priorities-Based Planning Guide, pg 12, LA Curriculum Vendor Guide.

Budget Decisions/Coordination:

1. N/A
2. N/A

3. N/A
4. N/A

Evaluation: (research protocols for eval.)

Through LDOEs partnership with NIET using the new LEADS evaluation tools, the school's Instructional Leadership Team conducts ongoing progress monitoring relative to school goals of teacher instructional practice and student academic performance on a daily/weekly/quarterly and annual basis.

1.4 Student Support Services

Provide a description of schoolwide improvement strategies the school is implementing to address student well-being through activities such as counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' social and emotional skills that align with the results of the comprehensive needs assessment and address applicable Believe to Achieve: Educational Priorities.

Narrative:

The ESS Department uses IXL diagnostic arena and Mastery Connect benchmarks to identify 7-12 students who are at-risk for academic, social, and/or emotional behaviors. The data is analyzed by the ESS Coordinator and administrative team. Students are placed in a tiered system through evidenced-based supports, ranging from universal strategies that promote strengths and prevent risks (Tier 1), to targeted or early interventions for students who have been or might be exposed to risk factors (Tier 2), and finally to intensive treatment and intervention supports (Tier 3). Tier 2 and Tier 3 students are referred to RKM Clinic (onsite school-based clinic) to receive counseling and mentoring services. The RKM Clinic offers an array of services such as individual counseling; family counseling and support group therapy; crisis prevention & intervention; trauma exposure and medication management.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

- Priority: Remove barriers & create equitable, inclusive learning experience for all students: EBP - Achieve! Priorities-Based Planning Guide, pg 12.

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

- SCCS contracts out support services as needed through East Feliciana Parish School Board. Math interventionist is funded by Title I.

Evaluation:

- The school's SBLC team monitors the interventions and support for each student classified as Tier 2 or Tier 3.

1.5 Student Opportunities -

Provide a description of schoolwide improvement strategies that the school is implementing for students in preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening **secondary school students'** access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college access) and address applicable Believe to Achieve: Educational Priorities.

Narrative:

- Dual enrollment of Slaughter Community Charter School students at Southern University in US History, World History, Chemistry, Physics, College Algebra, Statistics, Trigonometry, and Calculus.
- Advanced Placement opportunities in English III and English IV.
- Dual enrollment of Slaughter Community Charter students with St. George Fire Department for the hybrid training program and nationally accredited Fire Fighter Certification.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

- Priority: Ensure every student is on track to a professional career, college degree, or service: EBP - Achieve! Priorities-Based Planning Guide, pg 11, Dual Enrollment

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

- Tuition funded with SCA

Evaluation: An annual review of enrollment in pathways and CTE programs for participation, equitable access and credentials earned.

1.6 Multi-Tiered Systems of Support (MTSS) for Behavior

Describe the school's implementation of a multi-tiered system of support to prevent and address problem behavior as noted in Believe to Achieve: Educational Priorities, including coordinated early intervening services (CEIS) under the Individuals with Disabilities Education Act (IDEA), if applicable.

Narrative:

- A three-tiered approach to behavior support is maintained by the School Building Level Committee to provide a continuum of interventions and behavior support services. At tiers one and two, the Positive Behavior Intervention Support (PBIS) program is implemented through a wide range of evidence-based behavioral practices and addresses student behavior in a proactive, preventive manner. At tier three, students with the most intensive behavioral needs receive an individualized Behavior Intervention Plan based on a Functional Behavioral Assessment. The SBLC team and Pupil Appraisal representative assist the school in the development and implementation of Functional Behavioral Assessments and Behavior Intervention Plans. Through the application of this three-tiered approach, schools create a positive climate that encourages students to achieve social and academic gains while targeting defined skills in a systematic approach.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

- Priority: Remove barriers & create equitable, inclusive learning experience for all students: EBP - Achieve! Priorities-Based Planning Guide, pg 12

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

- N/A

Evaluation:

- Regular review of disciplinary data for specific behaviors, locations and disciplinary reports that may reflect inequities or less successful implementation of MTSS for

behavior, and providing additional support and coaching in areas of identified need or inequity.

1.7 Professional Development

Describe the professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, support Believe to Achieve: Educational Priorities and use of data from assessments. Include how the school recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs..

Narrative:

1. All core area teachers and paraprofessionals attend High Quality PD on core content provided by Model Teaching, as needed at the beginning of the school year and across the school year.
2. All core area teachers attended High Quality PD on the Instructure assessment program, provided by Instructure.
3. The Principal and the School Leadership Team recruits and retains effective teachers, particularly for high need students who are failing or at-risk of failing and students with diverse needs, by providing HQ instructional support and by maintaining low student/teacher ratios. The HQ instruction support involves implementing data driven instruction school-wide, by executing a complete data collection cycle, and supporting teachers with assessment previews, data meetings and reengagement plans and reflections meetings.

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

1. Priority: Develop and retain a diverse, highly effective educator workforce: EBP - Achieve! Priorities-Based Planning Guide, pg 13, School Improvement Best Practices Guidance
2. Priority: Develop and retain a diverse, highly effective educator workforce: EBP - Achieve! Priorities-Based Planning Guide, pg 13, Louisiana Academic Content PD Vendor Guide
3. Priority: Develop and retain a diverse, highly effective educator workforce: EBP - Achieve! Priorities-Based Planning Guide, pg 13, Louisiana Academic Content PD Vendor Guide

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

1. N/A
2. N/A
3. N/A

Evaluation: Immediate review of participant feedback after PD sessions, review of observation data in the Instructional Leadership Team for implementation of instructional strategies highlighted in PD, and annual review of retention of effective teachers and equitable access of those teachers across schools and grade levels.

1.8 Student Transitions

Describe the strategies for assisting students in the transition from preschool to kindergarten, elementary to middle school, and/or middle to high school.

Narrative:

1. Incoming 7th Grade – IXL Adaptive Diagnostics and Individualized remediation plan. Mastery Connect diagnostics and benchmark tracking for each student in each core subject area.
2. Middle to high – 8th Grade Students can earn three high school credits, participate in IXL remediation program for Reading and Math, Individual Graduation Plans reviewed with each student by school counselor and parent in Spring, 8th Grade Parent Night in May
3. Summer school remediation and support provided for all current middle and high school students

Evidence-based Practice (provide link(s) for the research used to support this strategy, e.g. IES Practice Guide/What Works Clearinghouse):

1. Priority: Provide the highest quality teaching and learning environment from birth through graduation: EBP - Achieve! Priorities-Based Planning Guide, pg 12, Accelerated Learning Recovery, Supporting Pre-K First Grade Transitions.
2. Priority: Ensure every student is on track to a professional career, college degree, or service: EBP - Achieve! Priorities-Based Planning Guide, pg 11, Career Transition Planning Support.

Budget Decisions/Coordination (this must be reflected in the budget in the Consolidated Application):

1. N/A
2. N/A

Evaluation: Review of student and parent survey data regarding sense of belonging for students in all school entry grades and quarterly review of ongoing student enrollment in those grade levels.

DRAFT MASTER PLAN SUPPLEMENT 2: SCCS Parental Involvement Policy

Slaughter Community Charter School will:

1. Annually, involve parents in the planning, development, review, and improvement of SCCS's parental involvement policy, school-parent compact and the Title I school-wide program plan, in an organized, ongoing, and timely way. Engage parents in decisions about the allocation of SCCS Title I, Part A funds for parental involvement.
2. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents.
3. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
4. Provide to parents of participating children information in a timely manner about Title I, Part A programs, including a description and explanation of SCCS's curriculum, the forms of assessment used to measure children's progress, and proficiency levels students are expected to meet.

Curriculum:

- ELA: Springboard – college prep curriculum to prepare students for college
- Math: Reveal Math – college prep curriculum to prepare students for college
- Science and Social Studies: a curriculum based on Grade Level Standards utilizing project based learning, research, and textbooks

Annual Assessments: Middle and High School LEAP 2025, Pre-ACT, ACT, and WorkKeys

- Teacher Based Assessments: Higher order thinking assessments comparable to State Assessments
5. School staff will use a variety of communication strategies to provide additional information to parents and to increase parental involvement in supporting classroom instruction.
 - OnCourse
 - SchoolMessenger
 - Regular posting of information on Facebook, Instagram and the school website
 6. The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity to engage in these types of efforts.
 - Open House/Parental Title I Meeting
 - Annual test reward field trip
 - Athletic Banquet
 7. The school will provide information to parents about volunteer opportunities.
 - Information about volunteering is on the school website
 8. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 9. Provide to each parent an individual student report about the performance of their child on the State assessment.
 - Mail parents State Assessment Performance reports.
 - Present information about assessments at the School Board meetings
 10. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

This School-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting(s) with parents. This

policy will be in effect for the 2025-2026 school year. The school district will distribute this policy to all parents of participating Title I, Part A children on or before September 1, 2025.

Slaughter Community Elementary School__ School Master Plan for Discipline

Positive Behavior Support

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

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

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

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

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

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

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

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

Slaughter Community Elementary School__ School Master Plan for Discipline

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

Be Respectful	Listen when others are speaking, use kind words, respect your school and classmates.
Be Responsible	Come prepared to learn, follow directions the first time, complete assignments & tasks.
Be Safe	Keep hands and feet to self, move safely throughout school, report concerns to adults.
Ready to Learn	Arrive on time, participate actively in lessons, maintain focus during instructional time.

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

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

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

The principal of Slaughter Community Elementary School shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

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

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

Slaughter Community Elementary School__ School Master Plan for Discipline

Parental and Community Involvement

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

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

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

Inter-Agency Cooperation

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

Student Records

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

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

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

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

Slaughter Community Elementary School__ School Master Plan for Discipline

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

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

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

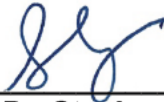
Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged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

Statements of compliance

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

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

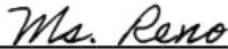
Leadership Team Signatures:



Dr. Stephanie Goudeau, Principal



Patrick Clarkston, Dean of Students



Peggy Reno, Assistant Principal

APPENDIX 3

Grievance Policy

Slaughter Community Elementary School: March 2026 Charter Application

SCES will implement SCCS's existing grievance policy, attached here. The policy outlines a clear, stepwise process (from teacher to principal, then a board liaison, and finally the SCCS Board) that ensures parental concerns are heard and addressed with transparency, fairness, and respect. Fully aligned with Louisiana law and BESE regulations, the policy safeguards parental rights, prioritizes resolution at the school level, and preserves families' access to governing board review when necessary.

APPENDIX 3

Grievance Policy

GRIEVANCE POLICY

As co-educators of their children, parents or caregivers have a right to be involved in their child's learning, to be informed about their progress, and to voice their concerns when issues arise. This protocol relates to complaints raised by parents or caregivers regarding the staff at Slaughter Community Charter School.

Guidelines

While it is recognized that some issues may be emotional, communication must be respectful and aimed at achieving meaningful resolution while maintaining the dignity of all involved. The best interests of the child will be the primary focus of any discussion or outcome. Complaints must begin at the building level between the person with the complaint and the staff member involved. No complaint will be addressed by board members without first allowing the school staff to solve the issue following the guidelines of this protocol.

Level 1: Contact the teacher, arrange a meeting, and discuss your specific concerns. The teacher will make every effort to provide a reasoned explanation or take appropriate action. While direct communication between the parent or guardian and teachers is strongly encouraged, parents may opt to request a mediator to sit with the teacher and parent for the purpose of discussing a complaint. The mediator will be a member of the school administrative staff.

Level 2: If the parent or guardian is dissatisfied with the response or actions of the teacher, or does not believe that a satisfactory outcome has been achieved, the parent should contact the principal. Be specific about the dates, times, and other details related to your complaint. The principal will, in turn, meet with the parent or guardian and the teacher to resolve the complaint.

Level 3: If the complaint is not resolved at the school level, contact board member, Mr. Greenup, by email (sendingtheword@aol.com). In the email, please state a detailed explanation of the complaint, including outcomes of the teacher/parent meeting and the principal/teacher/parent meeting. Your email will be sent to the teacher to respond to the complaint. If you are not satisfied with the response, Mr. Greenup will arrange a meeting with the parent or caregiver, the teacher, the principal, and Mr. Greenup.

Level 4: If the matter has not been resolved, the parent or guardian will be scheduled to meet with the Slaughter Community Charter Board in executive session.

APPENDIX 4

School Leadership Team

Resumes

Slaughter Community Elementary School: March 2026 Charter Application

The attached resumes highlight the qualifications of SCCS's leadership team, reflecting proven capacity to oversee academics, operations, and student support in alignment with charter rubric standards for instructional leadership and organizational readiness.

APPENDIX 4
School Leadership Team Resumes

<p>Dr. Stephanie M. Goudeau, Ph.D. Proposed Role: School Director</p> <p>Expertise Areas: Academic Leadership, Curriculum & Instruction, School Operations, Special Populations</p>	
<p>Education & Credentials</p>	<p>Ph.D. in Kinesiology, Louisiana State University (2015) – Concentration: Pedagogy & Psychological Science M.S. in Health, Physical Education, and Recreation, Emporia State University (2010) B.S. in Kinesiology, Liberty University (2007)</p>
<p>Selection Rationale</p>	<ul style="list-style-type: none"> • Ten years of leadership experience at Slaughter Community Charter School, including current role as Director overseeing operations, curriculum, and faculty. • Demonstrated success increasing student achievement and maintaining state compliance. • Proven record managing budgets, staffing, and instructional supervision for a growing 7–12 campus of 365 students and 40 employees. • Expertise in teacher coaching, ESS coordination, and federal program implementation. • Deep community roots and commitment to expanding access to high-quality K–12 education in East Feliciana Parish.

STEPHANIE M. GOUDEAU

EDUCATION

Louisiana State University, Baton Rouge, LA
Ph.D. in Kinesiology 2015
Concentration: Pedagogy and Psychological Science
Dissertation: Principal Motives of Positive Youth-Adult Relationships: A Model for Identifying the Motives of Adult Volunteers and Youth-Adult Relationships in Physical Activity-Based Youth Development Programs

Emporia State University, Emporia, KS
M.S. in Health, Physical Education, and Recreation 2010
Thesis: The Impact of Physical Activity on Cognitive Functioning

Liberty University, Lynchburg, VA
B.S. in Kinesiology 2007
Concentration: K-12 Health and Physical Education
Honors Thesis: The Relationship Between Waist Size and Cholesterol

PROFESSIONAL TEACHING EXPERIENCE

Slaughter Community Charter School
Director February 2021-Present
Manage daily school operations, budget, and assume lead role in curriculum and oversight of all teachers and staff on campus. Current school enrollment of 365 students in grades seven through twelve and 40 faculty/staff members.

Slaughter Community Charter School
ESS Coordinator/7th Grade Math/Health/Physical Education Teacher 2014-2021
Developed lessons plans and course curriculum for a high school health course and physical education for grades seven through eleven. Beginning August 2015, began teaching and implementing course curriculum for seventh grade math. Effective August 2016 served as the 504 Chairperson and IEP Teacher of Record; conducted meetings, completed paperwork, and serviced students with small group accommodations and in-class support for over 70 students throughout the school year.

Louisiana State University
Graduate Assistant at LSU 2011-2014
Developed syllabus and overall course structure, and administered all grades in KIN 1801 (Movement Fundamentals in Physical Activity), KIN 2577 (Elementary Physical Education), KIN 4511 (Techniques and Methods of Teaching Physical Education), KIN 4516 (Curriculum and Instruction in Physical Education). Assisted in teaching, grading, and mentoring students in KIN 2501 (Philosophy of Kinesiology) and KIN 3609 (Health Methods).
Louisiana State University

Recovery School District, Greensburg, LA
Health/Physical Education Teacher 2010-2011
Heath and physical education curriculum development and lesson planning with PowerPoint presentations and literacy guided notes for grades five through eight.

Appomattox County Public Schools, Appomattox, VA
Health/Physical Education Teacher 2007-2009
Heath and physical education curriculum development and lesson planning with PowerPoint presentations and literacy guided notes for grades six through eight. Introduced new curriculum for bike safety, dance, and gymnastics units.

RELATED EXPERIENCE

East Feliciana Parish Schools, Clinton, LA
Safe and Drug Free Schools Coordinator 2009 – 2010
Coordinated and promoted drug-free activities for seven schools in district and counseled students with behavior and substance abuse infractions. Implemented bully awareness for schools and community, hosted bully and media safety education for parents.

21st Century Community Learning Center, Slaughter, LA
Monday/After School Teacher 2009 – 2010
Tutor, reading coach, lesson reinforcement, and standardized text practice for kindergarten and fourth grade students.

APPENDIX 4
School Leadership Team Resumes

<p>Patrick C. Clarkston, Sr., M.Ed. Proposed Role: Dean of Students</p> <p>Expertise Areas: Student Support Services, Athletics Administration, Behavior & PBIS, Staff Development</p>	
<p>Education & Credentials</p>	<p>M.Ed. in Athletic Administration, Northcentral University (2012) B.A. in General Studies, University of Louisiana at Lafayette (2007) A.S., Snow College, Utah (2004)</p>
<p>Selection Rationale</p>	<ul style="list-style-type: none"> • Current Assistant Principal and Athletic Director at SCCS with strong leadership in PBIS, culture, and discipline systems. • Over 15 years of experience in student support, coaching, and school administration. • Expertise in developing individualized behavior and intervention plans with documented success. • Proven ability to build positive student relationships and sustain equitable discipline practices. • Committed to supporting all learners through holistic academic, behavioral, and social-emotional development.

Patrick C. Clarkston, Sr.

Assistant Principal/Athletic Director/Head Football Coach
...dedicated to Building Leaders and Winning Championships

My objective is to become employed by a school district where I am able to utilize my educational training, expertise, and experience to become a valuable asset to aid in the vision of the school by being a part of a diversified athletic program that will aid in the successful marketability of all participants.

HIGHLIGHTED PROFESSIONAL EXPERIENCE

SLAUGHTER COMMUNITY CHARTER SCHOOL
ASSISTANT PRINCIPAL/ATHLETIC DIRECTOR/HEAD FOOTBALL COACH

APRIL 2021-PRESENT

WESTMINSTER CHRISTIAN ACADEMY
Physical Education Instructor 7th-12th graders
Head Varsity Football Coach, Strength & Conditioning

April 2018 – April 2021

WESTMINSTER CHRISTIAN ACADEMY
Physical Education Instructor 1st-6th grades
Elementary Athletic Director, Varsity Defensive Assistant

July 2017 – April 2018

HIGHLAND BAPTIST CHRISTIAN SCHOOL
Physical Education Instructor 5th-12th
Athletic Director(2016), Head Football Coach(2016), Strength & Condition , Head Track Coach

July 2016 – June 2017

HIGHLAND BAPTIST CHRISTIAN SCHOOL
Physical Education Instructor 5th-12th
Defensive Coordinator, Strength & Condition, Head Track Coach

August 2013 – July 2016

HANSON MEMORIAL HIGH SCHOOL
Middle School Science Teacher 6-8
Head Powerlifting, Defensive Coordinator, Head Track & Field, Head Girl's Basketball

August 2008 - August 2013

JEANERETTE SENIOR HIGH SCHOOL

August 2007-August 2008

SPED Teacher

Assistant Defensive Coordinator, Running back, Head Girls Track & Field

EDUCATION

Masters of Education in Athletic Administration, Northcentral University, Prescott, Az. – 2012

B.A., General Studies, University of Louisiana at Lafayette, Lafayette, La. – 2007

Associates of Science, Snow College, Ephraim, Ut. – 2004

APPENDIX 4
School Leadership Team Resumes

<p>Peggy Reno, M.Ed. Proposed Role: Assistant Principal</p> <p>Expertise Areas: Instructional Leadership, Reading & Literacy, Mentorship, School Improvement</p>	
<p>Education & Credentials</p>	<p>M.Ed. in Curriculum & Instruction (Reading Specialist), Southeastern Louisiana University (2010) B.A. in Elementary Education, Southern University (1999) Louisiana Teaching Certificate, Type A – Valid for Life Mentor Teacher Certified (2024)</p>
<p>Selection Rationale</p>	<ul style="list-style-type: none"> • Over 25 years of K–12 education experience across multiple districts, including 13 years at Slaughter Community Charter School. • Proven instructional leader specializing in literacy and reading interventions. • Extensive experience in schoolwide testing coordination, SPED facilitation, and teacher mentorship. • Recognized for excellence as a two-time Teacher of the Year recipient and curriculum writer. • Demonstrated capacity for fostering collaborative culture and sustaining continuous school improvement.

Peggy Reno

Professional Goal/Profile

Secure a responsible career opportunity to fully utilize my training and skills, while making a significant contribution to the success of the company.

Education

Degree Earned: **Master of Education in Curriculum & Instruction, 2010**

Area of Concentration: Reading Specialist

Southeastern Louisiana University, Hammond, LA

Degree Earned: **Bachelor of Arts in Elementary Education, 1999**

Southern University, Baton Rouge, LA

Louisiana Teaching Certificate, Type A 504609

- Mentor Teacher Authorized by LA Educator Evaluator Training – 9/9/2024
- Reading Specialist (1-12) – 9/8/2010
- Elementary Grades (1-8) – 4/6/2000
- Valid for Life for Continuous Service – 9/8/2010

Key

Qualifications

Leadership focused on patience, empathy, active listening, reliability, dependability, creativity, and positivity

Communication skills manifested with ability to adapt communication style, transparency, clarity, ability to ask open-ended questions, receiving and implementing feedback

Computer skills embedded in the knowledge of Microsoft Office 365 applications, website development, and domain upkeep

Organizational skills, time management, collaboration, and problem solving

Employment

2011 – Present	Slaughter Community Charter School Board Slaughter Community Charter School	Slaughter, LA Assistant Principal
2005 – 2011	East Baton Rouge Parish Schools Northeast High School Mohican Education Center	Baton Rouge, LA Teacher
2003 – 2005	Zachary Community School District Northwestern Middle School	Zachary, LA Teacher
2001 – 2003	East Baton Rouge Parish Schools White Hills Preparatory Academy	Baton Rouge, LA Teacher
1999 – 2001	East Feliciana Parish Schools Clinton Elementary School	Clinton, LA Teacher

Professional Development & Recognitions

- Participant in the Delta Rural Systemic Initiative (1999, 2000, and 2001)
- Trained at the Roger Troy Peterson Institute of Natural History, Jamestown, NY (2001)
- Southwest Educational Development Laboratory (SEDL) Computer Training (2001)
- LINC'S Coordinator (2001- 2003)
- CSR'D, LA Learn & Serve, 8g, and Donors Choose Grant Writer/Recipient (2003, 2004, 2007, 2008))
- LaTAAP Mentor (2003 – 2010)
- Teacher of the Year Recipient (2003 & 2008)
- Core Curriculum Writer for the ZCSD (2004)
- Participant in the Division of Continuing Education Louisiana State University Middle School "Highly Qualified" Teacher Professional Development- 90 Hours (2005)
- Jobs for America's Graduates (JAG) Team Council (2007-2010)
- Positive Behavior Initiative Support Team Leader (2007-2011-2016)
- School Improvement Chairman/Leader (2007-2011 - 2018)
- Parent Liaison (2005-2011)
- Special Education Facilitator (2011-2023)
- School-Wide Technology Facilitator and Trainer (Present)
- School Site Test Coordinator (2008-2010 & 2011 - Present)

APPENDIX 4
School Leadership Team Resumes

<p>April Bourgoyne Peterson Proposed Role: School Counselor / Member of Administrative Leadership Team</p> <p>Expertise Areas: Counseling, Student Support, Academic Advising, College & Career Readiness</p>	
<p>Education & Credentials</p>	<p>Master of Education in School Counseling, Louisiana State University (1999)</p> <p>Bachelor of Arts in Secondary Social Studies Education, Louisiana State University (1996)</p> <p>Certifications (Lifetime, Louisiana Department of Education):</p> <ul style="list-style-type: none"> • School Counselor, Grades K–12 • Counselor in Secondary Schools, Grades 6–12 • Social Studies, Grades 6–12
<p>Selection Rationale</p>	<ul style="list-style-type: none"> • Over 25 years of experience in education, including 12+ years as a certified K–12 counselor. • Founding counselor at Slaughter Community Charter School, where she developed counseling systems, testing coordination, and graduation planning. • Extensive experience in student mental health support, behavioral interventions, and coordination with external agencies (DCFS, law enforcement, and community mental health). • Proven leadership on administrative teams in both district and charter settings, supporting school culture, data management, and student services. • Deep local roots in East Feliciana Parish, strengthening SCCS’s community relationships and family engagement.

April Bourgoyne Peterson, M. Ed.

Certification:

- School Counselor, Grades K-12 – Lifetime Certification 1999
- Counselor in Secondary Schools, Grades 6-12 – Lifetime Certification 1999
- Social Studies, Grades 6-12 - Lifetime Certification 1996

Education:

- Master of Education in School Counseling – Louisiana State University 1998
- Bachelor of Arts in Secondary Social Studies Education – Louisiana State University 1995
- High School Diploma – Salutatorian – Clinton High School (East Feliciana Parish) 1991

Work Experience:

- School Counselor – Slaughter Community Charter School 2013-present
- High School Counselor – East Feliciana Parish Schools 2001 – 2013
- High School Teacher - East Feliciana Parish Schools 1995 – 2001
- Substitute Teacher / Volunteer – East Feliciana Parish Schools 1991 – 1995

Workplace Experiences:

- Administrative Team – Slaughter Community Charter School, EF High School, Jackson High School
- Establishing East Feliciana High School through merging two existing high schools
- Establishing high school functions in preparation for the first graduating class of SCCS
- Serving on interview committees for school and district personnel / School review team
- Test Coordinator – LEAP, ACT, PreACT, WorkKeys, PSAT, AP, CLEP, ELPS/ELPT
- Dual Enrollment Coordinator
- Course scheduling
- Managing School Facebook Account & Yearbook / Sharing information with local media
- Submissions to district for State Transcript System, Data Certification, etc.
- Creating incentive programs for school performance indicators
- Reports to DCFS, DA, and law enforcement / Suggesting mental health services to families
- Facilitating Safe Schools Louisiana and Rave Panic Button
- Coordinating online faculty training
- Coordinating visits from military, college representatives, TRIO program, Voter Registration, LOSFA
- Individual senior meetings, letters of recommendation, college applications
- Performing “pulse checks” with classes as needed
- Meeting with individual students, parents, faculty, classes as needed
- Attending annual update events with ACT, College Board, colleges, etc.
- Attended Louisiana Counseling Association Annual Conference many years,; ACA one year
- Facilitated Counselor Practicum for a graduate student
- Issuing minor work permits for the Louisiana Department of Labor
- Field Trips – college fairs, universities, community colleges
- Facilitating school pictures, senior portraits, class ring orders, graduation supply orders
- Organizing Graduation, Ring Ceremony, and various junior / senior activities
- Counseling students who are the children of my former students
- Maintaining records and archives / Encouraging alumni participation and connections

APPENDIX 5

Charter Board Member Resumes

Slaughter Community Elementary School: March 2026 Charter Application

The attached resumes profile the Board of Directors, whose professional backgrounds collectively ensure alignment with state expectations for governance, oversight, and fiscal accountability.

Deborah B. Chandler



Professional Summary

Dedicated and multi-talented professional with a strong foundation in leadership, education, and business operations. Over 15 years of experience co-managing service-based companies, homeschooling eight children, and volunteering in community and church initiatives. Proven ability to lead teams, manage HR responsibilities, and maintain excellent customer relations. Passionate about people, service, and lifelong learning. Experienced in international living and mission work, bringing a global, service-driven mindset to every endeavor.

Education

Associate Degree in Biblical Studies
Global Ministries College – Baker, LA

High School Diploma
International School – Moscow, Russia

Professional Experience

Chandler Services LLC — *Co-Owner 2006 – Present*

- Played a key role in business development

Big Family Electric — *Operations & HR Manager 2020 – Present*

- Supported daily business operations and client service management
- Led recruitment and hiring processes for administrative and field staff
- Maintained employee records and managed scheduling and training
- Ensured exceptional customer service and handled issue resolution

Homeschool Educator 2010 – 2021

- Selected & implemented individualized curricula for eight children across multiple grade levels
 - Developed educational plans fostering academic, personal, and spiritual growth
 - Managed household logistics while maintaining structured educational routines
-

International & Missions Experience

- **Lived in Moscow, Russia** (1994 – 2001), attending and graduating from International School
 - **Mission Work in India, Nepal, Mexico, and Honduras**, participating in faith-based outreach, community support, and humanitarian aid efforts
-

Volunteer Experience

Church Volunteer — *Weekly, Ongoing*

- Background vocal participant in worship services
 - Facilitate and support new member classes, welcoming and integrating attendees into the church community
-

Skills

- Team Leadership & Staff Management
 - Human Resources & Hiring
 - Customer Service Excellence
 - Business Operations & Development
 - Communication & Public Speaking
 - Event Planning & Hospitality
-

Personal Interests

- Travel & Cultural Exploration
- Cultural Awareness & Global Missions
- Hosting and Cooking for Family and Friends
- Faith-Based Community Engagement

P R O F E S S I O N A L S K I L L S

- Demonstrated hands-on experience, proficiency, and knowledge in instrumentation, electronics, control systems, and electrical and pneumatic systems.
- Proficient in the troubleshooting, calibration, and maintenance of industrial equipment.
- Demonstrated ability and knowledge in reading and interpreting instrument and electrical blueprints, diagnostics, and repairs.
- Proficient in the use of electronic, pneumatic, and electrical test equipment.
- Demonstrated ability to work effectively as part of a team to achieve production and safety goals.
- Proficiency in analysis and complex problem-solving in dynamic industrial environments.
- Demonstrated commitment to safety adherence and compliance.

P R O F E S S I O N A L E X P E R I E N C E

EXXONMOBIL REFINERY

BATON ROUGE, LA

1989 - PRESENT

Instrument Technician

- Install, troubleshoot, calibrate, maintain, and repair various instrumentation for accurate process control.
- Troubleshoot equipment malfunctions.
- Install, test, and maintain electronic, pneumatic, and digital control systems.
- Conduct routine inspections and performs preventive maintenance.
- Identify and resolve problems within instrument loops, wiring, and electrical circuits to maintain system accuracy and performance.
- Work closely with Operations team, other technicians, and engineering disciplines to optimize system performance.
- Adhere to all safety and environmental standards, perform risk assessments, and participate in incident investigations.
- Ensure compliance with safety and environmental regulations.
- Document maintenance activities and complete tests and maintenance reports to ensure comprehensive and accurate performance.
- Perform management and supervisory duties as required.

E D U C A T I O N

Southern University | Baton Rouge, LA | 1976 - 1978

Candace L. Metz



PROFILE

I have 25 years of teaching experience.

WORK HISTORY

2016 - 2019

Department of Public Safety & Corrections
Dixon Correctional Institute
Education Coordinator 3

2007 – 2015

Department of Public Safety & Corrections
Dixon Correctional Institute
GED Instructor/Teacher

2000 - 2007

West Feliciana Parish School System
Bains Elementary
Second grade

1998 - 2000

East Feliciana Parish School System
Slaughter Elementary
First grade

1992-1997

East Feliciana Parish School System
Jackson Elementary
Second grade

1992

Natchitoches Parish School System
M. R. Weaver Elementary
Student teaching

EDUCATION

Adult Education Courses

Louisiana Tech

2008 - 2010

Bachelor of Arts

Northwestern State University

May 1992

CERTIFICATIONS

Adult Education Instructor

Louisiana State Department of Education

B 076742 2010

Elementary grades 1-8

Louisiana State Department of Education

B 076742 1995

REFERENCES

Available on request

Richard Glen LeDoux

Professional Summary

Licensed electrical contractor, board member, and business owner with 38+ years of experience in industrial and commercial electrical installations, temperature controls, energy management and facility automation. Well versed in business operations, project oversight, and consulting expertise. Recognized for hands-on leadership, mentoring apprentices, and serving on boards that advance workforce training, education, and the electrical contracting industry in Louisiana.

Core Competencies

- Industrial & Commercial Electrical Systems
- Temperature Controls & Facility Automation
- Energy Management Systems
- Data & Communications Infrastructure
- Business Ownership & Operations Management
- Contract Negotiation & Project Oversight
- Apprenticeship Training & Workforce Development
- Board & Association Leadership

Experience

Owner | LeDoux Control Systems – Baton Rouge, LA

2025 – Present

- Lead operations for an established electrical contracting business specializing in controls, automation, and energy-efficient solutions
- Oversee project delivery, staffing, budgeting, and compliance
- Work closely with field teams to maintain quality and safety standards

Founder | LeDoux Construction & Consulting – Baton Rouge, LA

2024 – Present

- Provide consulting services for construction projects with a focus on facility automation and energy management
- Advise clients on design, integration, and cost-effective installation strategies
- Support general contractors and facility owners with expertise in industrial and commercial project execution

Journeyman Wireman | IBEW Local 995 & Industry Roles – Baton Rouge, LA

1988 – Present

- Work industrial and commercial electrical projects including temperature controls, automation systems, and data communications
- Supervise and train apprentices through on-the-job mentorship
- Advanced from apprentice to state-certified journeyman, earning a reputation for technical excellence and leadership

Selected Projects

Current

- LSU Life Science and Renewable Resources Buildings
- Benny's Car Wash & Oil Change Corporate Office, West Lee, and Baker
- Lane Memorial Hospital

Past

- Barnes & Noble – LSU
- LSU Digital Media Center, Business Education Complex, Patrick F. Taylor Hall Renovation & Addition, and Powerhouse- Energy Upgrade
- Our Lady of the Lake Hospital – Energy Upgrade
- Louisiana State Capitol – Energy Upgrades (Phases 1–6)
- Benny's Car Wash & Oil Change West Lee and Denham Springs

Education & Training

- Baton Rouge Joint Apprenticeship Training Program – Baton Rouge, LA
IBEW Apprenticeship, 1988–1993
- Glen Oaks High School – Baton Rouge, LA
Diploma, 1988

Leadership & Community Involvement

Trustee, International Brotherhood of Electrical Workers (IBEW) Local 995 Health & Welfare
2020 – Present

Treasurer, Baton Rouge Chapter – National Electrical Contractors Association (NECA)
2014 – Present

Board Member, Slaughter Community Charter School (SCCS), East Feliciana Parish
2010 – Present

Trustee, International Brotherhood of Electrical Workers (IBEW) Local 995 Pension Board
2007 – Present

Member, International Brotherhood of Electrical Workers (IBEW) Local 995
1988 – Present

Melissa Wyatt

Professional Summary

Dedicated educator and community leader with decades of experience in teaching, school governance, and business management. Retired elementary teacher with a strong commitment to student success and educational growth. Skilled in bookkeeping and organizational management, with 18 years of experience supporting a family-owned business.

Professional Experience

Board Member

Slaughter Community Charter School – Slaughter, LA 2000s – Present

- Serving as a founding board member since the school's inception.
- Contribute to strategic planning, policy development, and oversight of academic and financial goals.
- Advocate for high-quality education and community engagement.

Bookkeeper

Wyatt's Collision Center – Ethel, LA 2003 – 2021

- Managed financial records, accounts receivable/payable, and payroll for the family-owned business.
- Oversaw budgeting, expense tracking, and reporting to support business growth.
- Maintained organized and accurate financial documentation for 18 years.

Elementary Teacher

East Baton Rouge & East Feliciana Parishes – LA 1976 – 2003

- Developed lesson plans and delivered engaging classroom instruction in elementary education.
- Mentored and supported students' academic and personal growth.
- Collaborated with faculty and parents to improve student performance and classroom outcomes.

Education

Ouachita Baptist University – Arkadelphia, AR

Bachelor of Science in Elementary Education, 1976

Crossett High School – Crossett, AR

High School Diploma, 1973

Skills

Educational Leadership & Mentoring
Classroom Instruction & Student Support
Bookkeeping & Financial Management
Strategic Planning & Governance
Community Engagement

APPENDIX 6

Charter Board By-Laws

Slaughter Community Elementary School: March 2026 Charter Application

Slaughter Community Charter School (SCCS) will extend its proven bylaws and governance structure to guide the implementation of Slaughter Community Elementary School (SCES). The attached bylaws establish clear roles, fiscal safeguards, and conflict-of-interest protections, while also providing for meaningful parent and community engagement. This framework aligns with state guidelines for governance and accountability and ensures continuity of the small-school culture that has driven SCCS's success.

SLAUGHTER COMMUNITY CHARTER SCHOOL

BOARD RESOLUTION

A meeting of the Board of Directors of Slaughter Community Charter School, a Louisiana non-profit corporation (the "Corporation"), was held on June 26, 2018, at which meeting a quorum of the Board of Directors was present.

On a motion duly made and seconded, the Board of Directors of Slaughter Community Charter School adopted the following resolution:

Regarding Adoption of Amended Bylaws

RESOLVED, that the Amended and Restated Bylaws attached hereto as Exhibit A are hereby adopted as the Bylaws of the Corporation;

RESOLVED FURTHER, that the following individuals are hereby appointed to serve as directors of the Corporation until their respective successors are elected and qualified or until their earlier resignation, removal or death:

Andre Greenup
Tim Kinyomi
Glen LeDoux
Christel O'Quin
Melissa Wyatt
Philip Bourgeois
Lamar Bridges

RESOLVED FURTHER, that Glen LeDoux shall be the President of the Corporation until his successor is elected and qualified or until his earlier resignation, removal or death; and

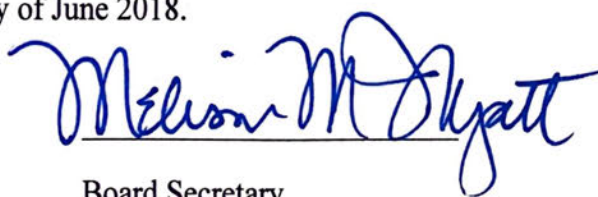
RESOLVED FURTHER, that Christel O'Quin shall be the Vice President of the Corporation until his successor is elected and qualified or until his earlier resignation, removal or death; and

RESOLVED FURTHER, that Melissa Wyatt shall be the Secretary of the Corporation until her successor is elected and qualified or until her earlier resignation, removal or death.

C E R T I F I C A T E

I, Melissa Wyatt, Secretary of Slaughter Community Charter School, do certify the above to be a true and correct copy of the resolution adopted by the Board of Directors of Slaughter Community Charter School at a meeting held on June 26, 2018 and the same have not been revoked or rescinded.

WITNESS, my signature this 26th day of June 2018.



Board Secretary

SLAUGHTER COMMUNITY CHARTER SCHOOL

AMENDED AND RESTATED BYLAWS

June 26, 2018

ARTICLE I - NAME AND CORPORATION

- (a) **Name.** The name of the corporation is Slaughter Community Charter School. It is hereinafter referred to as the "Corporation" or "SCCS".
- (b) **Location.** The principal location of Slaughter Community Charter School's school facility shall be 2944 Highway 412 West, Slaughter, LA.
- (c) **Purpose.** The Corporation is a non-profit corporation organized under the laws of the State of Louisiana and its purposes are exclusively educational as set forth in the Articles of Incorporation. More specifically, the purpose for which the Corporation is organized is to provide Slaughter School District students a challenging opportunity to stimulate and encourage learning.
- (d) **Statute and Code.** Louisiana Revised Statute 17:3971, also known as the Charter School Demonstration Programs Law ("Louisiana Charter School Law").
- (e) **Non-discrimination.** The Corporation shall not discriminate based on race, religion, national origin, gender or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, the Corporation shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Louisiana.

ARTICLE II - MEMBERS

- (a) **Non-membership Corporation.** The Corporation shall have no members. The Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III - BOARD OF DIRECTORS

- (a) **Number.** The Board of Directors shall consist of not less than five and not more than nine persons.
- (b) **Qualifications.** As specified in the Louisiana Charter School Law.
- (c) **Term and Election.** Each director shall serve a five-year term which may be renewed by a majority vote by the Board and until such director's successor shall have been elected and qualified.

(d) Powers. The Board of Directors shall have all powers and authority, as designated in the Charter School Contract, for the management of the business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

(e) Resignation and Removal. A Trustee may resign by submitting his or her resignation in writing to the President of the Board of Directors. A Trustee may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

(f) Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held in July of each year. Written notice shall be given not less than five days not more than thirty days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of the Corporation or such other place as shall be specified in the meeting notice. The notice shall comply with the Open Public Meetings Act (LA Revised Statute 42:4.1).

(g) Regular Meetings. Regular meetings of the Board of Directors shall be held in compliance with Louisiana Charter School law, excepting in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. Timely public notice of all such regular meetings shall be provided as specified in the Open Public Meetings Act. (LA Revised Statute 42:4.1).

(h) Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President or by a petition signed by a majority of the full Board of Directors. Such meetings shall be held upon notice given personally or by telephone, telephone facsimile, or electronic mail or United States Postal Service. Such notice shall specify the time and place of the meeting and in all respects, comply with the notice requirements contained in the Open Public Meetings Act.

(i) Open Public Meetings. All meetings of the Board of Directors shall be held in accordance with the Public Policy for Open Meetings (LA Revised Statute 42:4.1).

(j) Quorum. The majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, most of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter School Contract, or by these Bylaws. Every act of most of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors. If a quorum is not present, the Board shall not take any action; however, the Directors may continue in open forum for discussion.

(k) Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of Directors, may be filled by a majority vote of the remaining Directors to elect a person to fill the vacancy.

(l) Compensation. Directors receive no payment for their services. With board approval, Directors may be reimbursed for out-of-pocket expenses incurred on approved Board business. Directors must present receipts for all such expenses, which shall be for the Director only, and shall be itemized and documented. Such expenses must be approved by a motion of the Board at the meeting immediately following the expenditure(s). Each year, at the Annual Meeting, the Board of Directors shall set a schedule of allowable charges for meals, lodging, and mileage expended on board business. Reimbursements shall not exceed these limitations.

(m) Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any Director after such Director's third unexcused, consecutive absence to ascertain the Director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors.

ARTICLE IV - COMMITTEES

(a) Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it deems necessary for the effective governing of the Corporation. Each standing committee shall have a charge specific to its permitted activities. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up on no more than two less than a quorum of the Board of Directors. The President shall be an ex officio member of each committee. The Executive Director (or in their absence, the School Principal) shall be an ex officio member of each committee, except where his/her evaluation, tenure or salary is to be deliberated.

(b) Ad Hoc Committees. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors.

ARTICLE V - OFFICERS

(a) Titles. The Officers of the Corporation are a President, a Vice President, and a Secretary. The Board of Directors may create such other officer positions as it thinks necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. No Officer may hold more than one position at the same time.

(b) Election and Term. The Officers shall be elected from among the Board of Directors at each Annual Meeting of the Directors and shall serve for one year and until their successors are elected and qualified. Officer shall be automatically re-elected in the event no action is taken regarding re-election at the Annual Meeting.

(c) Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

- a. The President shall be the Chairman of the Corporation, responsible, along with his/her fellow Directors, for the oversight of its business and affairs. He/she shall preside at all meetings of the Board. The President shall have full and equal vote as accorded to all Directors. The President may enter into and execute in the name of the Corporation contracts or other instruments that are authorized by the Board of Directors. The President may delegate, as needed, to any other officer any or all the duties of the office of President. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.
- b. The Vice President shall have such duties and responsibilities as may be delegated to him/her by the President. The Vice President shall have full and equal vote as accorded to all Directors. In the absence of the President, the Vice President shall perform all the duties of the President and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the President, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws.
- c. The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and noted in the minutes of the instant meeting. The Secretary shall keep the Seal of the Corporation. He/she shall have such other powers and duties as may be prescribed by the Board or by these By-laws.

(d) Removal. Any Officer may be removed from office, with cause, by the affirmative vote of two-thirds of the full membership of the Board of Directors at any Regular Meeting or Special Meeting called for that purpose. Any Officer proposed to be removed for cause shall be entitled to at least five business days' notice in writing by mail of the meeting of the Board of Directors at which such removal is to be voted upon and shall be entitled to appear before and be heard by the Board of Directors at such meeting. Upon removal of any Officer, it shall be the duty of the Board President and/or School Principal to ensure that all Corporation property, equipment, or other items belonging to the Corporation be returned to the Corporation or to another Director.

ARTICLE VI - FISCAL YEAR AND CHECK SIGNING

(a) Fiscal Year. The fiscal year of the Corporation shall be July 1st to June 30th.

(b) Check Signing. The Board of Directors shall establish a policy setting the thresholds for check signing.

ARTICLE VII - AMENDMENTS TO BYLAWS

(a) **Amendments.** The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the Corporation, either in whole or in part. The Bylaws may be amended at any Regular Meeting of the Board of Directors or any Special Meeting called for that purpose. Written notice stating the time and location of the Regular Meeting or Special Meeting must be given to all Directors and posted in all places and in newspapers as required by the Open Public Meetings Act (LRS 42:4.1) not less than ten (10) days prior to the meeting at which such change shall be proposed and voted upon. Any change shall require the approval by a two-thirds vote of the full membership of the Board.

ARTICLE VIII - DISSOLUTION

(a) **Revocation of Charter.** If, at any time and for any reason, the Corporation's charter is revoked, or the Corporation becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably in accordance with the Louisiana Charter School Law.

(b) **Voluntary Dissolution** Should the Corporation choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed in accordance with the Louisiana Charter School Law.

ARTICLE IX - ADDITIONAL PROVISIONS

(a) **Indemnification of Officers and Directors.** The Corporation shall indemnify every corporate agent, Director, and Officer. All Director and Officers shall not be personally liable to the Corporation for damages for breach of any duty owed to the Corporation, its beneficiaries, or its Board of Directors, except that nothing contained herein shall relieve a Director or Officer from liability for breach of a duty based on an act of omission: (a) in breach of such person's duty of loyalty to the Corporation; (b) not in good faith or involving a knowing violation of law; or (c) resulting in receipt of an improper personal benefit.

(b) **Compensation.** No trustee or officer shall receive any fee, salary, or remuneration of any kind for services rendered to the Corporation, except that Directors and officers may be reimbursed for proven expenses incurred in the business of the Corporation and approved by formal vote of the Board of Directors.

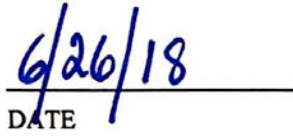
(c) **Insurance.** The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims, and in compliance with Louisiana Charter School Law.

(d) **Audit.** At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor, who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be hired for this purpose by a majority vote of the members of the Board of Directors present at the Regular Meeting at which the motion to hire the auditor is being considered.

Certificate of Secretary

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, a non-profit corporation duly organized and existing under the laws of the State of Louisiana; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Directors of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.


SECRETARY


DATE

APPENDIX 7

Financial Manager's Resume

Slaughter Community Elementary School: March 2026 Charter Application

This appendix provides the résumé of Finance Manager Jeremy Jones, CEO of Ascension Business Consultants, LLC, which demonstrates alignment with Charter Application Rubric standard FPC.41, confirming SCES's use of qualified financial expertise. Ascension has already supported SCCS with annual audits, AFR submissions, budget preparation, and compliance reporting, providing clear evidence of fiscal integrity and reinforcing the school's broader culture of accountability.

APPENDIX 7

Financial Manager's Resume

Jeremy Jones

Owner & CEO, Ascension Business Consultants, LLC.

Professional Summary

Finance and operations executive with over 20 years of experience in nonprofit and educational institutions. Demonstrated expertise in financial management, human resources, grant compliance, and operational oversight. Proven record of leading large-scale financial systems, managing multi-campus operations, and supporting charter schools across multiple states.

Professional Experience

Ascension Business Consultants, LLC. — *Owner & CEO*

2019 – Present

- Provide financial, human resource, and operational support to educational and nonprofit organizations.
- Oversee accounting, payroll, grant compliance, budgeting, and facilities management services for charter schools in Louisiana.
- Lead a professional team delivering comprehensive back-office support tailored to school needs.

National Charter School Back Office Support Company

- *Chief Executive Officer* (2018 – 2019)
- *Chief Financial Officer* (2016 – 2018)
- *Finance Manager* (2014 – 2016)
 - Directed financial, HR, and operational services for charter schools in Louisiana, Mississippi, Arkansas, and New York.
 - Provided oversight of multi-million-dollar budgets, audits, payroll systems, and state/federal compliance processes.

Louisiana State University — *Compensation Manager*

2010 – 2011

- Managed compensation programs, payroll operations, and employee classification systems.

APPENDIX 7

Financial Manager's Resume

Florida State University — *Assistant Director of Human Resources*
2011 – 2013

- Oversaw HR compliance, employee relations, and staffing operations for a large public university.

Private School System, South Louisiana — *Director of Finance & Administration*
2003 – 2010

- Streamlined business operations for multiple campuses.
- Secured multi-million-dollar funding for construction of a new high school facility.

Early Learning Center (Privately Owned) — *Owner & Operator*
Ongoing

- Provide high-quality education and care to children ages 3 months to 5 years.

Education

Bachelor of Science in Accounting
Louisiana State University, 2002

Areas of Expertise

- Financial Reporting & Budgeting
- Payroll & HR Administration
- Grant Compliance & Audit Preparation
- Multi-Campus Operations Oversight
- Charter School Finance & Governance
- Strategic Planning & Leadership

APPENDIX 8

Insurance Summary

Slaughter Community Elementary School: March 2026 Charter Application

SCCS maintains comprehensive insurance coverage including general liability, property, student accident, cyber, and workers' compensation. These coverages will extend to SCES. The attached Insurance Summary (Appendix 8) demonstrates compliance with state requirements and alignment with charter rubric criteria for fiscal responsibility and risk management.

Fire Prevention and Safety Equipment Provision

SCCS maintains compliance with state fire marshal regulations. All fire prevention and safety systems—including alarms, extinguishers, and suppression systems—are inspected annually by certified personnel. Routine monthly checks are performed by school maintenance staff to ensure operational readiness. Records of inspections and corrective actions are maintained on-site for review by the authorizer and insurance provider.

**APPENDIX 8
Insurance Summary**

Type of Insurance	Provider	Policy Number	Effective Dates	Coverage / Limit	Description
Worker's Compensation	Louisiana Workers' Compensation Corporation (LWCC)	139945	8/2/2025 – 8/2/2026	Statutory	Provides wage replacement and medical benefits to employees injured in the course of employment; covers all staff in Louisiana.
General Liability	Louisiana Risk Management Agency (LARMA)	LA133V	10/1/2024 – 10/1/2025	\$2,000,000	Protects the school from third-party claims involving bodily injury, property damage, or personal injury.
Educators Legal Liability (Directors & Officers)	Louisiana Risk Management Agency (LARMA)	LA133V	10/1/2024 – 10/1/2025	\$2,000,000	Covers the Board of Directors, administrators, and employees for alleged wrongful acts in the performance of their duties.
Property Insurance	Ventus Insurance	VETGF033 11250	6/19/2025 – 6/19/2026	\$9,785,000 (Total Insured Value)	Protects school buildings and contents against physical loss or damage due to fire, storm, or other covered events.
Inland Marine (Equipment)	Ohio Casualty Insurance Co.	BMO66207 198	5/3/2025 – 5/3/2026	\$35,186 (scheduled)	Covers movable equipment such as lawnmowers and tractors against theft or damage.
Crime Bond / Employee Dishonesty	CNA Insurance	71452635	8/23/2025 – 8/23/2026	\$375,000	Protects against financial loss from employee theft, fraud, or dishonesty.
Automobile Liability	Progressive Paloverde Insurance Co.	979579107	4/5/2025 – 4/5/2026	\$2,000,000 CSL	Covers school-owned, hired, and non-owned vehicles for liability, medical payments, uninsured motorists, and physical damage.
Cyber Liability	Travelers Insurance	107920530	10/1/2024 – 10/1/2025	\$1,000,000	Covers data breaches, cyberattacks, and privacy liability related to student and staff information.
Student Accident (Mandatory)	Federal Insurance Co.	SDA-N196 79743-001	8/12/2025 – 8/12/2025	As per policy	Provides medical coverage for student injuries during school-supervised activities.
Student Accident (Catastrophic)	Federal Insurance Co.	SDA-N107 99272-006	8/12/2025 – 8/12/2026	As per policy	Covers catastrophic injuries sustained by students during school-sponsored events.

NOT APPLICABLE APPENDICES

The following appendices are not applicable to the enclosed Charter Application.

APPENDIX 9

Outline of Course Offerings by Diploma Type(s)

APPENDIX 10

Table of AP, Dual Enrollment, ACT Prep and CTE Course Offerings

APPENDIX 11

Draft Corporate Partnerships MOU/Contract

APPENDIX 12

ESP Independent Audit

APPENDIX 13

Draft ESP MOU or Contract

**2026 Louisiana Department of Education Charter Application Review
Experienced Operator Executive Summary**

Name of Applicant: Slaughter Community Elementary School

Final Recommendation	

Non-Profit Information			
Non-Profit	Slaughter Community Charter School	Education Service Provider (ESP)	Not applicable
		# of schools operated by ESP	Not applicable

School Information			
School	Slaughter Community Elementary School	Parish	East Feliciana Parish
Type	Type 2	Parishes Served	Statewide
Operator Track	Experienced	Year Opening	2027-28
Grade Configuration at Start	6	Grade Configuration at Scale	K-6
Enrollment at Start	Unclear	Enrollment at Scale	Unclear

Proposal Summary for Final Recommendation	
<ul style="list-style-type: none"> • Educational Program and Capacity: • Organizational Model: • Financial Model: 	

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	
Total Number of Standards Met	
Total Number of Standards Unmet	

Application Sections and Subsections	# Possible	# Met
Executive Summary		
Founding Team Capacity Summary		
Founding Team Capacity		
Educational Program and Capacity Proposal Summary		
School Establishment		
Academic Plan		

Application Sections and Subsections	# Possible	# Met
Academic Goals		
Louisiana Accountability System: Academic Performance		
Assessments		
Diverse Learners and Student Supports		
Behavior Management		
Parent and Community Engagement		
Growth Plan Proposal Summary		
Growth Plan		
Organizational Plan and Capacity Proposal Summary		
Staffing		
School Leadership Team Capacity		
Charter Board Governance		
Financial Plan and Capacity Proposal Summary		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Financial Plan		
High School Addendum (If Applicable)		
High School		
Corporate Partnership Addendum (If Applicable)		
Corporate Partnership		
Educational Services Provider (ESP) Addendum (If Applicable)		
Educational Service Provider		
Virtual Operator Addendum (If Applicable)		
Virtual Operator		

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ES.1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <p>a. Identify the students and community to be served;</p> <p>b. Illustrate what success will look like; and</p> <p>c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).</p>	<p>ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group provides a mission statement that outlines the fundamental purpose of the school: to provide access to high-quality public education that ensures early mastery of literacy and numeracy and prepares students for sustained academic success. The applicant explains that the mission is aligned with Louisiana R.S. 17:3971 because the school is designed to improve student outcomes, expand access to high-quality options, and close persistent achievement gaps.
		<p>ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group provides a vision defined by long-term success, specifically LEAP performance, grade 3 reading proficiency, students entering middle school prepared for grade-level coursework, and, ultimately, equitable access to postsecondary opportunity.

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ES.2	<p>Anticipated Student Population and Educational Need.</p> <p>a. Describe the community in which the school will be located (including physical address, if known, and jurisdiction) and anticipated student population the school seeks to serve.</p> <p>b. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?</p>	<p>ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the proposed school will primarily serve students in grades K–6 from East Feliciana Parish and surrounding communities (though open statewide). The applicant group indicates that the school’s expected enrollment will reflect East Feliciana Parish schools and describes the student population in terms of demographics and educational needs.
		<p>ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group describes achievement gaps indicated by SPS performance data for subpopulations from East Feliciana Parish (specifically for black, economically disadvantaged, and students with disabilities).
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods.</p> <p>a. Specify the grade levels to be served each year for the full term of the contract;</p> <p>b. Provide the minimum and maximum enrollment per grade level per year for the term of the contract;</p> <p>c. Summarize what the proposed school would do to more effectively than the</p>	<p>ES.3.1 The applicant group provides a concise overview of the proposed educational program.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group provides a brief yet detailed overview of the Slaughter Community Charter School (SCCS) educational model that will be replicated at Slaughter Community Elementary School (SCES), specifically Tier 1 instruction guided by quality curricula and data driven

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	schools that are now serving the targeted population; d. If virtual, please see the addendum for additional questions.		instruction. The applicant group also briefly describes intended adjustments to the SCCS model to ensure the program is developmentally appropriate for grades K through 6 (e.g., explicit literacy instruction, family engagement for younger students).
		ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides the projected enrollment per grade level per year of the proposed contract term in the executive summary. However, the applicant group provides different enrollment numbers elsewhere in the application, making the enrollment projections unclear.
		ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group explains the intention to lay the foundation for students' sustained success by serving elementary grades in East Feliciana Parish, ensuring the school provides high-quality academic programming (based on the SCCS model not currently available to elementary students in the parish); the ultimate goal, they explain, is improving the academic outcomes and long-term academic trajectory of students. The provided rationale aligns with the

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			identified needs described in the anticipated student population and educational need section of the executive summary.
ES.4	Impact. Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group explains that the proposed program will positively impact academic student outcomes by ensuring students read at grade level by grade 3 and ensuring students master foundational math skills, increasing the likelihood of high-school graduation and postsecondary success.
ES.5	<p>Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions.</p> <ol style="list-style-type: none"> Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Describe any changes to board leadership or school leadership since the most recent application. 	<p>ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon.</p> <p>*Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group explains the ways in which they strengthened their application, stating that they provided more clarity about their proposed model and their existing school's evidence of effectiveness.

Founding Team Capacity			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FTC.1	Do Board members demonstrate the capacity to govern the school?	FTC.1.1 Board members demonstrate understanding of the Board's role and responsibilities as a governing body.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> This standard is evaluated through the capacity interview.
		FTC.1.2 Board members demonstrate the capacity to execute governing responsibilities.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> This standard is evaluated through the capacity interview.
FTC.2	Do school leaders demonstrate the capacity to found and lead the school?	FTC.2.1 School leadership demonstrates the capacity to found and lead the school.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> This standard is evaluated through the capacity interview.

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.6	<p>Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population.</p> <p>a. Provide the applicant’s rationale for selecting the community;</p> <p>b. Performance of local schools in the community that serve a similar student population;</p> <p>c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and</p> <p>d. Explanations of any partnerships or contractual relationships central to the school’s operations or mission.</p>	EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains the opportunity to expand the successful SCCS model downward to serve grades K–6, building off the trust and brand awareness the school has established in East Feliciana Parish. The applicant group further describes an opportunity to serve elementary students in East Feliciana Parish who only have access to schools with SPS scores of C or D.
		EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group contrasts the academic performance of students enrolled at SCCS with that of East Feliciana Parish schools (as measured by SPS, 3–8 LEAP assessments, ACT data, and graduation rates) to demonstrate it can more effectively serve the community than existing school options. The applicant group provides detailed school building level data and subpopulation performance data of students enrolled at SCCS to demonstrate effectiveness of the program compared with schools in East Feliciana Parish.

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes existing partnerships that support the school's operations as well as existing partnerships (e.g., the Dyslexia Resource Center, the Center for Literacy and Learning, 4-H, Pelican State Credit Union, Louisiana Rehabilitation Services). The applicant group explains how each partnership connects to the school's commitment to strong academic outcomes for students. The applicant group also notes that the school will expand its partnerships aligned with literacy, numeracy, and whole-child development.
EPC.7	Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes <ol style="list-style-type: none"> Racial and socioeconomic demographics; Percentage of special education students; Percentage of English Learners; and Percentage of homeless students. 	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group supplies racial and socioeconomic demographics for East Feliciana Parish and the state, and racial and socioeconomic data as well as subgroup (students with disabilities, English learners, and homeless students) data for East Feliciana Parish schools, Slaughter Elementary School, and SCCS. However, it is not clear which of these data sets the applicant group is suggesting the school's population will reflect, and they contain significant differences (e.g., 13.5% economically

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>disadvantaged among the parish population compared with as high as 75.6% in the parish schools).</p> <p>Furthermore, the applicant group does not provide a commitment to enroll at least 48.9% economically disadvantaged students or 10.2% students with disabilities.</p>
EPC.8	<p>Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school.</p> <p>a. Description of the stakeholders engaged;</p> <p>b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.</p>	<p>EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides evidence that they engaged alumni, current and prospective parents, school staff, local government officials, and vendors/community partners in the development of the application. The appendix includes evidence that approximately 30 parents/caregivers were engaged, such as support letters and sign-in sheets from family engagement meetings.
		<p>EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group described soliciting community engagement through in-person meetings (with parents and staff), livestreamed meetings (to the broader community), and encouraging individual feedback (e.g., via direct emails), and surveys. The applicant group provides examples of how stakeholders influenced design

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			(e.g., current staff informing curricular choices) of the proposed K–6 program.
Appendix 1	Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies page number and a brief description of the document.	Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey results) must include evidence of parent/caregiver support.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the appendix, the applicant group provides 30 letters of support from diverse stakeholders including community partners, current and prospective parents, local elected officials, and alumni from East Feliciana Parish. Sign-in sheets from a family engagement event are also included.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.9	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <p>a. The key design elements that reflect the school’s mission and vision;</p> <p>b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success; and</p> <p>c. Any differences in the proposed school model from existing schools operated by the non-profit organization.</p>	<p>EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school’s mission and vision.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a clear and concise overview of the proposed school’s model and key design elements (high-quality, Tier 1 curriculum; structured early literacy; data-driven instruction; a MTSS; innovative scheduling; supportive school culture) that align to the school’s mission.
		<p>EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either:</p> <p>a. A track record of success with similar student populations (proven models)</p> <p>OR</p> <p>b. Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a clear rationale rooted in the track record of success at SCCS (as demonstrated by LEAP Assessment and Progress Indices) and cited research. The applicant group also provides an evidence-based rationale for expanding the SCCS model down to grades K–6: to provide a vertically aligned, proven extension model to lower grades within the East Feliciana Parish community to improve long-term student outcomes.
		<p>EPC.9.3 The applicant group provides an overview of existing schools in their portfolio and details key elements that differentiate the proposed school.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group lists and explains how the proposed elementary model will differ from the

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			SCCS grade 7–12 model, namely through early and intensive literacy and numeracy instruction, developmentally responsive instructional structure (early elementary versus departmentalized grades 3–6), early intervention and support, and whole-child development.
EPC.10	<p>In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students.</p> <p>a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards.</p> <p>b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics.</p> <p>c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).</p>	<p>EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <p>In the application, the applicant group identifies the curricular materials for the core content areas (HMH Into Reading and Springboard for ELA, McGraw Hill Reveal Math for math, Amplify Science for science, and Bayou Bridges for social studies). The applicant group explains that most programs have been vetted as Tier 1 (with Reveal Math rated Tier 3 in grades 3–5 because it includes content beyond the Louisiana standards; the applicant group notes that the publisher provides an implementation guide for Louisiana). In the case of Bayou Bridges, the applicant group notes that the curriculum was developed in partnership with the state to guarantee rigor and compliance with state standards, grade level progressions, and requirements.</p>
		<p>EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group indicates that most of the selected curricula are rated Tier 1

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			and states that they will use Bayou Bridges for social studies, which was developed by the state and adheres to the quality indicators on the state instructional materials review rubrics in the application.
		EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
EPC. 11	Provide a detailed hybrid learning plan that includes the following: <ol style="list-style-type: none"> Circumstances under which this plan would be implemented; A plan to acquire and disseminate technology to students; A plan to track and monitor attendance in a virtual setting; Identification of the Learning Management System (LMS) to be employed; A plan to provide training and technical support on the LMS to staff, families, and students; and A plan to communicate with staff, families, and students virtually. 	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group provides a logical plan for implementing a hybrid learning model when necessary that defines circumstances in which the school will implement hybrid learning and describes how technology will be disseminated to students.
		EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group lists appropriate instances in which a hybrid/remote learning model would be implemented: school closure, public health emergency, severe weather events, facility-related emergencies, or quarantine.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that it will maintain sufficient inventory of devices if a hybrid/remote model is implemented and designates the school's technology coordinator as responsible for distribution.
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group sufficiently explains how attendance will be tracked for synchronous lessons and asynchronous work via OnCourse, an attendance tracking platform; parents will receive automatic notifications regarding absences or missing work.
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies Clever (an online LMS) and Microsoft Teams as the primary platforms the school will use during hybrid/remote instruction. The applicant group further describes how parents and families will be provided with Clever and Microsoft Teams tutorials at the beginning of the year as well as be provided guidance in print materials, the student handbook, and in refresher opportunities at the beginning of a hybrid/remote learning event.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies multiple communication platforms and channels (e.g., School Messenger, OnCourse, email, phone, virtual town hall, and virtual office hours) that will be used.

Educational Program and Capacity: Academic Goals			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.12	List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including: a. How the proposed school will establish baseline data; b. A plan for collecting data in accordance with R.S. 17:3911; c. A plan to establish student performance goals; and d. Core components of professional development and how these components will support effective implementation of the educational program.	EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they align to the Charter School Performance Compact, including LEAP 2025, ACT*, and graduation rate*. *ACT and Graduation Rate = High School Applicants only	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides measurable, year-specific academic goals for each of the first five years of operation that align to the Charter School Performance Compact.
		EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlined their intention to administer LEAP assessments and track progress in OnCourse. However, they did not indicate plans to collect other mandated data (e.g., enrollment, demographic, discipline data).
		EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that the school director, leadership team, and board will review middle- and end-of-year benchmark data and LEAP assessment data to identify trends and adjust goals for the upcoming year.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a plan of proposed professional development topics and systems that

Educational Program and Capacity: Academic Goals			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			emphasize the role of data-driven instruction and continuous improvement in the proposed school. The plan identifies three data retreats, weekly data meetings, instructional checkpoints, and specific data sources that will be analyzed, and the plan indicates teachers will learn to interpret data to plan differentiation and interventions.

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.13	<p>In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data, including:</p> <p>a. Explanation of performance deficiencies;</p> <p>b. Explanation of subgroup performance;</p> <p>c. Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126;</p> <p>d. Strategies used to remedy performance deficiencies and subsequent progress;</p> <p>e. Describe how data supports creation/replication of proposed new school, as well as how the operator will improve performance in areas where needed.</p>	<p>EPC.13.1 The applicant group provides a comprehensive narrative explanation of performance data, including a description of all known performance deficiencies, the current and historical status of subgroup performance, and specific information about schools that fall below Bulletin 126 requirements and why they do not meet the bar.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides an explanation of performance data, including SCCS's School Performance Score of A in 2024–25 for the third year in a row as well as current and historical status of subgroup performance. The applicant group notes that they recently identified two areas for improvement: mathematics performance (specifically Algebra 1 and Geometry) and subgroup proficiency variability.
		<p>EPC.13.2 The strategies used to remedy performance deficiencies, as described by the applicant group, address each performance deficiency and the applicant group's track record demonstrates growth toward correcting similar performance deficiencies.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group lists strategies to enhance math performance (e.g., expanded coaching for secondary math teachers, vertical alignment of curricula, and increased analysis of LEAP assessment results) along with general strategies for maintaining continuous improvement (e.g., Tier 1 curriculum fidelity). However, the applicant group does not provide specific strategies to address the subgroup variability concern they note.
		<p>EPC.13.3 If single-site currently: The current school managed by the non-profit board meets the academic expectations for operators according to BESE Bulletin 126 or provides a thorough</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group outlines that SCCS meets the

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		<p>explanation of the growth towards meeting expectations and timeline to do so.</p>	<p>expectations for operators as outlined in BESE Bulletin 126, specifically: "A" SPS letter grade and "A" Progress Index for multiple consecutive years.</p>
		<p>EPC.13.4 The applicant provides a description of school performance of comparable* schools within the ESP's portfolio, to include:</p> <p style="padding-left: 40px;"><i>Currently operating in Louisiana:</i> School Performance Score (SPS) and Progress Index Equivalent;</p> <p style="text-align: center;">OR</p> <p style="padding-left: 40px;"><i>Not currently operating in Louisiana:</i> State achievement and growth scores.</p> <p>*comparable school: school serving similar population and the grade levels as the intended school.</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • Not applicable
		<p>EPC.13.5 The applicant provides an analysis demonstrating portfolio performance that supports the creation/replication of the proposed new school.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • In the application, the applicant group explains that their Louisiana portfolio consists solely of SCCS, which earned an A School Performance Score in 2024–25, meeting the academic threshold for opening a new school under CSPC Appendix C. The applicant indicates that, as a Type 1, their existing charter school does not receive organizational and financial performance ratings from its authorizer.

Educational Program and Capacity: Assessments			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.14	<p>Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <p>a. Describe each assessment’s purpose, design, format, and rationale for its selection;</p> <p>b. Describe how the school will collect and analyze assessment results;</p> <p>c. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards;</p> <p>d. Provide exit standards that clearly set forth what students will know and be able to do;</p> <p>e. Describe how the school will collect and analyze assessment results; and</p> <p>f. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.</p>	<p>EPC.14.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a clear description of each primary diagnostic (IXL, Mastery Connect, DIBELS, and MAP), formative (teacher-created assessments, curricular assessments, IXL skill quizzes), and summative (curricular assessments, Mastery Connect benchmarks) assessment used to evaluate student knowledge. The applicant group describes the purpose, design/format, and rationale for each of the above-listed assessments.
		<p>EPC.14.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		<p>EPC.14.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student should be able to meet upon conclusion of grade level/content area.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		<p>EPC.14.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines the frequency by which assessments will be administered and data collected. The applicant group further describes assessment

Educational Program and Capacity: Assessments			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			processes, including administration, data collection and storage, and data analysis and reporting.
		EPC.14.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a comprehensive proposal for how data will be used to inform instruction (e.g., adjusting small groups), programmatic decisions (e.g., modifying curricular choices and intervention offerings), and professional learning (e.g., content-specific training, like sessions on reading comprehension strategies).

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.15	Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.	<p>EPC.15.1 [Students with Disabilities] The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of student disabilities (LA. Bulletin 1508). Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). Description of how student performance will be used to personalize instruction is included. Monitoring of student progress in accordance with student IEPs. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a proposed plan that addresses the following: identification of student disabilities per Bulletin 1508 using universal screeners and referrals; creation and implementation of IEPs per Bulletin 1530; how student performance data will be used to determine IEP goals, prioritize standards, and determine intervention intensity; and progress monitoring with formal progress reports.
		<p>EPC.15.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides four steps that the school will take as corrective actions in the event of subgroup disproportionality and/or overidentification.
		<p>EPC.15.3 [English Learners] The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of students as English Language Learners (EL Guidebook). Service delivery model English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support Creation and implementation of Individualized Learning Plan (ILP). 	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes EL identification procedures through a Home Language Survey and English Language Proficiency Screener, and the group references a pull-out and in-class support service delivery model with the use of supports such as vocabulary scaffolds and technology-based tools. The applicant group also

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		e. Monitoring student performance in accordance with ILPs	describes monitoring of EL progress through class grades, standardized assessments, and the annual ELPT. The applicant group describes communicating assessment results annually to parents and hosting an information night for EL families conducted in families' native languages. However, the applicant group does not identify a specific ELD curriculum, nor do they describe the ILP creation and implementation processes, including the development process and required team members.
		EPC.15.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides corrective actions (e.g., SBLC review and staff retraining) the school will undertake in the event of EL subgroup overidentification. However, the applicant group does not address subgroup disproportionality.
		EPC.15.5 [Academically Behind] The plan includes: <ul style="list-style-type: none"> a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates how student progress will be monitored through multi-tiered system of supports (MTSS) processes and identifies IXL and Mastery Connect as the intended intervention curricula. The applicant group describes how

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			intervention will be delivered via 60 minutes of daily intervention and extended learning opportunities (e.g., before/after school and summer school).
		EPC.15.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that any trends in under-identification or inequitable access will result in review of data thresholds and referral practices. However, the applicant group does not address subgroup disproportionality and over-identification.
		EPC.15.7 [Academically Ahead] (<i>Only if planning to offer a Gifted/Talented program</i>) The plan includes: <ol style="list-style-type: none"> Procedures for the identification of student abilities (LA. Bulletin 1508). Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). Description of how student performance will be used to personalize instruction is included. Monitoring of student progress in accordance with student IEPs. 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		EPC.15.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Educational Program and Capacity: Behavior Management			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.16	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <p>a. Describe how the school will communicate its approach and related policies to students and families;</p> <p>b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</p> <p>c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings;</p> <p>d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and</p> <p>e. The supervision plan for the alternate setting of suspended/expelled students.</p>	<p>EPC.16.1 The applicant group provides a detailed overview of the proposed school’s intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides an overview of the school’s intended PBIS system with tiered behavior policies. The applicant’s description of tiered behavior interventions includes two levels of interventions to manage behavior in the classroom. The applicant group further describes how the discipline and behavior policies will be provided to families annually through multiple channels: the student and family handbook, beginning of year orientations, assemblies, and ongoing school communications (e.g., through OnCourse and School Messenger).
		<p>EPC.16.2 The proposed school’s discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group names interventions and consequences that will be used before resorting to suspension or expulsion, specifically describing hallway breaks or one-on-one check-ins and in-school suspension with classwork and mandatory character reflection.
		<p>EPC.16.3 The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application and Appendix 2, the applicant group provides procedures for

Educational Program and Capacity: Behavior Management			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>manifestation determination reviews and the process by which students or family may appeal disciplinary (specifically expulsion) decisions.</p>
		<p>EPC.16.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a sufficient description of the plan for quarterly review of behavior data by the dean of students and school leadership to protect against the disproportionate disciplinary action against historically marginalized subgroups and provides corrective actions the school will take in the event disproportionate discipline of a subgroup has occurred.
		<p>EPC.16.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.</p>	<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group notes that the school will ensure that the student has access to educational services in the event of an expulsion. However, the applicant group identifies the home as an alternative setting, which is not permissible, and names the district as another alternative setting, but the applicant group does not provide an MOU verifying the arrangement nor do they state they are pursuing an MOU.

Educational Program and Capacity: Behavior Management			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252).	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a draft School Model Master Plan in Appendix 2 that outlines the school's discipline policy/plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, FINS officer, and a statement of compliance.

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.17	<p>How will the school engage parents/guardians and the community once it's open, including:</p> <p>a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and</p> <p>b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.</p>	<p>EPC.17.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a plan to encourage partnerships with families and community stakeholders that vary in time, format, and focus that is likely to ensure access for families. Examples include communication via OnCourse and School Messenger platforms, day and evening meetings (e.g., curriculum nights, Title I meetings), award events, having a parent advisory council, and public board meetings.
		<p>EPC.17.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group identifies four formal structures by which the school will seek family and community input: a parent advisory council, board meetings, surveys, and the School Building Level Committee (SBLC).
Appendix 3	Provide a draft Grievance Policy.	<p>Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and response, how decisions can be appealed, and how complaints are escalated to the board.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the appendix, the applicant group provides SCCS's current grievance policy as a model/draft policy for SCES. The policy includes how complaints can be filed, procedures for escalation, and procedures for appeal. However,

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			timeline and investigation procedures are absent.

Growth Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
GP.18	<p>Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.)</p> <p>a. Promotion and graduation policy;</p> <p>b. Instructional leadership roles;</p> <p>c. Teacher and school leader evaluation policies;</p> <p>d. Hiring processes (including qualifications and responsibilities for instructional and administrative staff);</p> <p>e. Food services; and</p> <p>f. Transportation.</p>	<p>GP.18.1 The applicant group provides a comprehensive overview of any policies and practices to be changed including the rationale behind such changes. [as applicable]</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group indicates that the school will use the existing SCCS policies for the following: teacher and leader evaluations, hiring processes, food services, and transportation. The applicant group identifies that the promotion and graduation policy and instructional leadership roles at SCES will differ from SCCS and provides respective rationales that outline reasonable differences that are appropriate for gradual expansion down to elementary grade bands.
		<p>GP.18.2 The applicant demonstrates how the changes proposed to existing practices align with the mission and vision proposed for the new school. [as applicable]</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group's explanation in the application regarding changes to the promotion policy and leadership roles demonstrate reflective planning on how to successfully and gradually modify the SCCS model to serve grades K-6.
		<p>GP.18.3 For policies and practices to be developed, the applicant group provides a specific timeline with clear tasks, owners, and deliverables and is demonstrably likely to complete all policy and/or practice updates in time for effective implementation on the first day of school. [as applicable]</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides two charts outlining the tasks, owners, deliverables, and general timelines for implementation of the updated policies and practices.

Growth Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
GP.19	How will the proposed school(s) in this application improve the organization's overall ability to serve students in Louisiana?	GP.19.1 Using evidence-based rationale, the applicant group articulates how the proposed school will enhance the organization's ability to serve students in Louisiana.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a rationale that articulates how the proposed school will enhance the organization's ability to serve students in Louisiana by (1) expanding to serve elementary grades K-6, (2) providing quality seats for unmet demand in the community, and (3) addressing student gaps and serve students earlier in their academic careers. The applicant group cites SCCS's consistent SPS "A" ratings to support the rationale that expanding to grades K-6 will allow the organization to enhance its impact in the East Feliciana Parish community.
GP.20	Describe the non-profit organization history, including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; and c. Discuss any non-openings that the organization has experienced (i.e., a	GP.20.1 As applicable, the applicant group provides a complete and comprehensive list of all current and past litigation including the outcomes and/or demands identified as part of arbitration.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		GP.20.2 The applicant group provides complete and comprehensive information detailing the circumstances that led to contract termination, voluntary closures, and/or non-renewal of a charter contract as decided by the school's authorizer. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		GP.20.3 The applicant group provides complete and comprehensive information detailing the circumstances in which agreements between the management organization or education services	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Growth Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	<p>school received approval but did not successfully open). Describe the circumstances surrounding these incidents.</p> <p>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.</p>	<p>provider and the nonprofit charter school board were severed. [as applicable]</p>	
		<p>GP.20.4 The applicant group provides complete and comprehensive information detailing the circumstances in which the organization has previously received approval to open a charter school but failed to do so. [as applicable]</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>GP.20.5 If any of the outcomes described as part of this question have been experienced by the applicant group and/or the proposed management organization and/or education services, the applicant group provides clear and compelling evidence that the issues leading to each outcome have been addressed, safeguards have been put in place to avoid a recurrence of such incidents, and that these updated policies, procedures and safeguards are demonstrably likely to avoid future recurrence of previously experienced negative outcomes.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.21	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	OPC.21.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides the roles and responsibilities for the school's governing board, director, leadership team, and teachers. The applicant group indicates that the school will not contract with an ESP. However, the Operating Statement of Activities lists additional technology, legal, and back-office entities even though the application does not describe their roles and responsibilities. Additionally, the positions listed as part of the leadership team in this section do not match positions associated with the leadership team in other parts of the application or in the Operating Statement of Activity.
		OPC.21.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
OPC.22	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	OPC.22.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes a reporting structure that includes five levels: governing authority (the Board), executive leadership (the director), campus leadership (assistant principal, academic and special education coordinators, and operations manager), instructional staff (teachers,

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>paraprofessionals, interventionists), and support staff (office manager, custodial, transportation). The applicant group identifies each level's primary responsibility and reporting relationships, as well as a rationale for how the structure supports the school's success and model. However, as noted above, roles are mentioned that are not consistent with other parts of the application or clearly delineated in the Operating Statement of Activity. In the application, the applicant group also indicates that financial management, human resources, and compliance are centralized under SCCS, suggesting a shared services model, but the Operating Statement of Activity indicates that outside providers will deliver these services.</p>
OPC.23	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.23.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Non-Evaluative <ul style="list-style-type: none"> This standard is non-evaluative, given discrepancies in law and policy regarding pupil to teacher ratios for charters.
OPC.24	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.24.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group affirms their intention to adhere to non-discriminatory hiring practices in compliance with state and federal hiring

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		general provisions for non-discriminatory practices.	laws. While the applicant group outlines procedures for recruiting qualified staff, screening and interviewing candidates, offer decisions, employee discipline, and dismissal, procedures for third-party contracted staff are absent.
OPC.25	Explain how the school intends to handle teacher changes/turnover.	OPC.25.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes structures to reduce teacher absenteeism or turnover, such as a four-day school week and transparent evaluation and feedback, and names the intention to maintain a substitute pool. The applicant group describes an intention to pull both other SCES and SCCS staff as needed suggests teachers will be pulled from planning time or provided additional responsibilities, which impacts the plan's long-term feasibility. Provisions for teacher reassignment, sabbatical coverage, and long-term substitute contracts are not included. The applicant group's description of succession planning and recruitment pipelines is vague, rather than pointing to specific systems that will maintain a candidate pool. The applicant group cites historical staffing levels and low voluntary departure rates, suggesting the assumption that staffing will not be a challenge in the future rather than

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			outlining feasible contingency plans.
OPC.26	<p>How many new employees (teachers, operational and financial staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these demands. Consider previous hiring patterns, current retention rates, and human resources capacity at the non-profit organization level.</p>	<p>OPC.26.1 The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet to be fully staffed for each year of growth.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a general annual timeline with milestones that include job postings, interview windows, finalizing hiring, and staff onboarding/orientation.
		<p>OPC.26.2 The applicant group has a thorough understanding of the organization's capacity to meet hiring demands of growth.</p>	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that that the organization's record of human capital management indicates they are prepared to meet hiring demands. However, this part of the application includes enrollment figures that do not align with projections in other areas of the application and the Operating Statement of Activity. Additionally, the applicant group does not provide additional details indicating an understanding of the demands of hiring for six grades simultaneously. Information on who is responsible for recruiting, human resources procedures, or detailed description of pipelines are absent. Finally, certain roles are "shared" with SCCS, but Year 1-2 of the Operating Statement of Activity does not show any shared/partial FTE salaries for these positions coming from the SCES

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			budget.

Organizational Plan and Capacity: School Leadership Team Capacity

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

Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader demonstrates the capacity to lead the school and improve student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group identifies the current SCCS director to serve as the director for both SCCS and SCES if approved. A review of the resume provided in the appendix shows the current director has 10 years of leadership experience at SCCS. The applicant group has not yet identified a building-level principal.
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for academic, operational, and/or financial functions of a given organization. If not identified, the provided job description requires experience in a role that holds a high level of responsibility and accountability for the academic, operational and/or financial functions for a given organization.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group identifies the school director, dean of students, one assistant principal, and a school counselor, and the group provides resumes for each individual in the appendix. Resumes demonstrate that each holds a high level of responsibility and experience in their related areas of expertise. However, as noted above, the positions associated with the leadership team are not consistent across the application, so it is not clear if all resumes or job descriptions have been provided.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.27	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	OPC.27.1 The applicant describes board member's described role on the board and area of expertise for school governance.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group only provides resumes for five of the six board members in the appendix, the applicant provides a chart outlining all six board members' roles, responsibilities, and expertise areas in the application.
		OPC.27.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group identifies at least one board member with expertise in each of the following areas: academics, operations, and finance.
		OPC.27.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group lists six board members in the application, five resumes are provided, meeting the minimum threshold.
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Five of six resumes are included in Appendix 5. The applicant group is missing a resume for Tim Kinyomi.
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Non-Evaluative <ul style="list-style-type: none"> This standard is non-evaluative, given discrepancies in law and policy

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		reside in the community in which the charter school is located.	regarding residency requirements for governing board members of Type 2 charters.
OPC.28	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code . If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	OPC. 28.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group indicates in the application, and a review of the provided resumes in the appendix suggests, that there are no current relationships that pose actual or perceived conflict of interest. However, without Tim Kinyomi's resume, potential conflicts of interest between his role and the school cannot be assessed.
		OPC. 28.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a statement affirming policies and procedures will be maintained to identify, disclose, and mitigate potential conflicts of interest in the application. Some description of procedures is provided (e.g., board members will recuse themselves from relevant discussions and votes). However, the description indicates that board members are required to self-disclose potential conflicts and references the school's bylaws, yet a review of the bylaws in Appendix 6 does not provide a conflict-of-interest policy or more detailed procedures.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		OPC. 28.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
OPC.29	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.29.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • The applicant group provides a response that demonstrates clear understanding that board is a governing body supporting and advising the school director on day-to-day operations in the application. The applicant group's narrative is consistent and aligned with reporting structures and lines of accountability described in other areas of the application.
		OPC.29.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP). [as applicable]	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group identifies the board's role as setting mission and strategic priorities, reviewing and approving annual budget and major contracts, hiring and supporting the school director, and monitoring academic, financial, and organizational performance.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		OPC.29.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group identifies three formal committees in the application—the academic, finance, and governance oversight committees—and describes, in the narrative, the core responsibilities that support the board’s overall governance role. The applicant group also identifies advisory councils (e.g., parent advisory council), and their respective roles centering on providing feedback. A review of the submitted bylaws in the appendix indicates the board can form and dissolve formal and ad hoc committees as needed.
OPC.30	List and provide a detailed description of the charter school’s measurable organizational and financial goals for each of the first five years of operation.	OPC.30.1 The applicant group provides a detailed list and description of the charter school’s measurable organizational and financial goals for each of the first five years of operation that align to the expectations outlined in the Charter School Performance Compact .	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides measurable, year-specific goals for each of the first five years of operation that align with the Charter School Performance Compact. However, years 2–5 are missing specific goals related to enrollment and appropriate use of funds.
OPC.31	Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	OPC.31.1 The board has a logical and feasible plan by which they will monitor the proposed school’s progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines a monitoring plan for academic, organizational, and financial goals. Each proposed plan includes specific

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		academic goals, organizational goals, and/or financial goals.	interventions the board will take if goals in any one or more areas is not met. However, in the charts summarizing the monitoring dashboards, the applicant group lists two roles that are misaligned with position titles in other parts of the application and the Operating Statement of Activity, specifically the financial manager and attendance clerk.
OPC.32	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation.	OPC. 32.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states that their evaluation process will be aligned to the Charter School Performance Compact (CSPC), BESE Bulletin 126 renewal standards, and the Louisiana School Leader Evaluation rubric, and that the performance evaluation will be explicitly tied to the performance indicators used by LDOE to assess charter schools in the Annual Review.
		OPC. 32.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group cites specific data sources that will be used to assess leader performance relative to academic, organizational, and financial goals and also includes special population compliance data, stakeholder feedback, and leadership practice data sources. The applicant group indicates academic performance will be monitored

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>quarterly, financial performance will be monitored monthly, and organization metrics will be monitored annually. The applicant group identifies the timeline and frequency of leader evaluation (monthly/quarterly monitoring in board meetings with a formal annual evaluation) as well as the process by which the data will be collected (either through direct reporting from the director, dashboards, or committee reporting structures).</p>
		<p>OPC. 32.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group identifies concrete corrective action steps the board will take if the school leader does not meet accountability measures, such as written improvement plans, increased reporting/monitoring frequency, and providing targeted leadership development and operational support.
OPC.33	<p>Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:</p> <p>a. Identify how the board will monitor the</p>	<p>OPC. 33.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.</p>	<p><input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that the school will have general policies and procedures for conducting the annual budgeting process, maintaining accounting records, conducting an audit, and managing procurement and payroll. However, the

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	<p>school's financial position; and</p> <p>b. Describe what financial controls the organization will have in place at the central and school level to ensure long term financial viability.</p>		<p>applicant group provides vague descriptions in several cases. For example, when describing procurement, the applicant group notes that the school will follow all state and local procurement laws and require board approval and competitive bids beyond a certain threshold; however, the narrative does not provide specific thresholds required. Additionally, the application states that payroll will be run with the oversight of the financial manager; however, the applicant group does not identify any clear processes or procedures for ensuring changes in payroll are tracked and included or mention other staff who will review approve the payroll to ensure segregation of duties.</p>
		<p>OPC.33.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group describes several policies and procedures that are likely to sustain the financial health of the school. For example, the board will monitor monthly financial reports, key performance indicators, and the annual audit. However, as noted in OPC 33.1, some of the described policies, specifically those around procurement and payroll, lack sufficient detail to determine whether they would be demonstrably

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			likely to sustain the school's fiscal health.
		<p>OPC.33.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.</i></p>	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the school's finances will be managed by a back-office consultant with 20 years of experience in charter school financial management across several states, including experience holding roles as a chief financial officer, chief executive officer, and finance manager. However, in Appendix 7, the applicant group provides a resume for the individual on which several of the individual's former employers are generalized and unverifiable (e.g. "private school system" and "national charter school back-office support organization" listed as the employers).
		<p>OPC.33.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the narrative, the applicant group describes several internal controls that will be implemented and are demonstrably likely to protect the resources of the school, including segregation of duties, dual signatures, board oversight, and restricted access.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.34	Describe the plan for the training and development of new members and continuing members.	OPC.34.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group describes a plan for self-assessing the board's strengths and gaps/areas of growth via self-assessment, annual retreat, and annually reviewing and revising goals. The applicant group also provides a plan for ongoing board member development that includes governance trainings provided by the Louisiana Association of Public Charter Schools, training on financial and legal resources and school materials, and quarterly review sessions on emerging governance issues.
		OPC.34.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group describes a new member recruitment plan that prioritizes recruiting in required areas of expertise through local universities, professional associations, and nonprofit networks. The applicant group also outlines an onboarding plan that ensures new members are familiar with board bylaws, articles of incorporation, financial policies, the Louisiana code of ethics, student and staff handbooks, and the charter contract.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.35	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	OPC.35.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group indicates the board will hold monthly meetings, with additional special meetings as needed. The applicant group describes procedures to comply with Louisiana's Open Meetings Law (La. R.S. 42.11), including details on notice of meetings, posting agendas, public access of meetings, and maintaining and posting records. The provided bylaws outline annual meetings, regular meetings, special meetings, open public meetings, and quorum, citing Louisiana Open Records Act.
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The bylaws identify the following officers and responsibilities: president, vice president and secretary. The bylaws indicate the minimum number of board members is five and quorum is met with the majority of members present. The bylaws indicate ad hoc committees may be formed and dissolved by the board as needed. The bylaws also indicate that regular meetings will be held in alignment with Louisiana R.S. 42:4.1.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.36	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	FPC.36.1 Organizational role of team members matches their professional skill set.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> For the individuals listed in the application (school director, assistant principal, dean of students, and school counselor), the applicant group provides (and a review of resumes in the appendix confirms) that their background and expertise match their organizational role. However, the applicant group does not identify or provide job descriptions for other key roles, namely the SCES principal, finance director, and facilities coordinator.
		<p>FPC.36.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on:</p> <ol style="list-style-type: none"> staffing, professional development, performance management, general operations, and facilities management <p>*If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states, and resumes confirm that collectively, the leadership team provides the required expertise in staffing, professional development, and performance management. The applicant group notes that expertise in facilities management will be shared between school leadership in coordination with licensed contractors.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.37	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	FPC.37.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group outlines a plan for key operational areas in the application—transportation, food services, facilities, purchasing, student records, and school safety—and identifies the specific position(s) responsible for oversight of each, the plan indicates that the proposed school will employ both a finance manager and a finance director, a director of operations and an operations manager, and school resource officers. These roles are not clearly delineated in the Operating Statement of Activity.
		FPC.37.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group outlines a transportation plan that provides free transportation for all students (per RS 17:3991) and transportation for students who have accommodations required by a student's IEP in the application. The provided budget indicates the applicant group has adequately planned for transportation expenses for the first five years of operation.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.38	Explain the plan for student recruitment and marketing that will provide access to interested students and families. Specifically, outreach for families in poverty; academically low achieving students; students with disabilities; and other youth at risk of academic failure.	FPC.38.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a plan to garner interest in the school and subsequently enroll students from families in poverty, academically low-achieving students, students with disabilities, and youth at risk of academic failure. The applicant group includes details such as specific marketing channels (e.g., mailers, social media, posting flyers, attending community events) and the general timeline for the recruiting and enrollment process. The applicant group provides an analysis of barriers that may prevent families from learning about the school (e.g., inconsistent internet access) and provides proposed solutions to both address those barriers and target specific subpopulations. While the applicant group provides a general description about the enrollment process, specific details about enrollment processes and procedures are absent.
		FPC.38.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group provides a description of how marketing and recruitment will be designed to specifically address barriers experienced by families in poverty in the

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>application, academically low-achieving students, students with disabilities and other youth at risk of failure and describes the supports provided to these special populations once enrolled, they do not provide an analysis of barriers specific to the enrollment process and proposed solutions (e.g., supporting families in completing applications without internet access or arranging school tours for families without transportation, etc.).</p>
		<p>FPC.38.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group affirms their commitment to serving all students but does not provide sufficient details on the application, lottery design, or registration process with an analysis of barriers with proposed solutions to evaluate that all admissions procedures do not exclude students based on race, religion, gender, ethnicity, national origin, intelligence level, or identification as a student with an exceptionality.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.39	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	FPC.39.1 Projections are based on accurate, conservative, and legally compliant assumptions.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operating statement of activities, the applicant group makes several reasonable revenue assumptions, including planning conservatively for special education and ELL enrollment and not including any unawarded federal funding or unsecured philanthropy. However, as noted above, enrollment projections vary throughout the application narrative, making it unclear whether the revenue projections in Year 2 of the budget and beyond are accurate. Additionally, the applicant group includes loans from SCCS for \$45,000 in the start-up conversion statement and \$600,000 in the expense section of the operating statement of activities. While the applicant clarified via electronic communication with LDOE that these monies will be donations from the Slaughter Scholars Foundation, verification of these funds was not provided.
		FPC.39.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operating statement of activities, the applicant group appears to fund some essential services. For example, the applicant group makes reasonable assumptions around student transportation, school food costs,

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>facilities expenses, and insurance. However, there are several expense categories that are either unclear or underfunded. Given the misalignment of enrollment assumptions across the application and within the budget, it is not possible to determine whether the applicant group has budgeted for an adequate number of teachers and staff. Additionally, several leadership and other positions are described as shared with SCCS in the application narrative, though it is not clear what percentage of these costs are held by SCCS and SCES, and some leadership positions do not appear to be represented in the budget at all. Additionally, health insurance costs appear to remain flat over the course of the proposed charter term, despite increases in FTEs and planned inflation across other budget lines.</p>
		FPC.39.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Throughout the operating statement of activities, there are several opportunities for the school to become insolvent. As mentioned above, the application reflects unverified donations in both the start-up year and Year 1 of operation without which the school could not cover its essential expenses. Additionally, across the budget, surpluses range from

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			\$16,000 in Year 1 to \$13,000 in Year 5 of the charter term, with fund balances below the required 7.5% in Year 1–3.
		FPC.39.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to school's most recent audit from the fiscal year ending June 2025, an independent audit firm did not identify any material weaknesses.
		FPC.39.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As noted above, in the operating statement of activities, the applicant group includes donations of \$45,000 and \$600,000 and does not provide evidence that these donations are guaranteed. Given that the operating statement of activities shows a modest fund balance of \$486,000 at the end of the proposed charter term, it is unlikely that the school would be able to successfully execute its academic program if this funding is not received.
FPC.40	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	FPC.40.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group describes a contingency policy with plans for regular proactive monitoring of the school's financial health, and a tiered system of specific areas for reductions in the event of below-projected enrollment or

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			unexpected expenses. However, in the operating statement of activities, the budget reflects significant unsecured revenue in the form of donations and proposes extremely slim budget margins, making it highly unlikely that the school's contingency plans would be able to remedy an unexpected shortfall.
FPC.41	Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as Appendix 7 . Please note all information provided in the resume are subject to the Louisiana Public Records law.	FPC.41.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 7, the applicant group presents the resume of its financial manager, a back-office service consultant, who holds a B.S. in accounting. However, several details of the individual's resume are generalized and unverifiable. For example, for several critical roles, the individual lists "private school system" or "national charter school back-office support company" rather than an organization name, which is typical of resumes.
FPC.42	Specify whether any of the organization's schools are not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies. Describe the circumstances.	FPC.42.1 The applicant group provides a clear and comprehensive list of any schools not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the organization's only other operating school, SCCS, is in compliance with all applicable state, local, and federal policies and submits to an annual audit by an independent auditing firm each year.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		FPC.42.2 The organization can provide verifiable evidence to show that steps have been taken to address issues of noncompliance or failure to meet expectations as substantiated by the school's authorizer and/or local and federal authorities.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
FPC.43	Explain the process the school will use to develop its annual budget including: <ol style="list-style-type: none"> Who will be involved; and How needs will be identified and weighed. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services. 	FPC.43.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application narrative, the applicant group describes several elements of a strong budget process. For example, the narrative includes a list of individuals who will be responsible for creating and reviewing the budget, as well as a clear timeline for the process. There is also a description of how the budget will be monitored and amended. However, given that the school will share some expenses with SCCS, it is unclear how individuals from the two distinct charter schools will work together to allocate and track those shared expenses.
		FPC.43.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In Appendix 8, the applicant group identifies a number of insurance policies that the school will hold, including worker's compensation, general liability,

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	the inspection and operation of all fire prevention and safety equipment at the school.		directors & officers, employee dishonesty, property, automobile, and student accident. The appendix does not, however, make clear whether the school will carry a policy for employment practices liability and indemnity, or if those will be covered under one of the named policies. Additionally, the applicant group states that the policies and coverage levels described are currently held by SCCS and would extend to SCES, though it is unclear whether that would be legal or feasible.

High School Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. <i>*Non-Essential = Coursework NOT required to meet graduation requirements</i>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway; d. What supports will be offered to students in	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

High School Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	their selection process; and e. Methods by which the school will guarantee equity of access for all students.	HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally:	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

High School Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	a. Describe the reasoning for those selections, including the alignment to in-demand occupations;	HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
	b. How those selections will result in career opportunities for the proposed student population;	HSA.4.3 If applicable, the applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
	c. The use of community resources (if applicable); and		
	d. How the budget will support the additional trainings and/or certifications needed.	HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Corporate Partnerships Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). As Appendix 11, Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: <ol style="list-style-type: none"> List of all companies/organizations considered; Evaluation of all companies/organizations considered; Rationale for selected provider; and Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness. 	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the	<input type="checkbox"/> Meets

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		charter board may terminate the contractual relationship.	<input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.4	Describe the ESP (if applicable) history including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents.	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to, submit material findings within the application; send the full ESP	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	independent audit separately to charters@la.gov by admission deadline.		
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		Appendix 13.2 The ESP cannot control board membership.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21) ; and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21) .	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <p>a. How training and support would consistently be provided;</p> <p>b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;</p> <p>c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and</p> <p>d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.</p>	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.4 The applicant group provides the plan for health screeners.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317 .	VOA.5.1 The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
VOA.6	<p>Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:</p> <p>a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable);</p> <p>b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties;</p> <p>c. A process on how the school will service those students requiring related services;</p> <p>d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and</p> <p>e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.</p>	VOA.6.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.7	<p>Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:</p> <p>a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or</p> <p>b. If the applicants have not identified a facility, explain the plans for securing a</p>	<p>If the applicant group has identified a facility:</p> <p>VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has identified a facility:</p> <p>VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs,</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	<p>suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs;</p> <p>c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and</p> <p>d. A plan to provide at least 20% of instruction to struggling students in-person.</p>	resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
		<p>If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

SCES acknowledges that some role titles were referenced inconsistently across sections of the application in an effort to align to rubric terminology and reflect role functions, causing confusion - particularly related to these standards: OPC 21, OPC 22, OPC 26, OPC 31, FPC 36, FPC 37, FPC 39.2 (asterisked below). To provide clarity and ensure alignment across the narrative, organizational chart, and Operating Statement of Activity, the following clarifies titles and roles of key positions referenced by multiple functionally descriptive titles in the application.

Position Title	Alias Title(s) in App
Director	School Director, Executive Lead, Executive Officer (OSA)
Dr. Stephanie Goudeau: Resume in Appendix 4. Shared SCCS - SCES role into perpetuity.	
Assistant Principal	AP, Instructional Lead, Academic Lead, Instructional Coach
Peggy Reno: Resume in Appendix 4. Shared SCCS - SCES role into perpetuity.	
IEP Coordinator	Dir. of Special Populations, SPED Coordinator, ESS Lead, 504 Coordinator
Genevieve Langlois: Resume in Appendix 4. Shared SCCS - SCES role into perpetuity.	
Facilities/Office Coordinator	Dir. of Ops, Ops Mgr., Ops Coordinator, Attendance Clerk, Office Coordinator
Shared SCCS - SCES role in Years 1-2, SCES-specific role beginning in Year 3.	
Finance Manager	FM, Finance Director, Financial Lead, Contracted CFO, HR Support
Jeremy Jones: Resume provided (revised version available upon request, details provided in responses OPC 33.3, FPC 41.1 below). Shared SCCS - SCES contract role into perpetuity.	

Multiple responses refer to inconsistencies in enrollment projections, which appear in 2 places (ES 3.2 + budget) and they are identical. However, clarification is needed in regard to projected enrollment according to “Student Characteristics,” particularly as relates to the OSA (FPC39.2). An error was identified in the enrollment projection tab of the OSA. The budget assumption reflecting 67% FRL eligibility represents our best estimate of actual enrollment demographics based on the most current publicly available data for SCES and the surrounding community.

ES 3.2 and EPC 7.1 See above re: enrollment projections. In EPC 7.1, additional information on the demographics and performance is provided for statewide, parish, and feeder school populations. This is because while the contracted enrollment zone as a Type 2 will be the entire state, SCES anticipates enrollment from a more localized area and therefore provided additional comparative data as context for the reviewer. There are no contradictory enrollment numbers provided. Additionally, while the application does not contain an explicit sentence committing to obeying the law related to enrollment of SWD and ED students, the anticipated enrollment numbers communicated in the budget indicate it intends to do so. SCES is committed to enrolling 62% ED and 10% SWD, which is required by law; but, the school anticipates enrolling 67% ED as outlined in the budget. Please see above for details about the OSA discrepancy.

EPC 12.2 The application details how non-academic data is collected in responses 9.a, 11.c, 12.b, and 12.d. The 12.d response states, “Evaluation is not a stand-alone process but a recurring cycle of data collection, analysis, reflection, and action. To ensure a comprehensive understanding of student progress and program effectiveness, SCES will collect and triangulate data across four key domains...Demographic and Equity Data: Attendance, discipline, and academic outcomes will be disaggregated by race, socioeconomic status, disability, and language proficiency to monitor equity of access and outcomes.”

EPC 13 The application notes subgroup variability as an area of focus in prior years then goes on to show that the SCCS subgroups now vastly outperform the district based on the targeted implementation of supports. The application states, "Furthermore, SCCS students from historically underserved populations consistently perform at or above statewide averages, with

particularly strong growth among economically disadvantaged students in recent years. The school's "A" Progress Index for three consecutive years confirms that these outcomes are not the result of static cohorts but reflect sustained, schoolwide academic growth." There seems to be a misunderstanding that subgroup variability was being mentioned as a concern separate from math performance instead of variability within math performance, both of which were addressed and improved through the interventions noted in this response.

EPC 15.3 ILPs will be developed for each identified EL student and will include SPED Director, grade level special education teacher, general education teacher(s), school administrator, and parents/guardians. ILPs will identify current English proficiency levels, academic strengths and needs, language acquisition goals aligned to state ELD standards, specific instructional supports/accommodations, progress-monitoring measures, and family communication supports. ILPs will be reviewed and updated at least annually - with flexibility to revisit more frequently - using classroom performance data, benchmark assessments, and language proficiency progress to ensure instructional adjustments and appropriate supports are implemented consistently with both SPED and content teachers responsible for delivering support and documenting progress.

EPC 15.4 + EPC 15.6 If data suggests subgroup disproportionality or over-identification of EL or students who are academically behind, SCES will: 1. Conduct review of referral patterns, screening thresholds, Tier 1 fidelity; 2. Audit intervention documentation and fidelity evidence; 3. Retrain staff on unbiased referral processes, disability indicators, and MTSS decision rules specific to subgroup in question; 4. Adjust procedures and monitor the next 2 benchmark cycles.

EPC 16 SCES is not proposing home as an alternative setting—the application states that homebound or virtual instruction "may be" arranged until alternative placement is secured. This is to ensure that there is no gap in services while arrangements to secure the alternative placement are made. SCCS has a signed agreement with East Feliciana Parish School Board to access their alternative school placement for expelled students. This agreement will be extended to SCES as discussed and agreed upon with EFPSB upon execution of a BESE charter contract.

Appendix 3 Key: Teacher (T); Principal (P); Assistant Principal (AP); Parent/Guardian (PG); School Board Member (SBM); School Board (SB).

Level	Investigation Step	Own.
Level 1 Teacher Review	Mtg. scheduled within 4 days of PG contact of concern; T gathers relevant info (grades, assignments, behavior records, OnCourse data); T meets with PG, records: summary of concern, actions discussed and/or steps taken, agreed-upon next steps; P/AP attends if PG requests mediator	T
	T provides written response to PG concern within 1 day.	
Level 2 Princ. Review	PG contacts P within 4 days of the Level 1 meeting with T	PG
	P reviews Level 1 documentation and conducts interviews with the T, student, and PG; all relevant information reviewed within 2 days. P schedules mtg with PG, T, and student to discuss findings, determination, required actions/next steps; notes, written summary provided to all parties within 4 days.	P
Level 3 Board Review	PG submits email to SB within 4 days of L2 decision	PG
	SBM acknowledges receipt of parent concern within 2 days	SBM
	Investigation of all L1 and L2 documentation and information reviewed by SBM; interviews/written statements collected from PG, student, T, and administration to determine if school procedures were followed appropriately within 4 days	

	Written response provided to all parties. that includes a summary of the findings, determination, and recommended resolution; a meeting may be scheduled with all parties after completion of investigation if unresolved within 4 days	
Level 4 SBVote	Case placed on next available SB mtg. agenda; parent notified of mtg date and time; final decision made, delivered to PG within 2 days following the SB mtg within 30 days	SB

OPC 21* and 22* Generalized or functional titles were used interchangeably across the application, creating inconsistencies between sections. SCES affirms that the primary leadership team outlined in OPC.22 is correct and comprised of the Director, the Assistant Principal, the Dean of Students, and the School Counselor. This core leadership team is central to the shared services model with SCCS, providing support as outlined, including compliance, and accounted for in the OSA on Line 147 (see FPC37 response). Financial management and human resources will be provided by Ascension Business Consultants (ABC) within a shared contract with SCCS, hence the inclusion of this function as a shared service (see FPC43 for additional details about the partnership with ABC). Technology support will be provided by MIS Technology Group. Legal support provided by Adams & Reese; also cited in the Eligibility Determination as a member of the application team.

OPC 26* SCES’s staffing model is designed to support the simultaneous launch of six grade levels through centralized recruiting, human resources, and onboarding systems already operated successfully by SCCS. Recruitment responsibilities will be led through SCCS administration and shared operational staff (see above), utilizing existing educator networks, regional preparation programs, substitute pipelines, and established hiring procedures. Shared positions referenced in the application are funded through the shared services/operational support fees reflected in the Operating Statement of Activity rather than through separate partial-FTE salary line items. See above for additional clarification about enrollment assumptions.

Appendix 4* The table above clarifies equivalent role titles used throughout the application and confirms that resumes/qualifications for all identified leadership positions have been provided.

OPC 24: All practices related to background checks, required licensing, bonding, and insurance, or other legal mandates also apply to contracted third-party staff as required and will be carried out in the same manner as full- and part-time employees.

OPC 25: SCCS maintains a strong pool of fully vetted and approved substitute teachers from the community who are available for both short- and long-term contracted assignments, allowing the school to sustain instructional continuity during temporary vacancies, sabbatical or leave periods, or other extended absences. Succession planning includes cross-training administrative and instructional personnel, maintaining active applicant pools for vacancies, and identifying high-performing staff for future leadership roles. SCCS/SCES maintains relationships with LSU, iTeach, and LRCE to attract and recruit new teacher candidates. Additionally, SCES will offer competitive salaries regionally, TRSL retirement benefits, and a 4-day work week, important tools in recruiting teachers regionally and attracting experienced public school educators.

Appendix 5, OPC 28.1 Tim Kinyomi’s resume was accidentally excluded from the final application package despite being previously submitted to LDOE via the Eligibility Determination. A copy of Mr. Kinyomi’s resume is available within LDOE files or upon request and a preview is provided below. Recent affiliations to assess potential conflicts of interest include: CEO/President of Bokas Building Designs, LLC; Mid City Redevelopment Alliance (Building Specialist); Naylor Industrial Services (contractor supporting ExxonMobil projects);

Boltech Industrial Engineering Company; Louisiana State Experiment Station/LSU Engineering.

OPC 28.2: Bylaws will be updated to include the following at the May 19, 2026 board mtg:

“(a)Conflict of Interest. Each Director shall act in good faith and in the best interest of the School, consistent with the Louisiana Nonprofit Corporation Law and the Louisiana Code of Governmental Ethics (R.S. 42:1101 et seq.). a.Duty to Disclose. An “interested person” includes any Director, officer, or committee member who has a direct or indirect financial interest in a transaction or arrangement with the school, as well as immediate family members of such individuals, consistent with the Louisiana Code of Governmental Ethics. •Annual Disclosure Filing. Each Director shall file a Tier 3 Personal Finance Disclosure Statement with the Louisiana Board of Ethics annually, no later than May 15, as required by state law. •Transaction Disclosure. Any director with a financial or personal interest in a matter before the Board shall fully disclose the existence and nature of such interest to the Board prior to discussion or consideration of the matter. b.Recusal and Quorum. A director with a financial or personal interest in a matter shall recuse himself or herself from discussion and voting on the matter and shall not be counted in determining the presence of a quorum for that specific matter. Approval of the matter shall require the affirmative vote of a disinterested quorum. c.Documentation. The minutes of the meeting shall reflect: •The disclosure of the interest and all material facts; •The recusal of the interested Director; and •The vote and decision of the disinterested quorum.

(b)Self-Dealing Contracts and Conflicts of Interest. A self-dealing contract is any contract or transaction between the School and one or more of its Directors, or between this school and a corporation, partnership, firm, or association of which one or more Directors of the School, or an immediate family member of a Director, has a financial interest. No such contract or transaction shall be valid unless it complies fully with the Louisiana Code of Governmental Ethics and all other applicable provisions of state law. The Board shall ensure that any such transaction is fair, reasonable, properly disclosed, and approved in accordance with the recusal and quorum requirements set forth in this Section.”

OPC 30 Minimum and maximum enrollment goals are included in the enrollment table in the executive summary and the Operating Statement of Activity (Please see ES.2). Additionally, goals related to “appropriate use of funds” for all years of the school’s operation during and beyond its first charter term remain the same and include remaining in the “no action” category on the FRA, submitting all reports on schedule, and maintaining an unqualified audit with no material findings as outlined in the CSPC.

OPC 31* “Attendance Clerk” – In Years 1 and 2, attendance functions for SCES will be supported via the existing SCCS Facilities/Office Coordinator position as part of the shared services structure. Beginning in Year 3, SCES will employ its own dedicated Office Coordinator, aligned to projected enrollment growth and operational needs. Financial Manager– In Year 1, financial management services for SCES will be provided through the existing SCCS shared services structure and contract with ABC. The Financial Manager role referenced in the monitoring dashboards reflects those shared operational responsibilities. Financial management will remain a shared service between SCCS and SCES in subsequent years.

FPC 36* Because the positions cited are aligned to existing SCCS operational roles and responsibilities already being successfully performed within the organization, SCES did not include separate job descriptions. In several cases, individuals identified in the application will perform substantially similar duties for SCES under the shared services structure, with responsibilities adapted to the elementary setting as needed. The omission was not intended to suggest that these functions were undefined, but rather reflected overlap with existing SCCS

leadership and operational job responsibilities already described elsewhere in the application, including EPC.6.d., EPC.9.a., EPC.12.d., and the organizational and governance structures described in the staffing and operational planning sections.

FPC 37* See above for additional clarification on roles. Specific to FPC37 comments, the operational oversight table included in the narrative describes functional responsibility areas rather than discrete budgeted positions. In several instances, the table referenced generalized or illustrative operational titles that overlap with existing SCCS shared-services responsibilities and do not represent separate standalone positions within the SCES staffing model or OSA.

Operational responsibilities related to transportation, food services, facilities management, student records, and school safety will be coordinated through the Facilities/Office Coordinator role. Similarly, references to finance manager and finance director refer to one position - the contracted Finance Manager. The 2% allocation reflected on Line 147 of the OSA “Administrative Fee Payable to the Dept. of Education” represents a combination of SCCS shared services supports and LDOE fees: 1) 0.25% designated for Louisiana Department of Education fees per the Type 2 CPSC; and 2) 1.75% MFP revenue allocated toward shared services with SCCS for the organizational resources necessary to support startup implementation, compliance, instructional support, and operational oversight. These amounts were calculated as a percentage of annual MFP State & Local Revenue to ensure sustainable shared-service support between SCCS/SCES while maintaining conservative long-term financial planning assumptions.

OPC 33.1, OPC 33.2 The policies cited as missing will be finalized during the startup year through adoption of a formal financial procedures handbook. SCES will utilize SCCS’s existing financial procedures handbook and internal controls framework, which has supported multiple years of clean, unqualified audits with no material findings. Financial procedures will align with established best practices and the Louisiana Association of Public Charter Schools (LAPCS) and Louisiana Accounting and Uniform Governmental Handbook guidance, including segregation of duties, dual authorization for disbursements, documented payroll review procedures, restricted access to financial systems, and Board oversight of financial reporting and expenditures. Consistent with SCCS’s current procurement thresholds, purchases below \$10,000 may be approved administratively with three verbal quotes; purchases between \$10,000 and \$25,000 require three documented quotes for approval by the Board President; purchases exceeding \$25,000 but less than \$150,000 require at least three written quotes for approval by the school’s Board; and purchases in excess of \$150,000 are subject to formal Board review and approval in accordance with applicable public bid requirements. During the startup year, SCES will formally adopt and codify additional procedures referenced throughout the application, including payroll changes and adjustments, monthly bank reconciliations, credit card usage, cash handling, and documentation retention to ensure strong fiscal accountability and compliance.


OPC 33.3, FPC 41.1 The resume for Jeremy Jones should have specifically identified the following organizations: **Ascension Business Consultants [ABC], LLC (CEO)**; 4th Sector Solutions Inc. (CFO); Louisiana State University (Compensation Manager + Consultant); The Florida State University (Asst. Dir.); Household of Faith Church and School System Inc. (Dir. of Finance and Administration); Louisiana Machinery LLC (Accountant); **Sprout Early Education Directive (Chairman/Founder)**; The Emerge School (Board of Directors); Emerge Church, Inc.; and Household of Faith Church, Inc. (Treasurer, Board of Directors). **Current roles are bolded**; see below for document preview, detailed updated resume available upon request.

FPC 38.1 Oct. 2026 to Feb. 2027-Outreach to families begins via social media advertisements and direct outreach at churches, community events, and other local organizations; Oct. 2026 to

Feb. 2027-Paper information packets distributed at libraries, churches, and community locations; Feb. 1, 2027-Press release sent to media regarding application availability; Feb. 1, 2027-Social media posts and website updates announcing application availability; Mar. 1, 2027-Application released online; Mar. 1, 2027-Paper applications available at school and local libraries; Mar. 2027-Open house/application assistance event #1 held at school; Apr. 2027-Lottery conducted, if required; Apr. 2027-Enrollment notifications issued; May 2027-Registration begins; May 2027-Application assistance event #2 held at school; May through Aug. 2027-Enrollment continues until maximum capacity is reached in accordance with waitlist procedures; May through Aug. 2027-Parent follow-up conducted regarding registration completion; May through Aug. 2027-Continued recruitment conducted through community outreach and advertising efforts; Jul. 2027-Open house held for newly enrolled and prospective families.

FPC 38.2 SCES recognizes that barriers to enrollment may include limited internet access, transportation challenges, and limited familiarity with enrollment procedures, which is why the application details how barriers will be addressed. In summary: paper applications are available and enrollment information will be advertised through non-online means (such as fliers at libraries and announcements and fliers at churches), meaning that individuals without internet access can be informed of how to enroll and will have multiple locations to complete a paper application. For those without transportation, an application will be available online as well. If a family has neither internet access nor transportation to get to an application location or school event, they can reach out to the school via phone to arrange assistance - SCES will accommodate their needs. This information will be shared online and on printed materials.

FPC 38.3 SCES affirms its commitment to nondiscriminatory enrollment policies. All documents, websites, and communications related to enrollment will state that enrollment is non-discriminatory. Materials used to collect student info will not collect or use that information in making enrollment decisions. Only required information for the purposes of meeting a student's needs (i.e. exceptionalities) will be collected after the student has been admitted. As required by law, all lottery procedures will be blind to all characteristics except grade level and Louisiana residency.

FPC 39.1, FPC 39.5, FPC 40 Funds verified via formal letter of commitment, available upon request; see below for screenshot preview. As President of the Board for the Slaughter Scholars Foundation, the board guarantees a donation in the amount of \$600,000 to be paid to Slaughter Elementary Charter School (SCES) upon execution of a charter contract with the Board of Elementary and Secondary Education. The purpose of the funds is for costs related to the start up of the new school and the funds are otherwise unobligated. SCES is under no obligation to repay these funds at any time.  Signed by: Andre Greenup, Board President

FPC 39.2* Health insurance costs increase between Y1 and Y2 when staffing increases but there are not further increases in staffing. Inflation could be added in years 3-5, however, SCES figured in assumed savings via joint policies with SCCS during that time. Inflation of 3% annually could add upwards of \$8,000 per year to the budget, however, this represents only 0.2% percent over the Y2 annual budget and is not expected to materially change the school's financial position. See Page 1 above for clarification about enrollment assumptions and shared roles.

There is no misalignment of overall enrollment numbers in the budget or application.

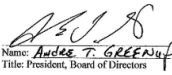
FPC 39.3, FPC 40 The LDOE's FRA does not consider general fund balance for schools in their first year. It is understood that new schools and school districts take some time to build up a fund balance given the extensive start-up costs associated with opening a new school. There is nothing in law or policy that requires a school to have a fund balance of 7.5% in years 1-3 and it is both

unusual and unlikely for a new Louisiana charter school to do so. By Year 4, the school anticipates a fund balance of more than 8%, putting it in the “Excellent” category within the FRA. A fund balance of less than 7.5% is not a clear indicator of illiquidity. Bulletin 126 states that new charter schools will “be provided a financial practices self-assessment in order to determine the extent to which the school is positioned for strong financial performance” and that for all schools, the “charter school performance compact shall articulate any other specific criteria the Department of Education will use to evaluate financial performance.” The CSPC does not include a mandated 7.5% fund balance.

FPC 43 SCCS maintains a contract with ABC, a financial services provider managed by Jeremy Jones, who serves as SCES’s contracted CFO/Financial Manager. ABC currently supports all financial operations for SCCS. The existing agreement will be amended to include SCES with a comparable scope of services. ABC currently employs support staff and will adjust staffing capacity as SCES expands to ensure both schools receive appropriate financial management, reporting, compliance and operational support.

Appendix 8 Employment practices liability insurance is not asked for in either the question or included in the rubric, however, LDOE includes it in its pre-opening guidance requirements. SCES will inquire with its insurance carrier about procuring coverage. Regarding the required insurance coverage, the same level and type of coverages would be extended to the new school in whatever way the law requires. If that cannot be done through an expansion of current policies, new policies for the new school will be written.

Document previews – complete files available upon request.

<p style="text-align: center;">FPC 39.1, 39.5, 40: Formal Commitment of Funds</p> <p>May 6, 2026</p> <p>Louisiana Board of Elementary and Secondary Education c/o Louisiana Department of Education Baton Rouge, Louisiana</p> <p>RE: Financial Commitment to Slaughter Community Elementary School (SCES)</p> <p>Dear Members of the Board:</p> <p>On behalf of the Board of Trustees of Slaughter Community Charter School (SCCS), this letter serves as formal confirmation of the Board’s commitment to provide a financial contribution in the amount of \$600,000 to support the establishment and successful launch of Slaughter Community Elementary School (SCES), contingent upon execution of a charter contract with the Louisiana Board of Elementary and Secondary Education (BESE).</p> <p>The SCCS Board has authorized this commitment as part of its long-term investment in expanding high-quality educational opportunities within the Slaughter community. These funds are designated exclusively for school startup and implementation expenses, including but not limited to staffing, instructional materials, technology, furnishings, operational readiness, and other approved pre-opening and launch-related costs necessary to ensure a successful school opening.</p> <p>The SCCS Board further confirms that these funds are currently unobligated and available for this purpose. This contribution is intended as a direct investment in the success and sustainability of SCES and shall not constitute a loan. SCES will not be required to repay these funds at any time.</p> <p>The SCCS Board remains committed to supporting a smooth and financially stable launch process for SCES and believes this investment reflects both the organization’s fiscal capacity and its deep commitment to the students and families of the community.</p> <p>Sincerely,</p>  <p>Name: Andre T. Greenup Title: President, Board of Directors</p>	<p style="text-align: center;">OPC 33.3, FPC 41.1: Financial Manager Resume</p> <p style="text-align: center;">JEREMY P JONES</p> <p style="text-align: center;">PM (225) 610-3973 EMAIL: JEREMY@BOKASBUILDINGDESIGNS.COM SAINT AMANT, LA</p> <p>Attention Business Consultants, LLC Saint Amant, LA Owner/CEO July 2018 – Present</p> <p>Flagship Client: Slaughter Community Charter School</p> <p>Financial Administration:</p> <ul style="list-style-type: none"> Maintain financial records in accordance with GAAP reporting standards, state and local requirements and charter school financial policies. Attend meetings with school leadership, finance committee meetings and board meetings to provide guidance regarding financial matters. Provide monthly financial reports to school administration and board of directors. Management of operating budget and provide monthly updates. Management and processing of vendor payments on a weekly basis and ensure the proper approvals are received and documented for auditing purposes. Management of payments and funds received by the school and record to the proper school operation or activity fund account. Completion of monthly closing procedures, bank reconciliations, activity account reconciliations, monthly closing schedules (travel, credits expenses and fund assets). oversight of grant management process, includes the development of budgets for grant submission, monitoring and coding expenses, appropriately in the financial records and submitting grant reimbursement request on behalf of the school. Management of the payroll process on a semi-monthly basis. Process and submit monthly invoice statements and statement contribution, includes the monthly administration of necessary journal and deduction adjustments, resolving various problems that arise and outside changes for new and terminated employees. Management of annual closing procedures and audits, such as submission of the annual budget to EPPSB as required, completion of the annual financial report (AFR) and act as a liaison with the independent auditor to ensure compliance with state and local reporting requirements. <p>Human Resource Administration:</p> <ul style="list-style-type: none"> Maintain employee files which will be maintained on client site. Handle new hire paperwork. Handle various employee relation matters and support school leadership in adhering to the schools’ human resources policies and procedures. Completion of annual reporting requirements, such as PEP reports and TRSL annual compliance audits. Serve as liaison with the Office of Group Benefits and TRSL and resolve issues that may arise. Provide an additional support position dedicated to support the Finance and Human Resources functions of the school. <p>EDUCATION</p> <p>Louisiana State University Baton Rouge, Louisiana Bachelor of Science Degree, Major: Accounting Graduate</p> <p>PROFESSIONAL LEADERSHIP ACCOMPLISHMENTS</p> <p>Chairman/Founder October 2018 Sponsor Early Education Initiative Duties: Provide executive leadership and guidance for non-profit early education initiative</p> <p>Director, Board of Directors July 2019 The Emerge School Duties: Oversight the financial, educational and business oversight for charter school</p> <p>Director, Board of Directors July 2011 Emerge Church, Inc. Duties: Oversight the financial, insurance and leadership training of the organization.</p> <p>Treasurer, Board of Directors February 2018 Household of Faith Church, Inc. Duties: Oversight the financial obligations of the organization.</p> <p>TECHNICAL KNOWLEDGE</p> <ul style="list-style-type: none"> Microsoft Office (Word, Access, Excel, PowerPoint, Outlook, Publisher), QuickBooks Software, ACS Church Management Software and PeopleSoft (OHNI). 	<p style="text-align: center;">Appendix 5, OPC 28.1: Kinyomi Resume</p> <p style="text-align: right;">TIM KINYOMI, B. AR BOKAS1122@AOL.COM 225-571-</p> <p>SUMMARY</p> <p>Successful CEO PRESIDENT, Bokas Building Designs, LLC Company registered in the state of Louisiana with Louis A professional design firm with blue print interpretation</p> <p>SKILLS</p> <ul style="list-style-type: none"> Executive team leadership Architectural Programming Building Construction Construction Manager Commercial Driver’s License CDL <p>EXPERIENCE</p> <ul style="list-style-type: none"> CEO, PRESIDENT, BOKAS BILDING DESIGNS, LLC, ZACH Building Specialist, Mid City Redevelopment Alliance, Downtown City Project Director, City of Port Allen Naylor Industrial Services, EXXONMOBIL contractors. Boltech Industrial Engineering Company, Baton Rouge Louisiana State Experiment Station, LSU Engineering Architect, City of Baton Rouge, LA 70802 <p>EDUCATION</p> <ul style="list-style-type: none"> Structural Engineering Degree - Eastern Wyoming Coll Structural Engineering Degree – University of Wyoming Architecture Degree – Southern University, Baton Rou Continuing Education – Louisiana State University, Bat
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**2026 Louisiana Department of Education Charter Application Review
Experienced Operator Executive Summary**

Name of Applicant: Slaughter Community Elementary School

Final Recommendation	

Non-Profit Information			
Non-Profit	Slaughter Community Charter School	Education Service Provider (ESP)	Not applicable
		# of schools operated by ESP	Not applicable

School Information			
School	Slaughter Community Elementary School	Parish	East Feliciana Parish
Type	Type 2	Parishes Served	Statewide
Operator Track	Experienced	Year Opening	2027-28
Grade Configuration at Start	6	Grade Configuration at Scale	K-6
Enrollment at Start	60	Enrollment at Scale	420

Proposal Summary for Final Recommendation	
<ul style="list-style-type: none"> • Educational Program and Capacity: • Organizational Model: • Financial Model: 	

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	
Total Number of Standards Met	
Total Number of Standards Unmet	

Application Sections and Subsections	# Possible	# Met
Executive Summary		
Founding Team Capacity Summary		
Founding Team Capacity		
Educational Program and Capacity Proposal Summary		
School Establishment		
Academic Plan		

Application Sections and Subsections	# Possible	# Met
Academic Goals		
Louisiana Accountability System: Academic Performance		
Assessments		
Diverse Learners and Student Supports		
Behavior Management		
Parent and Community Engagement		
Growth Plan Proposal Summary		
Growth Plan		
Organizational Plan and Capacity Proposal Summary		
Staffing		
School Leadership Team Capacity		
Charter Board Governance		
Financial Plan and Capacity Proposal Summary		
Operational Management and Leadership		
Student Enrollment and Recruitment		
Financial Plan		
High School Addendum (If Applicable)		
High School		
Corporate Partnership Addendum (If Applicable)		
Corporate Partnership		
Educational Services Provider (ESP) Addendum (If Applicable)		
Educational Service Provider		
Virtual Operator Addendum (If Applicable)		
Virtual Operator		

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ES.1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <p>a. Identify the students and community to be served;</p> <p>b. Illustrate what success will look like; and</p> <p>c. Align with the purposes of the state charter school law (Louisiana R.S. 17:3972).</p>	<p>ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group provides a mission statement that outlines the fundamental purpose of the school: to provide access to high-quality public education that ensures early mastery of literacy and numeracy and prepares students for sustained academic success. The applicant explains that the mission is aligned with Louisiana R.S. 17:3971 because the school is designed to improve student outcomes, expand access to high-quality options, and close persistent achievement gaps.
		<p>ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group provides a vision defined by long-term success, specifically LEAP performance, grade 3 reading proficiency, students entering middle school prepared for grade-level coursework, and, ultimately, equitable access to postsecondary opportunity.

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ES.2	<p>Anticipated Student Population and Educational Need.</p> <p>a. Describe the community in which the school will be located (including physical address, if known, and jurisdiction) and anticipated student population the school seeks to serve.</p> <p>b. Based on your outreach, research, and understanding of the community and students you seek to serve, what are the main challenges to the success of the students in the community you seek to serve? What does your proposed school intend to do to address these challenges?</p>	<p>ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the proposed school will primarily serve students in grades K–6 from East Feliciana Parish and surrounding communities (though open statewide). The applicant group indicates that the school’s expected enrollment will reflect East Feliciana Parish schools and describes the student population in terms of demographics and educational needs.
		<p>ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group describes achievement gaps indicated by SPS performance data for subpopulations from East Feliciana Parish (specifically for black, economically disadvantaged, and students with disabilities).
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods.</p> <p>a. Specify the grade levels to be served each year for the full term of the contract;</p> <p>b. Provide the minimum and maximum enrollment per grade level per year for the term of the contract;</p> <p>c. Summarize what the proposed school would do to more effectively than the</p>	<p>ES.3.1 The applicant group provides a concise overview of the proposed educational program.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group provides a brief yet detailed overview of the Slaughter Community Charter School (SCCS) educational model that will be replicated at Slaughter Community Elementary School (SCES), specifically Tier 1 instruction guided by quality curricula and data driven

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	<p>schools that are now serving the targeted population;</p> <p>d. If virtual, please see the addendum for additional questions.</p>		<p>instruction. The applicant group also briefly describes intended adjustments to the SCCS model to ensure the program is developmentally appropriate for grades K through 6 (e.g., explicit literacy instruction, family engagement for younger students).</p>
		<p>ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • The applicant group provides the projected enrollment per grade level per year of the proposed contract term in the executive summary. However, the applicant group provides different enrollment numbers elsewhere in the application, making the enrollment projections unclear. • In the seven-page response, the applicant clarifies that the projected enrollment presented in the chart of the executive summary and enrollment projection tab of the Operating Statement of Activity is the intended enrollment projection (rather than the enrollment figures captured in OPC.26 of the original application), specifically that the minimum proposed enrollment is 50 students per grade for each year of the charter term. (The maximum is 65 students per grade, and the budget is built on an assumption of 60 students per grade.)

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group explains the intention to lay the foundation for students' sustained success by serving elementary grades in East Feliciana Parish, ensuring the school provides high-quality academic programming (based on the SCCS model not currently available to elementary students in the parish); the ultimate goal, they explain, is improving the academic outcomes and long-term academic trajectory of students. The provided rationale aligns with the identified needs described in the anticipated student population and educational need section of the executive summary.
ES.4	Impact. Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group explains that the proposed program will positively impact academic student outcomes by ensuring students read at grade level by grade 3 and ensuring students master foundational math skills, increasing the likelihood of high-school graduation and postsecondary success.

Executive Summary			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ES.5	<p>Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions.</p> <p>a. Explain how you have taken the feedback from previous evaluations to reflect and revise the application.</p> <p>b. Address the deficiencies identified in the most recent evaluation and describe the changes made.</p> <p>c. Describe any changes to board leadership or school leadership since the most recent application.</p>	<p>ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon.</p> <p>*Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group explains the ways in which they strengthened their application, stating that they provided more clarity about their proposed model and their existing school's evidence of effectiveness.

Founding Team Capacity			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FTC.1	Do Board members demonstrate the capacity to govern the school?	FTC.1.1 Board members demonstrate understanding of the Board's role and responsibilities as a governing body.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> This standard is evaluated through the capacity interview.
		FTC.1.2 Board members demonstrate the capacity to execute governing responsibilities.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> This standard is evaluated through the capacity interview.
FTC.2	Do school leaders demonstrate the capacity to found and lead the school?	FTC.2.1 School leadership demonstrates the capacity to found and lead the school.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> This standard is evaluated through the capacity interview.

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.6	<p>Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population.</p> <p>a. Provide the applicant’s rationale for selecting the community;</p> <p>b. Performance of local schools in the community that serve a similar student population;</p> <p>c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and</p> <p>d. Explanations of any partnerships or contractual relationships central to the school’s operations or mission.</p>	EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains the opportunity to expand the successful SCCS model downward to serve grades K–6, building off the trust and brand awareness the school has established in East Feliciana Parish. The applicant group further describes an opportunity to serve elementary students in East Feliciana Parish who only have access to schools with SPS scores of C or D.
		EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group contrasts the academic performance of students enrolled at SCCS with that of East Feliciana Parish schools (as measured by SPS, 3–8 LEAP assessments, ACT data, and graduation rates) to demonstrate it can more effectively serve the community than existing school options. The applicant group provides detailed school building level data and subpopulation performance data of students enrolled at SCCS to demonstrate effectiveness of the program compared with schools in East Feliciana Parish.

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes existing partnerships that support the school's operations as well as existing partnerships (e.g., the Dyslexia Resource Center, the Center for Literacy and Learning, 4-H, Pelican State Credit Union, Louisiana Rehabilitation Services). The applicant group explains how each partnership connects to the school's commitment to strong academic outcomes for students. The applicant group also notes that the school will expand its partnerships aligned with literacy, numeracy, and whole-child development.
EPC.7	Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes <ol style="list-style-type: none"> Racial and socioeconomic demographics; Percentage of special education students; Percentage of English Learners; and Percentage of homeless students. 	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group supplies racial and socioeconomic demographics for East Feliciana Parish and the state, and racial and socioeconomic data as well as subgroup (students with disabilities, English learners, and homeless students) data for East Feliciana Parish schools, Slaughter Elementary School, and SCCS. However, it is not clear which of these data sets the applicant group is suggesting the school's population will reflect, and they contain significant differences (e.g., 13.5% economically

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>disadvantaged among the parish population compared with as high as 75.6% in the parish schools).</p> <p>Furthermore, the applicant group does not provide a commitment to enroll at least 48.9% economically disadvantaged students or 10.2% students with disabilities.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group commits to enrolling at least 62% economically disadvantaged students and 10% students with disabilities.
EPC.8	<p>Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school.</p> <p>a. Description of the stakeholders engaged;</p> <p>b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.</p>	<p>EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides evidence that they engaged alumni, current and prospective parents, school staff, local government officials, and vendors/community partners in the development of the application. The appendix includes evidence that approximately 30 parents/caregivers were engaged, such as support letters and sign-in sheets from family engagement meetings.
		<p>EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group described soliciting community engagement through in-person meetings (with parents and staff), livestreamed

Educational Program and Capacity: School Establishment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			meetings (to the broader community), and encouraging individual feedback (e.g., via direct emails), and surveys. The applicant group provides examples of how stakeholders influenced design (e.g., current staff informing curricular choices) of the proposed K–6 program.
Appendix 1	Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.) Include a cover sheet with a table that identifies page number and a brief description of the document.	Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey results) must include evidence of parent/caregiver support.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the appendix, the applicant group provides 30 letters of support from diverse stakeholders including community partners, current and prospective parents, local elected officials, and alumni from East Feliciana Parish. Sign-in sheets from a family engagement event are also included.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.9	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <p>a. The key design elements that reflect the school’s mission and vision;</p> <p>b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success; and</p> <p>c. Any differences in the proposed school model from existing schools operated by the non-profit organization.</p>	<p>EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school’s mission and vision.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a clear and concise overview of the proposed school’s model and key design elements (high-quality, Tier 1 curriculum; structured early literacy; data-driven instruction; a MTSS; innovative scheduling; supportive school culture) that align to the school’s mission.
		<p>EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either:</p> <p>a. A track record of success with similar student populations (proven models)</p> <p>OR</p> <p>b. Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a clear rationale rooted in the track record of success at SCCS (as demonstrated by LEAP Assessment and Progress Indices) and cited research. The applicant group also provides an evidence-based rationale for expanding the SCCS model down to grades K–6: to provide a vertically aligned, proven extension model to lower grades within the East Feliciana Parish community to improve long-term student outcomes.
		<p>EPC.9.3 The applicant group provides an overview of existing schools in their portfolio and details key elements that differentiate the proposed school.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group lists and explains how the proposed elementary model will differ from the

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			SCCS grade 7–12 model, namely through early and intensive literacy and numeracy instruction, developmentally responsive instructional structure (early elementary versus departmentalized grades 3–6), early intervention and support, and whole-child development.
EPC.10	<p>In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students.</p> <p>a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards.</p> <p>b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics.</p> <p>c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).</p>	<p>EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <p>In the application, the applicant group identifies the curricular materials for the core content areas (HMH Into Reading and Springboard for ELA, McGraw Hill Reveal Math for math, Amplify Science for science, and Bayou Bridges for social studies). The applicant group explains that most programs have been vetted as Tier 1 (with Reveal Math rated Tier 3 in grades 3–5 because it includes content beyond the Louisiana standards; the applicant group notes that the publisher provides an implementation guide for Louisiana). In the case of Bayou Bridges, the applicant group notes that the curriculum was developed in partnership with the state to guarantee rigor and compliance with state standards, grade level progressions, and requirements.</p>
		<p>EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group indicates that most of the selected curricula are rated Tier 1

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			and states that they will use Bayou Bridges for social studies, which was developed by the state and adheres to the quality indicators on the state instructional materials review rubrics in the application.
		EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
EPC. 11	Provide a detailed hybrid learning plan that includes the following: <ol style="list-style-type: none"> Circumstances under which this plan would be implemented; A plan to acquire and disseminate technology to students; A plan to track and monitor attendance in a virtual setting; Identification of the Learning Management System (LMS) to be employed; A plan to provide training and technical support on the LMS to staff, families, and students; and A plan to communicate with staff, families, and students virtually. 	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group provides a logical plan for implementing a hybrid learning model when necessary that defines circumstances in which the school will implement hybrid learning and describes how technology will be disseminated to students.
		EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group lists appropriate instances in which a hybrid/remote learning model would be implemented: school closure, public health emergency, severe weather events, facility-related emergencies, or quarantine.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that it will maintain sufficient inventory of devices if a hybrid/remote model is implemented and designates the school's technology coordinator as responsible for distribution.
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group sufficiently explains how attendance will be tracked for synchronous lessons and asynchronous work via OnCourse, an attendance tracking platform; parents will receive automatic notifications regarding absences or missing work.
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies Clever (an online LMS) and Microsoft Teams as the primary platforms the school will use during hybrid/remote instruction. The applicant group further describes how parents and families will be provided with Clever and Microsoft Teams tutorials at the beginning of the year as well as be provided guidance in print materials, the student handbook, and in refresher opportunities at the beginning of a hybrid/remote learning event.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies multiple communication platforms and channels (e.g., School Messenger, OnCourse, email, phone, virtual town hall, and virtual office hours) that will be used.

Educational Program and Capacity: Academic Goals			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.12	<p>List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including:</p> <p>a. How the proposed school will establish baseline data;</p> <p>b. A plan for collecting data in accordance with R.S. 17:3911;</p> <p>c. A plan to establish student performance goals; and</p> <p>d. Core components of professional development and how these components will support effective implementation of the educational program.</p>	<p>EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they align to the Charter School Performance Compact, including LEAP 2025, ACT*, and graduation rate*. *ACT and Graduation Rate = High School Applicants only</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides measurable, year-specific academic goals for each of the first five years of operation that align to the Charter School Performance Compact.
		<p>EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.</p>	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlined their intention to administer LEAP assessments and track progress in OnCourse. However, they did not indicate plans to collect other mandated data (e.g., enrollment, demographic, discipline data). In the seven-page response, the applicant references sections 9.a, 11.c, 12.b, and 12.d of the original application for details about the methods and frequency by which certain types of data will be collected. However, review of the sections finds the methods and frequencies by which other data is collected, as required by R.S. 17:3911 (e.g., enrollment, demographic data), are still absent.
		<p>EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that the school director,

Educational Program and Capacity: Academic Goals			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			leadership team, and board will review middle- and end-of-year benchmark data and LEAP assessment data to identify trends and adjust goals for the upcoming year.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a plan of proposed professional development topics and systems that emphasize the role of data-driven instruction and continuous improvement in the proposed school. The plan identifies three data retreats, weekly data meetings, instructional checkpoints, and specific data sources that will be analyzed, and the plan indicates teachers will learn to interpret data to plan differentiation and interventions.

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.13	<p>In your overview template, you provided performance data on the schools your organization currently operates or has previously operated. Provide a narrative explaining the performance data, including:</p> <ol style="list-style-type: none"> Explanation of performance deficiencies; Explanation of subgroup performance; Identification of which school performance scores do not meet the requirement for additional schools as outlined in Bulletin 126; Strategies used to remedy performance deficiencies and subsequent progress; Describe how data supports creation/replication of proposed new school, as well as how the operator will improve performance in areas where needed. 	<p>EPC.13.1 The applicant group provides a comprehensive narrative explanation of performance data, including a description of all known performance deficiencies, the current and historical status of subgroup performance, and specific information about schools that fall below Bulletin 126 requirements and why they do not meet the bar.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides an explanation of performance data, including SCCS's School Performance Score of A in 2024–25 for the third year in a row as well as current and historical status of subgroup performance. The applicant group notes that they recently identified two areas for improvement: mathematics performance (specifically Algebra 1 and Geometry) and subgroup proficiency variability.
		<p>EPC.13.2 The strategies used to remedy performance deficiencies, as described by the applicant group, address each performance deficiency and the applicant group's track record demonstrates growth toward correcting similar performance deficiencies.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group lists strategies to enhance math performance (e.g., expanded coaching for secondary math teachers, vertical alignment of curricula, and increased analysis of LEAP assessment results) along with general strategies for maintaining continuous improvement (e.g., Tier 1 curriculum fidelity). However, the applicant group does not provide specific strategies to address the subgroup variability concern they note. In the seven-page response, the applicant points to the SCCS track record of subgroups outperforming the district and points to academic growth of economically disadvantaged students as

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			evidence the proposed school model serves subpopulations. They further clarify that the subgroup variability concern is not separate from the math performance concern outlined in the original application.
		EPC.13.3 If single-site currently: The current school managed by the non-profit board meets the academic expectations for operators according to BESE Bulletin 126 or provides a thorough explanation of the growth towards meeting expectations and timeline to do so.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines that SCCS meets the expectations for operators as outlined in BESE Bulletin 126, specifically: "A" SPS letter grade and "A" Progress Index for multiple consecutive years.
		<p>EPC.13.4 The applicant provides a description of school performance of comparable* schools within the ESP's portfolio, to include:</p> <p><i>Currently operating in Louisiana:</i> School Performance Score (SPS) and Progress Index Equivalent;</p> <p>OR</p> <p><i>Not currently operating in Louisiana:</i> State achievement and growth scores.</p> <p>*comparable school: school serving similar population and the grade levels as the intended school.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		EPC.13.5 The applicant provides an analysis demonstrating portfolio performance that supports the creation/replication of the proposed new school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group explains that their Louisiana portfolio consists solely of SCCS, which earned an A School Performance Score in

Educational Program and Capacity: Louisiana Accountability System: Academic Performance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			2024–25, meeting the academic threshold for opening a new school under CSPC Appendix C. The applicant indicates that, as a Type 1, their existing charter school does not receive organizational and financial performance ratings from its authorizer.

Educational Program and Capacity: Assessments			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.14	<p>Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <p>a. Describe each assessment’s purpose, design, format, and rationale for its selection;</p> <p>b. Describe how the school will collect and analyze assessment results;</p> <p>c. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards;</p> <p>d. Provide exit standards that clearly set forth what students will know and be able to do;</p> <p>e. Describe how the school will collect and analyze assessment results; and</p> <p>f. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.</p>	<p>EPC.14.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a clear description of each primary diagnostic (IXL, Mastery Connect, DIBELS, and MAP), formative (teacher-created assessments, curricular assessments, IXL skill quizzes), and summative (curricular assessments, Mastery Connect benchmarks) assessment used to evaluate student knowledge. The applicant group describes the purpose, design/format, and rationale for each of the above-listed assessments.
		<p>EPC.14.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		<p>EPC.14.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student should be able to meet upon conclusion of grade level/content area.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		<p>EPC.14.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines the frequency by which assessments will be administered and data collected. The applicant group further describes assessment

Educational Program and Capacity: Assessments			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			processes, including administration, data collection and storage, and data analysis and reporting.
		EPC.14.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a comprehensive proposal for how data will be used to inform instruction (e.g., adjusting small groups), programmatic decisions (e.g., modifying curricular choices and intervention offerings), and professional learning (e.g., content-specific training, like sessions on reading comprehension strategies).

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.15	Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English Language Learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.	<p>EPC.15.1 [Students with Disabilities] The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of student disabilities (LA. Bulletin 1508). Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). Description of how student performance will be used to personalize instruction is included. Monitoring of student progress in accordance with student IEPs. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a proposed plan that addresses the following: identification of student disabilities per Bulletin 1508 using universal screeners and referrals; creation and implementation of IEPs per Bulletin 1530; how student performance data will be used to determine IEP goals, prioritize standards, and determine intervention intensity; and progress monitoring with formal progress reports.
		<p>EPC.15.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides four steps that the school will take as corrective actions in the event of subgroup disproportionality and/or overidentification.
		<p>EPC.15.3 [English Learners] The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of students as English Language Learners (EL Guidebook). Service delivery model English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support Creation and implementation of Individualized Learning Plan (ILP). 	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes EL identification procedures through a Home Language Survey and English Language Proficiency Screener, and the group references a pull-out and in-class support service delivery model with the use of supports such as vocabulary scaffolds and technology-based tools. The applicant group also

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		<p>e. Monitoring student performance in accordance with ILPs</p>	<p>describes monitoring of EL progress through class grades, standardized assessments, and the annual ELPT. The applicant group describes communicating assessment results annually to parents and hosting an information night for EL families conducted in families' native languages. However, the applicant group does not identify a specific ELD curriculum, nor do they describe the ILP creation and implementation processes, including the development process and required team members.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group provides additional details on how ILPs will be created, including the development process and required team members. However, they do not identify the ELD curriculum the proposed school intends to use.
		<p>EPC.15.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides corrective actions (e.g., SBLC review and staff retraining) the school will undertake in the event of EL subgroup overidentification. However, the applicant group does not address subgroup disproportionality. In the seven-page response, the applicant group provides corrective actions the school will undertake in the

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			event of EL subgroup disproportionality (e.g., audit intervention documentation and fidelity evidence; retrain staff on unbiased referral processes, disability indicators, and MTSS decision rules specific to subgroup in question).
		EPC.15.5 [Academically Behind] The plan includes: a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates how student progress will be monitored through multi-tiered system of supports (MTSS) processes and identifies IXL and Mastery Connect as the intended intervention curricula. The applicant group describes how intervention will be delivered via 60 minutes of daily intervention and extended learning opportunities (e.g., before/after school and summer school).
		EPC.15.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group indicates that any trends in under-identification or inequitable access will result in review of data thresholds and referral practices. However, the applicant group does not address subgroup disproportionality and over-identification. In the seven-page response, the applicant group provides corrective actions the school will undertake in the

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			event of subgroup disproportionality and over-identification (e.g., audit intervention documentation and fidelity evidence; retrain staff on unbiased referral processes, disability indicators, and MTSS decision rules specific to subgroup in question).
		EPC.15.7 [Academically Ahead] (<i>Only if planning to offer a Gifted/Talented program</i>) The plan includes: a. Procedures for the identification of student abilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		EPC.15.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Program and Capacity: Behavior Management			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.16	<p>Describe the school’s approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <p>a. Describe how the school will communicate its approach and related policies to students and families;</p> <p>b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</p> <p>c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings;</p> <p>d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and</p> <p>e. The supervision plan for the alternate setting of suspended/expelled students.</p>	<p>EPC.16.1 The applicant group provides a detailed overview of the proposed school’s intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides an overview of the school’s intended PBIS system with tiered behavior policies. The applicant’s description of tiered behavior interventions includes two levels of interventions to manage behavior in the classroom. The applicant group further describes how the discipline and behavior policies will be provided to families annually through multiple channels: the student and family handbook, beginning of year orientations, assemblies, and ongoing school communications (e.g., through OnCourse and School Messenger).
		<p>EPC.16.2 The proposed school’s discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group names interventions and consequences that will be used before resorting to suspension or expulsion, specifically describing hallway breaks or one-on-one check-ins and in-school suspension with classwork and mandatory character reflection.
		<p>EPC.16.3 The proposed school’s policies protect and outline a student’s right to due process and the process by which a student or family may appeal the school’s decision to expel a student.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application and Appendix 2, the applicant group provides procedures for

Educational Program and Capacity: Behavior Management			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>manifestation determination reviews and the process by which students or family may appeal disciplinary (specifically expulsion) decisions.</p>
		<p>EPC.16.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a sufficient description of the plan for quarterly review of behavior data by the dean of students and school leadership to protect against the disproportionate disciplinary action against historically marginalized subgroups and provides corrective actions the school will take in the event disproportionate discipline of a subgroup has occurred.
		<p>EPC.16.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group notes that the school will ensure that the student has access to educational services in the event of an expulsion. However, the applicant group identifies the home as an alternative setting, which is not permissible, and names the district as another alternative setting, but the applicant group does not provide an MOU verifying the arrangement nor do they state they are pursuing an MOU. In the seven-page response, the applicant group clarifies that SCCS and

Educational Program and Capacity: Behavior Management			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			East Feliciana Parish School Board currently have a signed agreement to allow SCCS students to access the district's alternative setting and that the agreement will be amended to include SCES upon execution of a charter contract.
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252).	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a draft School Model Master Plan in Appendix 2 that outlines the school's discipline policy/plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, FINS officer, and a statement of compliance.

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
EPC.17	<p>How will the school engage parents/guardians and the community once it's open, including:</p> <p>a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and</p> <p>b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.</p>	<p>EPC.17.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a plan to encourage partnerships with families and community stakeholders that vary in time, format, and focus that is likely to ensure access for families. Examples include communication via OnCourse and School Messenger platforms, day and evening meetings (e.g., curriculum nights, Title I meetings), award events, having a parent advisory council, and public board meetings.
		<p>EPC.17.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group identifies four formal structures by which the school will seek family and community input: a parent advisory council, board meetings, surveys, and the School Building Level Committee (SBLC).
Appendix 3	Provide a draft Grievance Policy.	<p>Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and response, how decisions can be appealed, and how complaints are escalated to the board.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the appendix, the applicant group provides SCCS's current grievance policy as a model/draft policy for SCES. The policy includes how complaints can be filed, procedures for escalation, and procedures for appeal. However,

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>timeline and investigation procedures are absent.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant provides an overview of procedures and a proposed timeline for how complaints will be investigated.

Growth Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
GP.18	<p>Indicate whether the proposed new school(s) will adopt the same policies and practices as existing schools in the network concerning the topics below. If the proposed new school model will differ from existing schools, highlight the key distinctions from the areas listed below. If specific policies or practices still need to be developed for the new school(s), include a timeline with clear tasks, owners, and deliverables for that topic. (Responses should be no more than 1-3 paragraphs per topic. If the new school will follow the same practice or policy, simply state there will be no change.)</p> <p>a. Promotion and graduation policy;</p> <p>b. Instructional leadership roles;</p> <p>c. Teacher and school leader evaluation policies;</p> <p>d. Hiring processes (including qualifications and responsibilities for instructional and administrative staff);</p> <p>e. Food services; and</p> <p>f. Transportation.</p>	<p>GP.18.1 The applicant group provides a comprehensive overview of any policies and practices to be changed including the rationale behind such changes. [as applicable]</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group indicates that the school will use the existing SCCS policies for the following: teacher and leader evaluations, hiring processes, food services, and transportation. The applicant group identifies that the promotion and graduation policy and instructional leadership roles at SCES will differ from SCCS and provides respective rationales that outline reasonable differences that are appropriate for gradual expansion down to elementary grade bands.
		<p>GP.18.2 The applicant demonstrates how the changes proposed to existing practices align with the mission and vision proposed for the new school. [as applicable]</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group's explanation in the application regarding changes to the promotion policy and leadership roles demonstrate reflective planning on how to successfully and gradually modify the SCCS model to serve grades K-6.
		<p>GP.18.3 For policies and practices to be developed, the applicant group provides a specific timeline with clear tasks, owners, and deliverables and is demonstrably likely to complete all policy and/or practice updates in time for effective implementation on the first day of school. [as applicable]</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides two charts outlining the tasks, owners, deliverables, and general timelines for implementation of the updated policies and practices.

Growth Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
GP.19	How will the proposed school(s) in this application improve the organization's overall ability to serve students in Louisiana?	GP.19.1 Using evidence-based rationale, the applicant group articulates how the proposed school will enhance the organization's ability to serve students in Louisiana.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a rationale that articulates how the proposed school will enhance the organization's ability to serve students in Louisiana by (1) expanding to serve elementary grades K-6, (2) providing quality seats for unmet demand in the community, and (3) addressing student gaps and serve students earlier in their academic careers. The applicant group cites SCCS's consistent SPS "A" ratings to support the rationale that expanding to grades K-6 will allow the organization to enhance its impact in the East Feliciana Parish community.
GP.20	Describe the non-profit organization history, including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; and c. Discuss any non-openings that the organization has experienced (i.e., a	GP.20.1 As applicable, the applicant group provides a complete and comprehensive list of all current and past litigation including the outcomes and/or demands identified as part of arbitration.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		GP.20.2 The applicant group provides complete and comprehensive information detailing the circumstances that led to contract termination, voluntary closures, and/or non-renewal of a charter contract as decided by the school's authorizer. [as applicable]	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		GP.20.3 The applicant group provides complete and comprehensive information detailing the circumstances in which agreements between the management organization or education services	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Growth Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	<p>school received approval but did not successfully open). Describe the circumstances surrounding these incidents.</p> <p>Note: Based on the severity of issues, deficiencies or litigation, additional information may be requested and reviewed as part of this application and included in the school's final evaluation. Failure to disclose requested information shall result in immediate disqualification from the application process.</p>	<p>provider and the nonprofit charter school board were severed. [as applicable]</p>	
		<p>GP.20.4 The applicant group provides complete and comprehensive information detailing the circumstances in which the organization has previously received approval to open a charter school but failed to do so. [as applicable]</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>GP.20.5 If any of the outcomes described as part of this question have been experienced by the applicant group and/or the proposed management organization and/or education services, the applicant group provides clear and compelling evidence that the issues leading to each outcome have been addressed, safeguards have been put in place to avoid a recurrence of such incidents, and that these updated policies, procedures and safeguards are demonstrably likely to avoid future recurrence of previously experienced negative outcomes.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.21	Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or Educational Service Provider (ESP), complete the ESP addendum.	OPC.21.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides the roles and responsibilities for the school's governing board, director, leadership team, and teachers. The applicant group indicates that the school will not contract with an ESP. However, the Operating Statement of Activities lists additional technology, legal, and back-office entities even though the application does not describe their roles and responsibilities. Additionally, the positions listed as part of the leadership team in this section do not match positions associated with the leadership team in other parts of the application or in the Operating Statement of Activity. In the seven-page response, the applicant group clarifies the titles of the leadership team and indicates, for each position, whether they will be shared services positions (e.g., director, assistant principal, IEP coordinator, and financial manager) or SCES-specific (e.g., facilities/office coordinator beginning in Year 3). The applicant group also identifies the entities that will provide financial management and human resources support (Ascension Business Consultants), technology support (MIS Technology Group) and

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			legal support (Adams and Reese).
		OPC.21.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
OPC.22	Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any management or partner organizations.	OPC.22.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group describes a reporting structure that includes five levels: governing authority (the board), executive leadership (the director), campus leadership (assistant principal, academic and special education coordinators, and operations manager), instructional staff (teachers, paraprofessionals, interventionists), and support staff (office manager, custodial, transportation). The applicant group identifies each level's primary responsibility and reporting relationships, as well as a rationale for how the structure supports the school's success and model. However, as noted above, roles are mentioned that are not consistent with other parts of the application or clearly delineated in the Operating Statement of Activity. In the application, the applicant group also indicates that financial management, human resources, and compliance are centralized under SCCS, suggesting a shared services model, but the Operating Statement of Activity indicates

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>that outside providers will deliver these services.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group provides clarified titles of the leadership team and indicates which positions are shared across SCCS and SCES versus those that are SCES-specific. The applicant group also refers to OPC.22 in the original application and indicates that the proposed reporting structure outlined in this section is correct.
OPC.23	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.23.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Non-Evaluative <ul style="list-style-type: none"> This standard is non-evaluative, given discrepancies in law and policy regarding pupil to teacher ratios for charters.
OPC.24	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.24.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group affirms their intention to adhere to non-discriminatory hiring practices in compliance with state and federal hiring laws. While the applicant group outlines procedures for recruiting qualified staff, screening and interviewing candidates, offer decisions, employee discipline, and dismissal, procedures for third-party contracted staff are absent. In the seven-page response, the

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			applicant affirms that the policies and procedures related to background checks and “other legal mandates” for part-time and full-time staff will be carried out in the same manner for contracted third-party staff.
OPC.25	Explain how the school intends to handle teacher changes/turnover.	OPC.25.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group describes structures to reduce teacher absenteeism or turnover, such as a four-day school week and transparent evaluation and feedback, and names the intention to maintain a substitute pool. The applicant group describes an intention to pull both other SCES and SCCS staff as needed suggests teachers will be pulled from planning time or provided additional responsibilities, which impacts the plan’s long-term feasibility. Provisions for teacher reassignment, sabbatical coverage, and long-term substitute contracts are not included. The applicant group’s description of succession planning and recruitment pipelines is vague, rather than pointing to specific systems that will maintain a candidate pool. The applicant group cites historical staffing levels and low voluntary departure rates, suggesting the assumption that staffing will not be a challenge in the future rather than

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>outlining feasible contingency plans.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant identifies specific mechanisms to provide both short-term and long-term coverage as needed; specific additional mechanisms include cross-training personnel for succession planning, maintaining active applicant pools, and maintaining relationships with iTeach and local universities to attract candidates.
OPC.26	<p>How many new employees (teachers, operational and financial staff, and other key school support staff) will the organization hire each year of growth if approved to open the proposed school(s)? Discuss the organization's current capacity to meet these demands. Consider previous hiring patterns, current retention rates, and human resources capacity at the non-profit organization level.</p>	<p>OPC.26.1 The applicant group's recruitment plan outlines a reasonable timeline with key hiring milestones that the proposed school must meet to be fully staffed for each year of growth.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides a general annual timeline with milestones that include job postings, interview windows, finalizing hiring, and staff onboarding/orientation.
		<p>OPC.26.2 The applicant group has a thorough understanding of the organization's capacity to meet hiring demands of growth.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group states that that the organization's record of human capital management indicates they are prepared to meet hiring demands. However, this part of the application includes enrollment figures that do not align with projections in other areas of the application and the Operating Statement of Activity. Additionally, the applicant group does not provide additional details indicating an understanding of the demands of

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>hiring for six grades simultaneously. Information on who is responsible for recruiting, human resources procedures, or detailed description of pipelines are absent. Finally, certain roles are “shared” with SCCS, but Year 1–2 of the Operating Statement of Activity does not show any shared/partial FTE salaries for these positions coming from the SCES budget.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group clarifies the proposed school’s enrollment projections outlined in the original executive summary and Operating Statement of Activity are correct (enrolling a minimum of 50 students per grade year and budgeting for 60 students per grade per year). The applicant group indicates SCES staff recruitment, human resources procedures, and pipeline management will be the responsibility of the shared services team. The seven-page response further clarifies that the shared services team is funded via a 2% allocation reflected on Line 147 of the Operating Statement of Activity (re: “Administrative Fee Payable to the Dept. of Education”). However, this allocation is expressed as a payment of fees, similar to that of a management company or education service provider.

Organizational Plan and Capacity: Staffing			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			Throughout the application narrative and the seven-page response, the applicant group refers to “shared positions” rather than an overall shared services fee, raising questions around to whom this fee who be paid and by which organization shared staff would be employed.

Organizational Plan and Capacity: School Leadership Team Capacity

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

Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader demonstrates the capacity to lead the school and improve student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group identifies the current SCCS director to serve as the director for both SCCS and SCES if approved. A review of the resume provided in the appendix shows the current director has 10 years of leadership experience at SCCS. The applicant group has not yet identified a building-level principal.
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for academic, operational, and/or financial functions of a given organization. If not identified, the provided job description requires experience in a role that holds a high level of responsibility and accountability for the academic, operational and/or financial functions for a given organization.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the application, the applicant group identifies the school director, dean of students, one assistant principal, and a school counselor, and the group provides resumes for each individual in the appendix. Resumes demonstrate that each holds a high level of responsibility and experience in their related areas of expertise. However, as noted above, the positions associated with the leadership team are not consistent across the application, so it is not clear if all resumes or job descriptions have been provided. • In the seven-page response, the

Organizational Plan and Capacity: School Leadership Team Capacity

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

Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			applicant group clarifies the titles for the school director and assistant principal, thus confirming that the resumes are provided in the original application for each of the identified roles: director, dean of students, assistant principal, and school counselor.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.27	Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).	OPC.27.1 The applicant describes board member's described role on the board and area of expertise for school governance.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group only provides resumes for five of the six board members in the appendix, the applicant provides a chart outlining all six board members' roles, responsibilities, and expertise areas in the application.
		OPC.27.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group identifies at least one board member with expertise in each of the following areas: academics, operations, and finance.
		OPC.27.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group lists six board members in the application, five resumes are provided, meeting the minimum threshold.
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Five of six resumes are included in Appendix 5. The applicant group is missing a resume for Tim Kinyomi. In the seven-page response, the applicant provides a screenshot preview of Tim Kinyomi's resume and indicates that the resume is on file with LDOE and available upon request.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <input checked="" type="checkbox"/> Non-Evaluative <ul style="list-style-type: none"> This standard is non-evaluative, given discrepancies in law and policy regarding residency requirements for governing board members of Type 2 charters.
OPC.28	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code . If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	OPC. 28.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group indicates in the application, and a review of the provided resumes in the appendix suggests, that there are no current relationships that pose actual or perceived conflict of interest. However, without Tim Kinyomi's resume, potential conflicts of interest between his role and the school cannot be assessed. In the seven-page response, the applicant group provides a screenshot preview of Tim Kinyomi's resume and indicates that the resume is on file with LDOE and available upon request. They also provide a list of Kinyomi's affiliations assessed for potential conflicts of interest.
		OPC. 28.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a statement affirming policies and procedures will be maintained to

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>identify, disclose, and mitigate potential conflicts of interest in the application. Some description of procedures is provided (e.g., board members will recuse themselves from relevant discussions and votes). However, the description indicates that board members are required to self-disclose potential conflicts and references the school's bylaws, yet a review of the bylaws in Appendix 6 does not provide a conflict-of-interest policy or more detailed procedures.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group provides a draft conflict of interest policy that will be presented and adopted at the May 19, 2026 board meeting. The provided policy includes procedures both for identifying potential conflicts and operational steps the board will take in the event a conflict of interest is identified (e.g., board member recusal from votes or discussion and documentation of the conflict of interest and recusal in the board minutes).
		<p>OPC. 28.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.</p>	<p><input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Not applicable

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
OPC.29	Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.29.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a response that demonstrates clear understanding that board is a governing body supporting and advising the school director on day-to-day operations in the application. The applicant group's narrative is consistent and aligned with reporting structures and lines of accountability described in other areas of the application.
		OPC.29.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP). [as applicable]	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies the board's role as setting mission and strategic priorities, reviewing and approving annual budget and major contracts, hiring and supporting the school director, and monitoring academic, financial, and organizational performance.

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		<p>OPC.29.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group identifies three formal committees in the application—the academic, finance, and governance oversight committees—and describes, in the narrative, the core responsibilities that support the board’s overall governance role. The applicant group also identifies advisory councils (e.g., parent advisory council), and their respective roles centering on providing feedback. A review of the submitted bylaws in the appendix indicates the board can form and dissolve formal and ad hoc committees as needed.
OPC.30	List and provide a detailed description of the charter school’s measurable organizational and financial goals for each of the first five years of operation.	<p>OPC.30.1 The applicant group provides a detailed list and description of the charter school’s measurable organizational and financial goals for each of the first five years of operation that align to the expectations outlined in the Charter School Performance Compact.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the application, the applicant group provides measurable, year-specific goals for each of the first five years of operation that align with the Charter School Performance Compact. However, years 2–5 are missing specific goals related to enrollment and appropriate use of funds. In the seven-page response, the applicant group refers to the minimum and maximum enrollment in the executive summary and operating statement of activity of the original application as the school’s year-over-year enrollment goals. They also affirm

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			that goals related to “appropriate use of funds” for all years of the school’s operation remain the same for each year. However, the applicant group does not provide measurable, year-specific goals for the first five years of operation related to re-enrollment of students or to special populations compliance and enrollment.
OPC.31	Explain how the board will monitor the academic, organizational, and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.	OPC.31.1 The board has a logical and feasible plan by which they will monitor the proposed school’s progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet academic goals, organizational goals, and/or financial goals.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group outlines a monitoring plan for academic, organizational, and financial goals. Each proposed plan includes specific interventions the board will take if goals in any one or more areas is not met. However, in the charts summarizing the monitoring dashboards, the applicant group lists two roles that are misaligned with position titles in other parts of the application and the Operating Statement of Activity, specifically the financial manager and attendance clerk. In the seven-page response, the applicant group clarifies that the “attendance clerk” position will be filled by the existing SCCS Facilities/Office Coordinator in Year 1 and Year 2 of the proposed charter term; in Year 3, SCES will have a dedicated office coordinator that will support monitoring organizational goals. They further clarify

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			that the financial manager, a shared services contracted provider, will complete financial monitoring for both SCES and SCCS.
OPC.32	Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including: a. The information the board will collect; b. The specific measures and metrics to be used; and c. The timeline and frequency of evaluation.	OPC. 32.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states that their evaluation process will be aligned to the Charter School Performance Compact (CSPC), BESE Bulletin 126 renewal standards, and the Louisiana School Leader Evaluation rubric, and that the performance evaluation will be explicitly tied to the performance indicators used by LDOE to assess charter schools in the Annual Review.
		OPC. 32.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group cites specific data sources that will be used to assess leader performance relative to academic, organizational, and financial goals and also includes special population compliance data, stakeholder feedback, and leadership practice data sources. The applicant group indicates academic performance will be monitored quarterly, financial performance will be monitored monthly, and organization metrics will be monitored annually. The applicant group identifies the timeline and frequency of leader evaluation

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			(monthly/quarterly monitoring in board meetings with a formal annual evaluation) as well as the process by which the data will be collected (either through direct reporting from the director, dashboards, or committee reporting structures).
		OPC. 32.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group identifies concrete corrective action steps the board will take if the school leader does not meet accountability measures, such as written improvement plans, increased reporting/monitoring frequency, and providing targeted leadership development and operational support.
OPC.33	Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including: <ol style="list-style-type: none"> Identify how the board will monitor the school's financial position; and Describe what financial controls the organization will have in place at the central and school level to ensure long term financial viability. 	OPC. 33.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states that the school will have general policies and procedures for conducting the annual budgeting process, maintaining accounting records, conducting an audit, and managing procurement and payroll. However, the applicant group provides vague descriptions in several cases. For example, when describing procurement, the applicant group notes that the school will follow all state and local

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>procurement laws and require board approval and competitive bids beyond a certain threshold; however, the narrative does not provide specific thresholds required. Additionally, the application states that payroll will be run with the oversight of the financial manager; however, the applicant group does not identify any clear processes or procedures for ensuring changes in payroll are tracked and included or mention other staff who will review approve the payroll to ensure segregation of duties.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group explains that they will formally adopt a financial procedures handbook during the startup year of the proposed school and that the proposed handbook and financial procedures will be modeled off of those used at SCCS, which have resulted in multiple clean, unqualified audits. They further indicate that the adopted policies and procedures will align with established best practices and the Louisiana Association of Public Charter Schools (LAPCS) and Louisiana Accounting and Uniform Governmental Handbook guidance. They list the specific thresholds for procurements and competitive bids. However, though the applicant group indicates they will codify procedures to manage payroll

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>adjustments and changes in the school's proposed startup year, they do not provide sufficient detail to indicate these procedures would be in place in time for SCES's initial payroll, nor do they identify who will review and approve payroll to ensure segregation of duties.</p>
		<p>OPC.33.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • In the application, the applicant group describes several policies and procedures that are likely to sustain the financial health of the school. For example, the board will monitor monthly financial reports, key performance indicators, and the annual audit. However, as noted in OPC 33.1, some of the described policies, specifically those around procurement and payroll, lack sufficient detail to determine whether they would be demonstrably likely to sustain the school's fiscal health. • In the seven-page response, the applicant group provides a timeline for the formal adoption of fiscal policies and procedures and provides additional details regarding procurement thresholds. They further indicate that the adopted policies and procedures will align with established best practices and the Louisiana Association of Public Charter Schools (LAPCS) and Louisiana

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			Accounting and Uniform Governmental Handbook guidance. However, as noted above, the additional information regarding payroll policies and procedures remains general, and thus it cannot be determined if the standard is met.
		<p>OPC.33.3 The personnel and or positions directly responsible for managing and overseeing the school’s budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school’s financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.</i></p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • In the application, the school’s finances will be managed by a back-office consultant with 20 years of experience in charter school financial management across several states, including experience holding roles as a chief financial officer, chief executive officer, and finance manager. However, in Appendix 7, the applicant group provides a resume for the individual on which several of the individual’s former employers are generalized and unverifiable (e.g. “private school system” and “national charter school back-office support organization” listed as the employers). • In the seven-page response, the applicant group lists specific former employers and roles for the financial manager that indicate appropriate background and expertise required to ensure the school’s financial health. The applicant group also provides a screenshot preview of the updated

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			resume.
		OPC.33.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the narrative, the applicant group describes several internal controls that will be implemented and are demonstrably likely to protect the resources of the school, including segregation of duties, dual signatures, board oversight, and restricted access.
OPC.34	Describe the plan for the training and development of new members and continuing members.	OPC.34.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group describes a plan for self-assessing the board's strengths and gaps/areas of growth via self-assessment, annual retreat, and annually reviewing and revising goals. The applicant group also provides a plan for ongoing board member development that includes governance trainings provided by the Louisiana Association of Public Charter Schools, training on financial and legal resources and school materials, and quarterly review sessions on emerging governance issues.
		OPC.34.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group describes a new member recruitment plan that prioritizes recruiting in required areas of expertise through local universities, professional associations, and nonprofit networks.

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			The applicant group also outlines an onboarding plan that ensures new members are familiar with board bylaws, articles of incorporation, financial policies, the Louisiana code of ethics, student and staff handbooks, and the charter contract.
OPC.35	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	OPC.35.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group indicates the board will hold monthly meetings, with additional special meetings as needed. The applicant group describes procedures to comply with Louisiana's Open Meetings Law (La. R.S. 42.11), including details on notice of meetings, posting agendas, public access of meetings, and maintaining and posting records. The provided bylaws outline annual meetings, regular meetings, special meetings, open public meetings, and quorum, citing Louisiana Open Records Act.
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The bylaws identify the following officers and responsibilities: president, vice president and secretary. The bylaws indicate the minimum number of board members is five and quorum is met with the majority of members present. The bylaws indicate ad hoc committees may

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			be formed and dissolved by the board as needed. The bylaws also indicate that regular meetings will be held in alignment with Louisiana R.S. 42:4.1.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.36	Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of staffing, professional development, performance management, general operations, and facilities management.	FPC.36.1 Organizational role of team members matches their professional skill set.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> For the individuals listed in the application (school director, assistant principal, dean of students, and school counselor), the applicant group provides (and a review of resumes in the appendix confirms) that their background and expertise match their organizational role. However, the applicant group does not identify or provide job descriptions for other key roles, namely the SCES principal, finance director, and facilities coordinator. In the seven-page response, the applicant group reiterates that the proposed school will implement a shared services structure, including for staffing. However, the response does not address the key roles of principal, finance director, and facilities coordinator.
		FPC.36.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on: <ol style="list-style-type: none"> staffing, professional development, performance management, general operations, and facilities management 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group states, and resumes confirm that collectively, the leadership team provides the required expertise in staffing, professional development, and performance management. The applicant group notes that expertise in facilities management will be shared

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		*If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.	between school leadership in coordination with licensed contractors.
FPC.37	Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). You may use a table if applicable.	FPC.37.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group outlines a plan for key operational areas in the application—transportation, food services, facilities, purchasing, student records, and school safety—and identifies the specific position(s) responsible for oversight of each, the plan indicates that the proposed school will employ both a finance manager and a finance director, a director of operations and an operations manager, and school resource officers. These roles are not clearly delineated in the Operating Statement of Activity. In the seven-page response, the applicant group clarifies that the financial manager (purchasing and accounting) and the facilities/office coordinator (transportation, food services, facilities, and student records) are single positions responsible for respective non-instructional areas of operations.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		FPC.37.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group outlines a transportation plan that provides free transportation for all students (per RS 17:3991) and transportation for students who have accommodations required by a student's IEP in the application. The provided budget indicates the applicant group has adequately planned for transportation expenses for the first five years of operation.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.38	Explain the plan for student recruitment and marketing that will provide access to interested students and families. Specifically, outreach for families in poverty; academically low achieving students; students with disabilities; and other youth at risk of academic failure.	FPC.38.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group provides a plan to garner interest in the school and subsequently enroll students from families in poverty, academically low-achieving students, students with disabilities, and youth at risk of academic failure. The applicant group includes details such as specific marketing channels (e.g., mailers, social media, posting flyers, attending community events) and the general timeline for the recruiting and enrollment process. The applicant group provides an analysis of barriers that may prevent families from learning about the school (e.g., inconsistent internet access) and provides proposed solutions to both address those barriers and target specific subpopulations. While the applicant group provides a general description about the enrollment process, specific details about enrollment processes and procedures are absent. In the seven-page response, the applicant provides a detailed timeline the proposed school intends to use to garner interest, support families in completing applications, conduct the lottery, and continue enrollment and registration over the summer.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		FPC.38.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work hours, etc.) and has created an enrollment process that mitigates identified barriers.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • While the applicant group provides a description of how marketing and recruitment will be designed to specifically address barriers experienced by families in poverty in the application, academically low-achieving students, students with disabilities and other youth at risk of failure and describes the supports provided to these special populations once enrolled, they do not provide an analysis of barriers specific to the enrollment process and proposed solutions (e.g., supporting families in completing applications without internet access or arranging school tours for families without transportation, etc.). • In the seven-page response, the applicant group addresses some barriers to access: (1) for families without internet access, paper applications will be made available and the school will be advertised through printed means; (2) for families without transportation, an online application will be made available. They further indicate that the school will be available via phone for those families requiring assistance.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		FPC.38.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application, the applicant group affirms their commitment to serving all students but does not provide sufficient details on the application, lottery design, or registration process with an analysis of barriers with proposed solutions to evaluate that all admissions procedures do not exclude students based on race, religion, gender, ethnicity, national origin, intelligence level, or identification as a student with an exceptionality. In the seven-page response, the applicant group outlines that the application will not collect additional information required beyond the minimum to enroll in school that may be used to exclude students. They further describe that information required to meet students' needs (e.g., students with exceptionalities) will be collected after enrollment. They also indicate that the lottery, if required, is designed to place students based on grade level and Louisiana residency and no other characteristics.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
FPC.39	Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.	FPC.39.1 Projections are based on accurate, conservative, and legally compliant assumptions.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operating statement of activities, the applicant group makes several reasonable revenue assumptions, including planning conservatively for special education and ELL enrollment and not including any unawarded federal funding or unsecured philanthropy. However, as noted above, enrollment projections vary throughout the application narrative, making it unclear whether the revenue projections in Year 2 of the budget and beyond are accurate. Additionally, the applicant group includes loans from SCCS for \$45,000 in the start-up conversion statement and \$600,000 in the expense section of the operating statement of activities. While the applicant clarified via electronic communication with LDOE that these monies will be donations from the Slaughter Scholars Foundation, verification of these funds was not provided. In the seven-page response, the applicant group verifies enrollment (minimum 50 students per grade per year, maximum 65 students per grade per year, and budgeting for 60 students per grade per year). The applicant group also states that it has received a commitment letter that confirms that

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>SCES will receive a \$600,000 donation from the Board for the Slaughter Scholars Foundation upon execution of the charter contract. However, a screenshot of the letter provided is a pledge by SCCS to provide funds, not the Slaughter Scholars Foundation, leaving it unclear from where the pledged revenue is coming.</p>
		<p>FPC.39.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the operating statement of activities, the applicant group appears to fund some essential services. For example, the applicant group makes reasonable assumptions around student transportation, school food costs, facilities expenses, and insurance. However, there are several expense categories that are either unclear or underfunded. Given the misalignment of enrollment assumptions across the application and within the budget, it is not possible to determine whether the applicant group has budgeted for an adequate number of teachers and staff. Additionally, several leadership and other positions are described as shared with SCCS in the application narrative, though it is not clear what percentage of these costs are held by SCCS and SCES, and some leadership positions do not appear to be represented in the

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>budget at all. Additionally, health insurance costs appear to remain flat over the course of the proposed charter term, despite increases in FTEs and planned inflation across other budget lines.</p> <ul style="list-style-type: none"> In the 7-page response, the applicant group confirms that they expect between 50 and 65 students in the first year of instruction and up to 420 in subsequent years. A review of the originally submitted budget confirms that the applicant group has adequately budgeted for an appropriate number of teachers based on enrollment. Additionally, the applicant group confirms that several positions referenced in the application narrative have associated aliases, and they provide some clarity on the overall administrative organizational structure and which roles will work with SCCS or SCES and which are shared between the two schools. Additionally, the applicant group estimates that accounting for annual inflation in health insurance would only add \$8,000 annually to the budget, which the overall operating surpluses would support. However, it is not clear how the school plans to pay for some of the salaries of shared positions. For example, the applicant group names the school's director as a shared role shared

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>between SCCS and SCES in perpetuity. In the operating statement of activities, the applicant group accounts for 1 FTE school principal at a salary of \$91,800 in Y1 with incremental raises each year after. It is unclear whether SCCS will be paying for the whole salary for the principal or what the cost sharing arrangement between the two schools will be.</p>
		<p>FPC.39.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • Throughout the operating statement of activities, there are several opportunities for the school to become insolvent. As mentioned above, the application reflects unverified donations in both the start-up year and Year 1 of operation without which the school could not cover its essential expenses. Additionally, across the budget, surpluses range from \$16,000 in Year 1 to \$13,000 in Year 5 of the charter term, with fund balances below the required 7.5% in Year 1–3. • In the seven-page response, the applicant group argues that guidance around maintaining a 7.5% fund balance is not required by the Charter School Compact. While accurate, it should be noted that a fund balance less than 7.5% will result in the school automatically being placed in the monitoring category by the LDOE. The

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>applicant group also states that the board of the Slaughter Scholars Foundation has pledged \$600,000 towards the founding of SCES and that those funds are available and unobligated. However, the seven-page response provides a screenshot of a letter from SCCS, not the Slaughter Scholars Foundation, pledging \$600,000, leaving it unclear where the pledged philanthropy is coming from (e.g., public or private funds) and whether the loan is allowable. Additionally, the applicant group fails to address extremely slim annual net income in Year 1 and Year 5 of the proposed charter term, leaving some doubt as to whether the school might have access to adequate liquidity.</p>
		FPC.39.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to school's most recent audit from the fiscal year ending June 2025, an independent audit firm did not identify any material weaknesses.
		FPC.39.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to materialize, the applicant group is still able to successfully execute the program described in this application.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As noted above, in the operating statement of activities, the applicant group includes donations of \$45,000 and \$600,000 and does not provide evidence that these donations are

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>guaranteed. Given that the operating statement of activities shows a modest fund balance of \$486,000 at the end of the proposed charter term, it is unlikely that the school would be able to successfully execute its academic program if this funding is not received.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group provides a pledge letter as a guarantee of a \$600,000 grant and indicates that is being provided by the Slaughter Scholars Foundation. However, a screenshot of the pledge letter embedded in the seven-page response is signed by SCCS, not a foundation, as mentioned above; therefore, it is unclear from whom this grant is being made and whether it is allowable. The pledge letter also does not mention the \$45,000 loan that is noted on the start-up conversion statement.
FPC.40	Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.	FPC.40.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group describes a contingency policy with plans for regular proactive monitoring of the school's financial health, and a tiered system of specific areas for reductions in the event of below-projected enrollment or unexpected expenses. However, in the operating statement of activities, the

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			<p>budget reflects significant unsecured revenue in the form of donations and proposes extremely slim budget margins, making it highly unlikely that the school's contingency plans would be able to remedy an unexpected shortfall.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group indicates that the Charter School Compact does not require a 7.5% fund balance; however, they do not address how they might make contingency plans with slim operating surpluses, and they provide inconsistent information regarding the source of the school's start-up funding pledge, as noted above.
FPC.41	<p>Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as Appendix 7. Please note all information provided in the resume are subject to the Louisiana Public Records law.</p>	<p>FPC.41.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In Appendix 7, the applicant group presents the resume of its financial manager, a back-office service consultant, who holds a B.S. in accounting. However, several details of the individual's resume are generalized and unverifiable. For example, for several critical roles, the individual lists "private school system" or "national charter school back-office support company" rather than an organization name, which is typical of resumes. In the seven-page response, the applicant group provides a clear and comprehensive list of former employers

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			and educational institutions attended for its proposed financial manager.
FPC.42	Specify whether any of the organization's schools are not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies. Describe the circumstances.	FPC.42.1 The applicant group provides a clear and comprehensive list of any schools not currently meeting the financial requirements and expectations established by the authorizer and/or local or federal policies.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the application, the organization's only other operating school, SCCS, is in compliance with all applicable state, local, and federal policies and submits to an annual audit by an independent auditing firm each year.
		FPC.42.2 The organization can provide verifiable evidence to show that steps have been taken to address issues of noncompliance or failure to meet expectations as substantiated by the school's authorizer and/or local and federal authorities.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
FPC.43	<p>Explain the process the school will use to develop its annual budget including:</p> <ol style="list-style-type: none"> Who will be involved; and How needs will be identified and weighed. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services. 	FPC.43.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the application narrative, the applicant group describes several elements of a strong budget process. For example, the narrative includes a list of individuals who will be responsible for creating and reviewing the budget, as well as a clear timeline for the process. There is also a description of how the budget will be monitored and amended. However, given that the school will share some expenses with SCCS, it is unclear how individuals from the two distinct charter

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>schools will work together to allocate and track those shared expenses.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group indicates that a single shared services provider (financial manager consultant from Ascension Business Consultants) will oversee and coordinate the shared expenses and that the current scope of work will be updated accordingly to ensure both SCES and SCCS receive appropriate financial management. However, the applicant does not outline how the shared services team members will specifically coordinate, allocate, and track shared expenses as needed throughout the year.
		FPC.43.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 8, the applicant group identifies a number of insurance policies that the school will hold, including worker's compensation, general liability, directors & officers, employee dishonesty, property, automobile, and student accident. The appendix does not, however, make clear whether the school will carry a policy for employment practices liability and indemnity, or if

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Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
			<p>those will be covered under one of the named policies. Additionally, the applicant group states that the policies and coverage levels described are currently held by SCCS and would extend to SCES, though it is unclear whether that would be legal or feasible.</p> <ul style="list-style-type: none"> • In the seven-page response, the applicant group indicates they will seek guidance from its present insurance provider about procuring an employment practices liability or indemnity policy. They further affirm that the proposed school would acquire all legally required policies, whether through expanding existing policies or acquiring new ones for the new SCES charter.

High School Addendum (If Applicable)			
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HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. <i>*Non-Essential = Coursework NOT required to meet graduation requirements</i>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma pathway; d. What supports will be offered to students in	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

High School Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	their selection process; and e. Methods by which the school will guarantee equity of access for all students.	HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation, as well as provide a rationale for each one identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.4	What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide a rationale for these selections. Additionally:	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

High School Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	a. Describe the reasoning for those selections, including the alignment to in-demand occupations;	HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
	b. How those selections will result in career opportunities for the proposed student population;	HSA.4.3 If applicable, the applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
	c. The use of community resources (if applicable); and		
	d. How the budget will support the additional trainings and/or certifications needed.	HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Corporate Partnerships Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). As Appendix 11, Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: <ol style="list-style-type: none"> List of all companies/organizations considered; Evaluation of all companies/organizations considered; Rationale for selected provider; and Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness. 	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.4	Describe the ESP (if applicable) history including: a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents.	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to, submit material	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	findings within the application; send the full ESP independent audit separately to charters@la.gov by admission deadline.		
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		Appendix 13.2 The ESP cannot control board membership.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21) ; and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21) .	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <p>a. How training and support would consistently be provided;</p> <p>b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;</p> <p>c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and</p> <p>d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.</p>	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.4 The applicant group provides the plan for health screeners.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317 .	VOA.5.1 The applicant group presents a logical and feasible plan for administering state assessments for students enrolled in a virtual learning environment that aligns with Louisiana policy.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
VOA.6	<p>Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:</p> <p>a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable);</p> <p>b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties;</p> <p>c. A process on how the school will service those students requiring related services;</p> <p>d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and</p> <p>e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.</p>	VOA.6.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.7	<p>Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including:</p> <p>a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or</p> <p>b. If the applicants have not identified a facility, explain the plans for securing a</p>	<p>If the applicant group has identified a facility:</p> <p>VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has identified a facility:</p> <p>VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs,</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
	<p>suitable facility and preparing it for use by the time the school would open (including assurance that it meets specifications). Also, explain any contingency planning including the associated costs;</p> <p>c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and</p> <p>d. A plan to provide at least 20% of instruction to struggling students in-person.</p>	resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
		<p>If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2026 Evaluation Standards	Ratings and Evaluative Comments
		targeted area suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
		<p>If the applicant group has <u>not yet</u> identified a facility: VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has <u>not yet</u> identified a facility: VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable