

Destiny Academy Charter School 2024-2025 Charter School Application

Executive Summary **ES.1. Mission Statement**

a. Destiny Academy Charter School (DACS) is committed to closing achievement gaps and expanding educational opportunities for all students across the following parishes—Madison, Tensas, Richland, East Carroll, Franklin (Louisiana). According to Louisiana Department of Education (2023), these rural Louisiana communities have long-standing educational inequities. According to the Louisiana Department of Education (2023), these areas report some of the state’s lowest academic performance and graduation rates. **b.** DACS will implement a rigorous, student-centered academic model that integrates humanities, STEM, fine arts, and social-emotional learning to ensure that every student, regardless of background, receives high-quality instruction and individualized support. **c.** DACS's **mission** is to cultivate a nurturing, academically challenging environment/where students are respected, motivated, and empowered to succeed. Its guiding principle is to ensure that each and every student graduates equipped with the knowledge, skills, and character needed to pursue college, careers, and civic life.

Vision Statement - DACS envisions the development of world-class, competitive students who will LEARN today, LEAD tomorrow, and SERVE in the future. DACS graduates will be lifelong learners and responsible leaders who contribute to their communities and thrive in a global society. Our success will be measured by growth in our state assessment proficiency/increased ACT scores/improved graduation rates/expanded post-secondary participation/student-led leadership and service initiatives.

ES.2. Anticipated Student Population and Educational Need

a. Community: We will serve a poor population of students in Louisiana’s most underserved, rural communities. According to 2023 LDOE data, only 32% of students in Madison Parish, 28% in Tensas, 30% in East Carroll, 33% in Richland, and 30% in Franklin Parish meet grade-level proficiency in core subjects—figures far below the state average. These parishes also report graduation rates below 75%, compared to the state average of 83%. Compounding the challenge is a lack of access to advanced coursework, post-secondary pathways, and targeted student support. DACS will launch in Year 1 with 150 students, scaling to 420 by Year 5. The student body will reflect regional demographics, with 80% eligible for free/reduced lunch, 14% with disabilities, and a growing English Learner population. Our community interest is substantial. Volunteers have collected 48 enrollments and 119 signatures of support.

b. Challenges and Solutions:

- Individualized learning plans, high-dosage tutoring, and data-driven instruction will be utilized to prevent low academic performance.
- Students will participate/utilize in college and career readiness programs, workforce certifications, and mentorship.
- An interdisciplinary curriculum will offer AP courses, project-based learning, and hands-on STEM instruction.
- Parent workshops, family nights, and workforce readiness events will foster school-community partnerships.
- Trauma-informed SEL programming, mental health support, and peer mentoring will build a supportive environment.

ES.3. Instructional Approach and Grade-Level Plan

DACS’s instructional model is built on personalized learning, differentiated instruction, data-informed teaching, and project-based engagement. The core academic areas will be integrated with real-world applications. All teachers will use/utilize formative and summative assessments to adjust pacing and interventions, ensuring mastery for all learners.

a. Grade Levels to Be Served Each Year for the Full Term of the Contract: Year 1: Prek–3, Year 2: Prek–5, Year 3: Prek–7, Year 4: Prek–9, Year 5: Prek–12

b. Minimum and Maximum Enrollment:

Year 1: 75–150 | Year 2: 90–180 | Year 3: 120–240 | Year 4: 150–300 | Year 5: 210–420

c. What DACS Will Do More Effectively Than Existing Schools Serving the Target Population

DACS will address chronic underperformance through:

- Personalized Instruction: ILPs, small group teaching, and formative data will be used to address chronic underperformance.
- Advanced Coursework Access: AP, Dual Enrollment, and Jump Start 2.0 programs.
- Post-Secondary Readiness: ACT prep and college/career planning beginning in middle school.
- Mentorship/SEL Supports: Integrated counseling and wellness support for at-risk youth.
- Community Integration: Parent and civic engagement built into the academic calendar.

d. Virtual Learning - DACS will embed virtual instruction strategically—not as a supplemental fix, but as a core strategy to increase access and flexibility.

- Expanded Access: Virtual AP, CTE, and dual enrollment courses for rural learners.
- Credit Recovery and Alternative Learning: Flexible online pathways for over-age or under-credited students.
- Continuity of Learning: LMS-supported instruction for absences or school closures.
- Personalization: Adaptive tools like i-Ready, Zearn, Edgenuity will tailor instruction in real time.
- Blended Instruction: The teachers will be trained in flipped classroom models—combine virtual and in person learning (Virtual options are *supplemental* and will not replace core in-person supports, especially for students with IEPs or language needs).

ES.4. How DACS Will Improve Student Outcomes

Anticipated Academic Outcomes by Year 5. DACS is committed to measurable academic excellence and student readiness for college and careers. By the end of Year 5, DACS expects to achieve the following outcomes, aligned with Louisiana accountability metrics:

- LEAP 2025 Proficiency-DACS will increase student proficiency in ELA and Math from a regional average of 28–33% to 48% or higher reflecting a 15–20 percentage point gain in scores.
- Graduation Rate-The graduation rate will be raised from approximately 75% to at least 85%, making sure students are supported through multiple diploma pathways and targeted interventions.
- ACT Performance-Improve the average ACT score from 16 to 20, meeting Louisiana’s benchmark for college readiness.
- Post-Secondary Enrollment-Achieve an 80% college and career training enrollment rate among graduates through dual enrollment, FAFSA completion, individualized college/career planning.
- Industry-Based Credentialing (IBC): Ensure that at least 75% of high school students earn one or more IBCs in high-demand sectors such as healthcare, skilled trades, or IT.
- Chronic Absenteeism: Reduce chronic absenteeism from over 25% to below 12%, using early warning systems, mentorship, transportation support, and social-emotional learning strategies.

Measurable Impact: DACS intends to see measurable growth/gains in LEAP and ACT scores, graduation rates, IBC attainment, and post-secondary enrollment with clear metrics in place for tracking student growth as well as school culture and family engagement by year 5.

ES.5. Reflection on Previous Submission

a.Revisions Based on Prior Feedback: DAC was previously submitted for charter authorization in 2020. Since that time, the founding team has taken deliberate steps to incorporate the feedback received from the authorizer into this revised 2025 application. Key areas of prior concern included the need for: A more cohesive and aligned curriculum plan across grade levels; clearer evidence of financial sustainability and planning capacity; strengthened governance structures with experienced board members; demonstrated community demand for the proposed model.

b.In response, the leadership team engaged in a comprehensive planning process/restructured several core components of the school design. The academic model has been updated to reflect a personalized, project-based instructional approach with an expanded focus on workforce readiness, IB coursework, and dual enrollment opportunities. A new Chief Financial Officer and business operations team will be secured to support long-term fiscal viability, and the revised budget reflects stronger alignment between projected enrollment and sustainable staffing plans. c.Governance capacity has also been enhanced with a new board composition that includes members with deep expertise in finance, education, and rural

community engagement. Community interest has been reconfirmed through surveys, letters of support, sign-in sheets from engagement events, and nearly 400 enrollment inquiries collected over the past year.

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

SECTION 1: Educational Program and Capacity

School Establishment

EPC6. Provide a narrative analysis of the community you seek highlighting elements critical to success in serving the intended population.

- a. **Provide the applicant's rationale for selecting the community;**
- b. **Performance of local schools in the community that serve a similar student population;**
- 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**
- d. **Explanations of any partnerships or contractual relationships central to the school's operations or mission.**

Overview of the Community to Be Served

DACS will serve students in Madison, Tensas, Richland, East Carroll, and Franklin parishes, five rural, economically disadvantaged communities facing significant barriers to academic achievement and workforce preparedness.

Key Challenges in the Community (Louisiana Department of Education, 2023):

- Math and literacy proficiency rates are between 28% and 33% and below the statewide average of 42%.
- High school graduation rates are below 75%, while the state average is 83%.
- ACT scores in the region average between 15 and 17, below the Louisiana benchmark of 19.
- Less than 50% of students enroll in college or career training programs after graduation.
- Chronic absenteeism rates exceed 25% in some schools, indicating disengagement.
- Data points confirm that students in Madison, Tensas, Richland, East Carroll, and Franklin parishes struggle with foundational academic skills, lack access to rigorous coursework, and are underprepared for post-secondary success (LDOE, 2022). Nevertheless, without intervention, they will continue to face economic hardship and reduced career mobility.

Community Demand for an Alternative Model: DACS has received 48 completed applications from prospective students and 119 signatures from community members advocating for a new educational model focused on academic excellence, career preparation, and social-emotional learning.

Parent Testimonial: *“We need more options. My son is smart but his school doesn’t have dual enrollment/advanced math classes. I don’t want to have to move just to get a better education for him.”*
B. J., Parent, Madison Parish

(a) Rationale for Selecting the Communities

The founding team selected these communities based these issues (1) demonstrated educational gaps, (2) workforce challenges, and (3) community demand. The rationale includes the following information.

Persistent Academic Underperformance as indicated by LDOE (2023)

- Math and literacy proficiency rates in the target parishes lag 10-15 percentage points below the state average.
- Graduation rates trail behind the state average by 8% or more, limiting students' access to college and career pathways.

Limited Post-Secondary and Workforce Readiness Opportunities (National Student Clearinghouse, 2022).

- Less than 20% of students earn an industry-based certification before graduation, restricting their ability to enter high-wage careers.
- Few schools offer dual enrollment or AP courses, reducing college readiness.

High Dropout and Chronic Absenteeism Rates (LDOE, 2023):

- Dropout rates exceed 20% in some schools-indicating a lack of intervention and student engagement strategies.
- Chronic absenteeism (25% or higher) suggests barriers to attendance, including transportation and school culture issues.

Community Support for New Educational Options: Surveys issued and stakeholder interviews reveal that parents seek better academic preparation, college readiness programs, and career certification pathways for their children.

Student Testimonial: *“I want to go to college, but my school doesn’t have the right classes. I need more challenges.”* – 11th-grade student, Franklin Parish

(b) Performance of Local Schools Serving a Similar Student Population

Existing schools in Madison, Tensas, Richland, East Carroll, and Franklin parishes are not effectively preparing students for post-secondary success, as demonstrated by the following.

Metric	Current Public Schools (LDOE, 2023)	DACS Solution
LEAP 2025 Proficiency	28% - 33%	Goal: Increase by 15% in 5 years
Graduation Rate	Below 75%	Goal: Improve by 10% within 5 years
ACT Scores	15 - 17 (below college-ready)	Goal: Meet/exceed state benchmark (19)

Metric	Current Public Schools (LDOE, 2023)	DACS Solution
College Enrollment	Below 50%	Goal: 80% of graduates enroll in college/career training
Industry-Based Certifications	Fewer than 20% of graduates	Goal: 50% will earn workforce credentials by Year 5
CTE and AP Course Offerings	Limited access	Expanded AP, dual enrollment, and career certification pathways

These data underscore the urgent need for a high-quality, career-aligned education model in this region and the results reveal the following.

Results

- LEAP-equivalent scores increased by over 15% in five years.
- Graduation rates improved from below 70% to over 85%.
- College enrollment rates surged from 40% to over 75%.
- Over 50% of students earned industry-based certifications before graduation.

Local Employer Testimonial: *“We struggle to find skilled workers. A school that offers hands-on career training would be a game-changer.”* – C. P., Business Owner, Workforce Development Partner

One of the most successful rural charter school models in the U.S. is KIPP Delta Public Schools, which serves students in underserved communities in the Mississippi Delta region, similar to the demographic and economic profile of DACS’s target area.

Key Challenges Addressed by KIPP Delta (Similar to DACS’s Target Community, Blytheville and Helena, Arkansas)

- Low proficiency rates in math and literacy (below 30% before the charter school was established).
- Limited access to advanced coursework and career readiness programs.
- The high dropout rates and low college enrollment rates are especially challenging.
- Chronic absenteeism and low community engagement in education.

How KIPP Delta Addressed These Challenges

- **Data-Driven Instruction:** Implemented personalized learning plans, high-dosage tutoring, and frequent assessments to close achievement gaps.
- **Expanded College and Career Readiness:** Increased dual enrollment, AP course offerings, and industry certification programs.
- **Improved Graduation and College Enrollment Rates:** Increased on-time graduation rates by 20% and college enrollment by 30% within five years.

- Community and Family Engagement: Hosted monthly workshops, financial literacy programs, and career mentorship sessions.

(c) How DACS Will Serve the Community More Effectively

Expanding College and Career Readiness

- Dual enrollment opportunities with Louisiana Delta Community College.
- ACT prep courses, FAFSA assistance, and college advising.
- Internship and mentorship programs with local businesses.

Personalized, Data-Driven Learning

- High-dosage tutoring to close academic gaps.
- Individualized learning plans (ILPs) based on diagnostic assessments.
- Small group instruction for struggling students.

Social-Emotional Learning (SEL) and Behavioral Supports

DACS's staff will add/and incorporate trauma-informed teaching practices in each classroom to ensure that each student feels (1) safe, (2) supported, along with (3) understood. Counselors from the school will also be available to provide direct services and guidance, while peer mentoring programs will foster positive relationships and student leadership. Behavioral intervention specialists will work closely with staff/students to reduce disciplinary referrals and promote a restorative, inclusive school culture.

Family and Community Engagement Initiatives

To build strong partnerships with families and the local community, DACS will host monthly workshops and parent education events; including financial literacy programs and sessions tailored to family needs. By volunteering and doing mentorship opportunities will connect students with professionals; offer real-world insights; and foster meaningful adult-student relationships that support their personal and academic development.

Partnerships/Contractual Relationships Central to School Operations

DACS has secured strong partnerships to support student success.

Higher Education

- Louisiana Delta Community College/Dual enrollment and industry certifications.
- University of Louisiana System /Academic mentorship and financial aid counseling.

Workforce Development

- Louisiana Workforce Commission – Career training and internship programs.
- Regional Employers in STEM, Healthcare, and Skilled Trades – Hands-on learning opportunities.

Community Organizations

- Prek-12 and Beyond will provide family literacy and parental involvement.
- Youth of Excellence Drug-Free Communities Coalition – Student mental health resources.
- Education Today Group – Professional development for teachers.

Partner Validation

Letters of commitment from community groups are included as supporting documentation. The proposed DACS will fill a critical educational gap by offering a rigorous, career-aligned curriculum, individualized learning, in addition to strong community engagement.

EPC.7. Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes:

1. **Racial and socioeconomic demographics**
2. **Percentage of special education students**
3. **Percentage of English Learners**
4. **Percentage of homeless students**

DACS's Anticipated Student Population to be Served

The projected student population to be served will come from five parishes in northeast Louisiana which are Madison, Tensas, Richland, East Carroll and Franklin. What's more, these five rural parishes are economically disadvantaged communities with historically low academic performance and limited educational resources. Furthermore, based on local demographics, district enrollment data, and state reports, the anticipated student population will reflect the characteristics of the communities served.

(a) Racial and Socioeconomic Demographics

- According to the Louisiana Department of Education (2023) and U.S. Census Bureau (2022), racial composition of students in Madison, Tensas, Richland, East Carroll, and Franklin parishes are as follows: 85% African American; 12% White; and 3% Hispanic/Other.

Socioeconomic data indicates:

- Eighty percent of the students will qualify for free or reduced-price lunch (FRPL)/ reflecting a high percentage of students from low-income households (LDOE, 2023).
- Median household income in the region is 30-40% lower than the Louisiana state average (U.S. Census Bureau, 2022).
- Over 45% of students live in single-parent households, which correlates with increased economic hardship and reduced access to academic support outside of school (National Center for Education Statistics, 2022).

(b) Percentage of Special Education Students

DACS anticipates serving a student population in which 14% of students qualify for special education services which are in alignment with state averages (LDOE, 2023).

The breakdown of anticipated exceptionalities among students receiving special education services includes the following.

- 45% Specific Learning Disabilities (SLD)
- 20% Speech or Language Impairments
- 15% Emotional Disturbance (ED)
- 10% Autism Spectrum Disorder (ASD)
- 10% Other Health Impairments (OHI)

DACS will provide the following special education services.

- Individualized Education Plans (IEPs) and 504 Plans for students with disabilities.
- Trained special education teachers and interventionists.
- Inclusion models and resource support to meet diverse learning needs.

DACS will provide targeted support for English learners and students with disabilities through inclusive instructional strategies, differentiated interventions, and specialized staff trained in meeting diverse learning needs. **(c) Percentage of English Learners (ELs)**

English Learners (ELs) make up a small but growing portion of the student population, estimated at 3-5% in the five-parish area (LDOE, 2023).

The primary home languages spoken by EL students are as follows.

- Spanish (75%)
- Vietnamese (15%)
- Other (10%)

To support EL students, DACS will provide the following:

- Structured English Immersion (SEI) programs to accelerate English proficiency will be used.
- Bilingual instructional aides and culturally responsive teaching strategies.
- Dedicated EL specialists and professional development for teachers.

(d) Percentage of Homeless Students

Data from Louisiana's McKinney-Vento Homeless Assistance Act Reports (2022) indicates that 5-7% of students in the region experience housing instability or homelessness.

- Most students classified as homeless are “doubled-up.” They are living with relatives or friends due to economic hardship.

- Some students reside in temporary shelters, motels, or foster care settings.
- Transportation barriers and frequent relocations contribute to chronic absenteeism among this population.

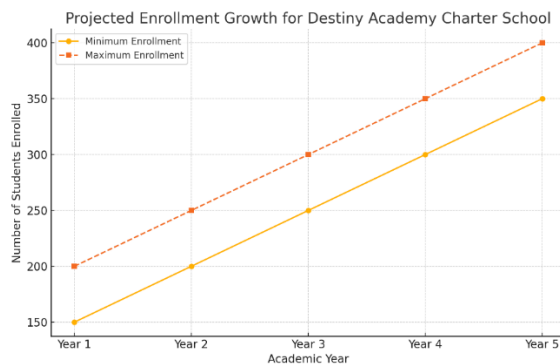
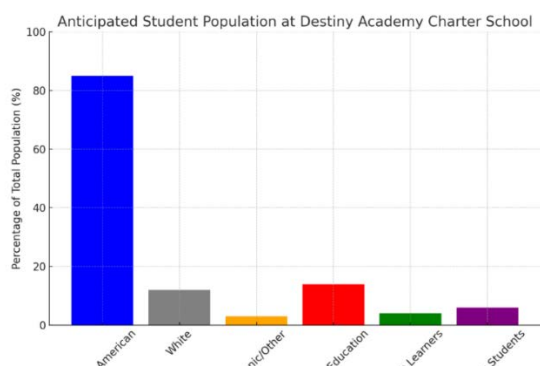
To support homeless students, DACS will provide:

- A full-time Homeless Student Liaison to connect families with housing and social services.
- On-campus access to hygiene supplies, clothing, food assistance, and transportation services.
- School-based mental health support and trauma-informed teaching strategies.

DACS's anticipated student population reflects the economic and educational challenges of the region. The school will provide:

- Rigorous academics and personalized interventions to close achievement gaps.
- Social-emotional learning and trauma-informed care to address behavioral challenges.
- College and career readiness programs to increase graduation rates and workforce preparation.

Through these efforts, DACS will ensure all students—regardless of background—receive equitable access to high-quality education and long-term success.



EPC.8. 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 community stakeholders, as well as any opposition to the school.

- a. **Description of the stakeholders engaged.**
- b. **Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.**

Stakeholder Engagement and Community Support for DACS

(a) Description of the Stakeholders Engaged

DACS has conducted extensive outreach and engagement with a very wide range of stakeholders and community members to ensure that the proposed school meets all the expectations and every need of its community and stakeholders. The following groups were actively engaged throughout the planning process.

1. Parents of students from Madison, Tensas, Richland, East Carroll, and Franklin parishes were surveyed and participated in town hall meetings to express concerns about existing educational challenges. Parents advocated for increased access to high-quality academic programs, career preparation opportunities, and stronger social-emotional support systems for students.
2. Perspective high school students, particularly those in grades 8-12, will participate in focus groups and share their perspectives on academic rigor, extracurricular activities, and post-secondary readiness. Many of the students expressed the need for more AP courses, dual enrollment opportunities, and career certification pathways.
3. Local Educators, school leaders, teachers and administrators from public and private schools provided insight into the challenges facing students, including low standardized test scores, high absenteeism, and lack of engagement in STEM fields. They also highlighted the need for additional professional development and instructional resources.
4. Community Organizations and Nonprofits groups such as Prek-12 and Beyond, Youth of Excellence Drug-Free Communities Coalition, and Education Today Group offered feedback on wraparound services that should be incorporated into the school, such as mental health counseling, mentorship programs, and college readiness workshops.
5. Local Employers and Workforce Development Partners and business leaders from industries such as healthcare, skilled trades, and STEM fields emphasized the importance of career and technical education (CTE) programs. Employers expressed concerns about the lack of job-ready graduates and committed to supporting internships and workforce training for DACS students.
6. Faith-Based Organizations-Local churches and community centers, including New Bethel Church which provided letters of support and emphasized the need for additional educational resources in the community, particularly for low-income and at-risk students.
7. Elected Officials, civic leaders, and especially members of the local school board, parish government, and state representatives were engaged to discuss how DACS aligns with regional

education and workforce development priorities. Some officials provided letters of endorsement to support the charter application.

(b) Strategies Used to Solicit Community Input

DACS employed multiple strategies to ensure that community members had opportunities to provide input and shape the school's development.

1. **Community Surveys-The surveys were passed out** to over 500 households, receiving 119 signed petitions and 48 completed intent-to-enroll forms from families interested in enrolling their children at DACS. Surveys were designed to assess the most pressing educational concerns in the community.
2. **Town Hall Meetings and Public Forums**-Hosted in each of the five target parishes, the meetings ensured a way for parents and other stakeholders to ask questions, voice concerns, and offer their suggestions. Common themes included the need for higher academic expectations, stronger parental involvement, and workforce-ready graduates.
3. **Stakeholder Focus Groups**-Small group discussions with educators, parents, and business leaders allowed for deeper conversations on curriculum priorities, student services, and long-term impact. Many participants emphasized the importance of trauma-informed education and career pathways for students.
4. **One on One Meetings with Key Stakeholders** – DACS leadership met with school administrators, business leaders, and elected officials to address concerns and gain support. These discussions helped refine the school's approach to student support services and college/career readiness programs.
5. **Social Media Engagement and Online Feedback Forms** - The proposed school development team maintained an active presence on numerous digital platforms to share updates. They also responded to community questions and collected feedback. This online engagement provided greatly needed accessibility for stakeholders, parents, and future students who could not attend the face-to-face meetings.
6. **Collaboration with Community Organizations** – DACS formed partnerships with nonprofit groups as well as local businesses to enhance its proposed educational model. Organizations such as the Louisiana Workforce Commission and Louisiana Delta Community College have committed to offering mentorship programs and dual-enrollment courses.
7. **Letters of Support from Stakeholders** – DACS received numerous letters of support from community leaders, business owners, educators, and parents. They reinforced the need for a new educational alternative in northeast Louisiana. They highlighted the depth of support in the proposed charter school's mission.

Community Support vs. Opposition

DACS has received overwhelming support from families, educators, and community leaders who recognize the need for a school that prioritizes academic excellence and career readiness. Parents have expressed frustration with the current educational options-particularly the lack of access to advanced

courses as well as inadequate student support services. Business leaders have also voiced concerns about workforce readiness and have actively committed to collaborating with DACS.

While most community feedback has been positive, some opposition exists among stakeholders who are concerned about the impact of a new charter school on existing public schools. A few local school officials expressed concerns regarding funding allocation and potential enrollment shifts. In response to their issues and concerns, DACS's leadership team has engaged in open discussions with district leaders to emphasize collaboration rather than competition, including proposals for shared professional development and resource-sharing agreements with existing schools.

Through long and extensive conversations and stakeholder engagement, DACS has built a strong foundation of community support. DACS will continue to involve parents, educators, and business leaders in the planning, implementation process to ensure that the educational model reflects the needs and aspirations of the students it serves. DACS is committed to creating a school that is not only academically rigorous but also deeply embedded in the community, empowering students to achieve success in college, careers, and life.

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

Academic Plan

EPC. 9. Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:

- a. **The key design elements that reflect the school's mission and vision; and**
- b. **A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success.**

Overview of the Proposed School Model

DACS is built on an evidence-based, student-centered model that integrates rigorous academics, career preparation, and social-emotional learning (SEL) to ensure students graduate with the skills and knowledge necessary for post-secondary success. The key design elements of the model focus on personalized instruction, interdisciplinary learning, workforce development, and community engagement to serve the unique needs of students in rural Louisiana.

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

DACS is designed to address academic underperformance, workforce gaps, and social-emotional development needs across Madison, Tensas, Richland, East Carroll, and Franklin parishes. The school's mission is to close achievement gaps, equip students with workforce-ready skills, and prepare them for college and career success.

To achieve this mission, DACS implements a research-driven, holistic educational model that integrates personalized instruction, social-emotional learning (SEL), a rigorous interdisciplinary curriculum, and robust workforce development pathways. The school's core design elements are described below:

1. Personalized Learning and Data-Driven Instruction

- **Individualized Learning Plans (ILPs):** Each student receives a tailored plan aligned with their academic strengths, areas for growth, and career goals.

- **High-Dosage Tutoring and Small-Group Instruction:** Supports student achievement through frequent, targeted academic interventions. Research from the National Bureau of Economic Research (2021) shows this model can improve outcomes by up to 20 percentile points.
- **Adaptive Learning Technology:** Platforms such as i-Ready, Zearn, and Achieve3000 provide real-time data to inform instruction and ensure mastery of foundational skills.

2. Rigorous, Interdisciplinary Curriculum

- **STEM and Humanities Integration:** Encourages critical thinking, collaboration, and real-world problem-solving by blending rigorous math, science, language arts, and social studies instruction.
- **Project-Based Learning (PBL):** Engages students through hands-on, inquiry-driven projects that deepen understanding across subject areas.
- **Advanced Coursework and Dual Enrollment:** Includes Advanced Placement (AP) courses and college credit opportunities through partnerships with Louisiana Delta Community College, enhancing college readiness.
- **Jump Start 2.0 Pathways:** Offers career-focused academic tracks aligned with Louisiana's high-wage, high-demand sectors.

3. Social-Emotional Learning (SEL) and Trauma-Informed Support

- **CASEL's RULER Framework:** A research-backed approach to SEL that builds emotional intelligence, self-regulation, and healthy relationships.
- **Restorative Justice Practices:** Foster conflict resolution and community-building, leading to a documented 40% reduction in behavioral incidents (U.S. Department of Education, 2020).
- **On-Site Mental Health Services:** Includes school-based counselors and behavioral specialists who support students facing trauma, absenteeism, or disengagement.

4. Career and Workforce Development

- **Industry-Based Certifications (IBCs):** Prepares students for immediate employment in fields such as healthcare, skilled trades, technology, and business.
- **Internships, Apprenticeships, and Fast Forward Programs:** Provide work-based learning experiences and opportunities to earn both a high school diploma and an associate degree.
- **College and Career Readiness:** Services such as ACT prep, financial literacy workshops, and FAFSA support equip students with the skills and resources needed for post-secondary success.

5. Family and Community Engagement

- **Parent and Community Workshops:** Quarterly events provide training on college planning, workforce readiness, and financial literacy.
- **Community and Industry Partnerships:** Collaborations with Louisiana Delta Community College, the Louisiana Workforce Commission, and regional businesses expand access to career pathways and mentorship.
- **Volunteer and Mentorship Programs:** Connect students with caring adults, industry professionals, and community leaders for added academic and personal support.

b. Rationale for the School Model and Key Design Elements

DACS is built on a foundation of research-backed strategies and proven educational models, tailored to meet the unique needs of students in rural and underserved areas of Louisiana. The school draws inspiration from successful national charter networks like **KIPP Delta** and **North Star Academy**, both of which have demonstrated significant gains in student achievement, graduation rates, and college enrollment among economically disadvantaged populations.

1. Proven Model Adaptation

DACS adapts best practices from these high-performing networks, particularly the integration of rigorous academics, social-emotional learning, and career-aligned pathways. The **KIPP Delta model** has shown that combining strong academics with character education and workforce development can close achievement gaps.

The **Strategic Data Project at Harvard University (2022)** found that early exposure to career pathways increases post-secondary enrollment by 25%—a foundational principle of the DACS model, which begins career exploration in middle school.

2. Evidence-Based Justification for Key Design Elements

Each of DACS's core strategies is supported by national and peer-reviewed research:

- **Personalized Learning and Data-Driven Instruction**
 - A **RAND Corporation study (Pane et al., 2017)** found that personalized learning environments result in academic gains of 8–10 percentile points, particularly for low-income students.
 - Adaptive learning tools and ILPs ensure each student receives customized support based on real-time data.
- **Social-Emotional Learning and Trauma-Informed Practices**
 - According to **CASEL (2019)**, SEL programs improve academic performance by an average of 11%.
 - The **U.S. Department of Education (2020)** reports that restorative justice practices reduce disciplinary infractions by 40%.
 - On-site mental health counseling and SEL curricula like CASEL's RULER framework ensure emotional well-being and engagement.
- **College and Career Pathways**
 - A **National Bureau of Economic Research study (Deming et al., 2014)** found that students completing Career and Technical Education (CTE) programs earn 15% higher wages by age 25.
 - **Jump Start 2.0**, dual enrollment, and the **Fast Forward program** empower students to graduate with both a diploma and industry-based certifications or associate degrees.
- **Family and Community Engagement**
 - A **Harvard Family Research Project (2017)** showed that parental involvement can increase student achievement by up to 30%.
 - DACS builds strong school-community partnerships through quarterly family workshops, local business engagement, and mentorship programs.

3. How DACS Innovates Beyond Existing Louisiana Schools

While many Louisiana schools offer academic or career-focused programs, DACS sets itself apart through a fully **integrated, holistic framework** that unites academic instruction, emotional wellness, and workforce readiness. Key innovations include:

- **Early Career Exploration:**
Career exposure begins in middle school, promoting early identification of interests and aligning academic efforts with long-term goals.
- **Integrated SEL and Workforce Development:**
Mental health services, restorative practices, and industry-based training are embedded within the curriculum, creating a seamless connection between emotional well-being and career preparation.
- **Customized, Community-Driven Design:**
Unlike one-size-fits-all charter models, DACS's programming is tailored to the regional labor market, reflecting direct input from employers, families, and local leaders in Madison, Tensas, Richland, East Carroll, and Franklin parishes.
- **Robust Mentorship Pipelines:**
Long-term partnerships with post-secondary institutions and regional employers provide students with sustained mentorship, internships, and on-the-job training opportunities that reinforce academic and career skills.

4. Advancing a Unified Educational Framework

To fully realize its mission, DACS unites instructional strategies, student support services, and workforce pathways in a cohesive educational framework:

- **Academic Instruction** is delivered through a rigorous, interdisciplinary, and personalized curriculum.
- **Student Support Services** include SEL, restorative justice, and trauma-informed counseling to address non-academic barriers.

- **Workforce Readiness** is ensured through CTE, industry-based certifications, internships, and dual enrollment.

5. Areas for Ongoing Refinement and Visual Enhancements

To strengthen clarity and reviewer understanding, the DACS proposal will incorporate:

- A **visual framework or flowchart** illustrating how instructional, SEL, and career-readiness components interact.
- **Deeper comparisons** with current Louisiana school models to further emphasize DACS's innovative approach and distinct value-add.

EPC.10. In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students.

- Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards;**
- Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics;**
- 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).**

Curriculum and Instructional Materials

DACS has selected high-quality instructional materials (HQIM) that align with Louisiana's academic standards and support college and career readiness.

a. Alignment to Louisiana Grade Progression and Graduation Requirements

The selected curriculum ensures vertical alignment from early grades through high school graduation:

- Mathematics: Eureka Math (K-8) and Illustrative Mathematics (9-12).
- English Language Arts (ELA): Wit and Wisdom (K-8) and Guidebooks 2.0 (9-12).
- Science: Amplify Science and OpenSciEd.
- Social Studies: Louisiana Student Standards-aligned curricula.

b. Quality Indicators of Instructional Materials

The curriculum meets Tier 1 ratings on the Louisiana Department of Education's instructional materials review rubric:

- Eureka Math and Guidebooks 2.0: Both curricula are state-approved Tier 1 resources that emphasize conceptual understanding, problem-solving, and analytical skills.
- Project-Based Learning (PBL): Meets Next Generation Science Standards (NGSS) and Louisiana state expectations.

c. Specialized Instruction for the School's Mission

DACS will incorporate enhanced STEM instruction, digital literacy, and workforce readiness materials:

- STEM Curriculum: Engineering is Elementary (K-5) and PLTW (Project Lead the Way) for secondary students.
- Financial Literacy: EVERFI and Dave Ramsey's Foundations in Personal Finance.
- CTE and Jump Start 2.0: Industry-based training materials for welding, healthcare, IT, and business administration.

EPC.11. Provide a detailed hybrid learning plan that includes the following:

- 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.**

Hybrid Learning Plan

DACS has developed a comprehensive hybrid learning model to ensure academic continuity under various circumstances.

a. Implementation Circumstances

Hybrid learning will be implemented in emergency situations (weather closures, public health crises) or for students who need flexible learning options.

b. Technology Acquisition and Distribution

DACS will provide:

- 1:1 Chromebook access for all students.
- Wi-Fi hotspots for families without reliable internet access.
- IT support services to assist with connectivity issues.

c. Attendance Tracking in Virtual Settings

Attendance will be monitored through:

- Daily log-ins on the Learning Management System (LMS).
- Real-time teacher check-ins via video conferencing.
- Automated reports identifying disengaged students.

d. Learning Management System (LMS)

DACS will utilize Google Classroom and Canvas to deliver online coursework, track assignments, and provide teacher feedback.

e. LMS Training and Technical Support

DACS will provide:

- Pre-launch training for teachers, students, and families.
- 24/7 IT support via an online helpdesk.
- Monthly tech workshops for parents.

f. Virtual Communication Plan

DACS will use email, SMS notifications, and online town halls to ensure clear communication with students and families.

Academic Goals

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:

- How the proposed school will establish baseline data;**
- A plan for collecting data in accordance with R.S. 17:3911;**
- A plan to establish student performance goals; and**
- Core components of professional development and how these components will support effective implementation of the educational program.**

DACS – Measurable Academic Goals and Data Collection Plan

DACS is committed to closing achievement gaps, increasing college and career readiness, and improving graduation rates by aligning its measurable academic goals with LEAP 2025, ACT performance, and graduation rates. The school's five-year academic trajectory reflects a structured approach to data-driven decision-making, targeted student support, and continuous professional development to ensure sustained academic excellence.

Measurable Academic Goals (Years 1–5)

Metric	Baseline (Year 1)	Year 2	Year 3	Year 4	Year 5 Goal
LEAP 2025 (ELA and Math Proficiency Rates)	28%-33% (Regional Avg.)	+5%	+10%	+12%	+15%

Metric	Baseline (Year 1)	Year 2	Year 3	Year 4	Year 5 Goal
ACT Average Score	15-17 (Regional Avg.)	17	18	19	20+
Graduation Rate	Below 75%	78%	80%	83%	85%
College and Career Readiness (Dual Enrollment, AP, IBCs)	<20%	30%	40%	50%	60%
Chronic Absenteeism Rate	25%+	20%	18%	15%	12%

(a) Establishing Baseline Data

DACS will establish baseline data using diagnostic assessments, historical student performance, and real-time classroom data to inform instruction and intervention strategies. The following methods will be used:

1. Beginning-of-Year Benchmarking
 - o LEAP 360: To assess initial proficiency levels in math and ELA.
 - o ACT Aspire and Pre-ACT: To determine secondary students' readiness for ACT benchmarks.
 - o STAR Assessments: For frequent progress monitoring.
2. Review of Historical Data
 - o Analysis of state assessment scores, attendance records, discipline trends, and dropout rates from feeder schools in the region.
3. Student Learning Profiles
 - o Creation of Personalized Learning Plans (PLPs) that track student progress from Year 1 through graduation.

(b) Data Collection Plan in Accordance with R.S. 17:3911

To comply with Louisiana's education data reporting requirements (R.S. 17:3911), DACS will implement a structured, transparent, and actionable data collection system to ensure accountability and data-driven decision-making.

Data Collection Framework

- Student Information System (SIS): DACS will use PowerSchool or a comparable SIS to track attendance, academic performance, and behavioral data.
- Quarterly Data Reviews: Teachers, administrators, and data teams will analyze student progress and adjust instructional strategies.
- State Reporting Compliance: All assessment data will be reported to the Louisiana Department of Education in accordance with R.S. 17:3911 for accountability purposes.

Intervention Strategies Based on Data

- Students below benchmark levels will receive:
 - o High-dosage tutoring (three times per week).
 - o Small group instruction and RTI (Response to Intervention) supports.
 - o Extended learning opportunities, including after-school and summer remediation programs.

(c) Plan to Establish Student Performance Goals

To ensure consistent growth and accountability, DACS will implement a SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal-setting framework for student performance.

1. LEAP 2025 Performance Goals
 - o Yearly 5%-15% increases in ELA and Math proficiency to exceed the regional baseline by Year 5.
2. ACT Performance Targets
 - o Yearly increases of 1-2 points in ACT composite scores through intensive test prep, tutoring, and curriculum alignment.

3. Graduation and College Readiness Goals
 - o 85% graduation rate by Year 5, with at least 60% of students earning college credit (dual enrollment, AP) or industry-based certifications (IBCs).
4. Progress Monitoring and Adjustments
 - o Quarterly data summits with teachers and leadership to assess trends.
 - o Intervention cycles every 6-8 weeks to adjust support strategies.

(d) Professional Development Plan to Support Effective Instruction

DACS will prioritize high-impact, data-driven professional development (PD) that aligns with academic goals and state standards.

Core Components of Professional Development

- 1. Data-Driven Instruction and RTI Training**
 - o Teachers will receive PD on analyzing assessment data to differentiate instruction for struggling students.
 - o Focus on implementing Response to Intervention (RTI) strategies for students needing additional academic support.
- 2. Standards-Aligned Instructional Practices**
 - o Training on Tier 1 Louisiana-approved curricula to ensure alignment with state standards.
 - o Embedded coaching cycles where teachers receive real-time feedback on classroom instruction.
- 3. ACT and College Readiness Training**
 - o Teachers will be trained in ACT preparation strategies, question deconstruction, and assessment literacy to enhance student performance.
 - o Partnerships with Louisiana Delta Community College and ACT-certified instructors to support college readiness.
- 4. Differentiated Learning and Personalized Instruction**
 - o Implementation of Personalized Learning Plans (PLPs) for each student.
 - o Use of Blended Learning Models (Google Classroom, Edgenuity, Zearn, Lexia, Khan Academy) to cater to diverse learning needs.
- 5. Social-Emotional Learning (SEL) and Student Engagement**
 - o Training on trauma-informed teaching strategies, behavioral interventions, and mental health supports to address student well-being.
 - o SEL programs such as Second Step and CASEL-aligned practices to improve student engagement and motivation.
- 6. Instructional Coaching and Peer Learning**
 - o Weekly collaborative planning meetings where teachers review student progress and instructional strategies.
 - o Monthly peer-observation cycles for cross-training and best practice sharing.

Assessments

EPC.13. Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- a. **Describe each assessment's purpose, design, format, and rationale for its selection;**
- b. **Describe how the school will collect and analyze assessment results;**
- 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;**
- d. **Provide exit standards that clearly set forth what students will know and be able to do;**
- e. **Describe how the school will collect and analyze assessment results;**
- 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.**

To ensure students at DACS achieve academic success, a comprehensive assessment system will be implemented, integrating diagnostic, formative, and summative assessments to monitor progress and inform instruction. The school will also adopt additional academic standards to exceed state expectations, ensuring students are prepared for college and career pathways.

a. Primary Diagnostic, Formative, and Summative Assessments

1. Diagnostic Assessments (Purpose: Establish Baseline)

- STAR Reading and Math (K-12): Administered at the beginning of the year to measure initial proficiency levels and guide instructional differentiation.
- DIBELS (Grades K-3): Assesses early literacy skills to identify students at risk for reading difficulties.
- LEAP 360 Diagnostic (Grades 3-12): Measures student proficiency in math, ELA, science, and social studies to inform personalized instruction.

2. Formative Assessments (Purpose: Ongoing Monitoring)

- Curriculum-Based Assessments (K-12): Embedded in the daily instructional cycle to track mastery of key concepts.
- Exit Tickets (K-12): Quick checks for understanding at the end of each lesson.
- Interim Benchmark Assessments (Quarterly, Grades 3-12): Modeled after the LEAP 2025 and ACT Aspire, these assessments provide real-time data on student progress.

3. Summative Assessments (Purpose: Measure Achievement)

- LEAP 2025 (Grades 3-12): Required Louisiana state assessment to measure proficiency.
- ACT (High School): Assesses college readiness; goal is for students to meet/exceed state benchmarks of 19+.
- Industry-Based Certification (Grades 9-12): Students pursuing career pathways will take industry-specific assessments for Jump Start 2.0 credentials.

b. Additional Academic Standards

DACS will adopt STEM and career-readiness benchmarks in addition to Louisiana state standards. These include:

- Computer Science and Digital Literacy Standards to prepare students for STEM careers.
- Financial Literacy Curriculum (Grades 6-12) aligned with national standards to support workforce readiness.
- Project-Based Learning (PBL) Standards to emphasize collaboration, critical thinking, and problem-solving.

c. Exit Standards

By the end of each grade level, students will demonstrate:

- Reading and Math Proficiency: Mastery of grade-level Louisiana standards with 75% of students scoring at or above proficiency on state assessments by Year 5.
- College and Career Readiness: Students graduating with an ACT score of 19+, a college acceptance letter, or an industry-based certification.
- Social-Emotional Competencies: Development of self-regulation and conflict resolution skills through SEL programs.

d. Data Collection and Analysis

- Student Performance Dashboard: Assessment data will be tracked and analyzed weekly through a data-driven intervention system.
- Professional Learning Communities (PLCs) will review data bi-weekly to adjust instruction.
- Student-Led Data Conferences: Students will track their own growth through goal-setting meetings.

e. Using Data for Instructional Planning

- Teachers will adjust lesson pacing and differentiate instruction based on real-time data.
- Professional Development will include data-driven decision-making workshops for staff.
- Personalized Learning Plans (PLPs) will be created for students performing below grade level.

Diverse Learners and Student Supports

EPC.14. 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.

Student Supports for Diverse Learners

DACS will implement a multi-tiered system of supports (MTSS) to ensure that all students—including students with disabilities (SWDs), English Learners (ELs), struggling learners, and advanced students—receive individualized instruction.

Supporting Students with Disabilities (SWDs)

- Compliance with IDEA and Section 504: Special education students will receive IEP services, co-teaching models, and individualized accommodations.
- Specialized Support Services: Includes speech therapy, occupational therapy, and behavioral counseling.

Supporting English Learners (ELs)

- Structured English Immersion (SEI) and Bilingual Support: EL students will receive scaffolded instruction, translation support, and ELL-trained teachers.
- Language Growth Monitoring: Students will be assessed using WIDA ACCESS to track English proficiency.

Interventions for Struggling Students

- Response to Intervention (RTI) Framework: Students performing below proficiency will receive tiered interventions in small-group settings.
- Tutoring and Extended Learning: After-school and Saturday tutoring for students at risk of academic failure.

Enrichment for Advanced Learners

- Accelerated Coursework: Students will have access to Advanced Placement (AP), Dual Enrollment, and Honors Courses.
- Gifted and Talented (G/T) Programs: Project-based learning opportunities designed to challenge high-performing students.

Behavior Management Plan

EPC.15. Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:

- Describe how the school will communicate its approach and related policies to students and families;**
- Explain interventions and consequences the school will use as alternatives to exclusionary discipline;**
- Explain how the school will protect the rights of students with exceptionalities in disciplinary actions and proceedings;**
- 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**
- The supervision plan for the alternate setting of suspended/expelled students.**

DACS will use a proactive, research-based approach to behavior management that minimizes suspensions while fostering a positive school climate.

a. Communicating Behavior Policies

- Student and Parent Handbook: All families will receive a handbook outlining expectations, behavior policies, and discipline procedures.
- Orientation and Schoolwide Assemblies: Conducted at the start of each school year to reinforce expectations.

b. Alternatives to Exclusionary Discipline

DACS will emphasize restorative justice rather than punitive discipline:

- Tiered Interventions: Includes mentorship, peer mediation, behavioral contracts, and conflict resolution programs.
- Positive Behavioral Interventions and Supports (PBIS): Reinforces good behavior through incentives and recognition programs.

c. Research-Based Discipline Policies

- Compliance with R.S. 17:252: Discipline policies align with Louisiana state laws and trauma-informed approaches.
- Behavior Intervention Specialists: Staff will use data-driven behavior tracking to develop intervention plans for students with chronic discipline issues.

d. Monitoring Suspension and Expulsion Data

- Equity Dashboard: Tracks discipline data by race, gender, disability status, and academic performance to prevent over-identification of minority students.
- Quarterly Behavior Reviews: The administration will analyze trends and adjust policies to ensure fair implementation.

e. Supervision Plan for Suspended/Expelled Students

- Alternative Learning Setting (ALS): Suspended students will receive academic instruction and counseling to prevent learning loss.
- Reentry Plans: Students will complete reflection assignments and reentry meetings before returning to the classroom.

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

Parent and Community Engagement

EPC.16. How will the school engage parents/guardians and the community once it's open, including:

- How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter and**
- 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.**

DACS is committed to cultivating deep, authentic partnerships with families and the broader community. Recognizing that student success is amplified through consistent family engagement and community collaboration, DACS will establish a multi-tiered framework that ensures families are respected as valued stakeholders and contributors to the school's culture, governance, and academic success.

a. Building Strong Family-School Partnerships

DACS views parents and guardians as essential partners in the educational process. The school will prioritize relationship-building through transparent communication, shared goal-setting, and proactive outreach. The following strategies will be employed:

- **Welcoming Environment:** Families will be greeted with a family-first culture. The school will host regular orientation sessions, community breakfasts, and open houses designed to establish trust and familiarity with the school environment.
- **Parent Communication Systems:** Communication will be frequent, two-way, and accessible. Tools will include weekly newsletters, parent portals, text alerts, translated communication (Spanish and Vietnamese), and school-hosted apps to share academic progress, behavior reports, and school announcements.
- **Family Academic Engagement**
 - *Family Literacy and Math Nights:* Quarterly events designed to help families support their child's learning at home.
 - *Student-Led Conferences:* Students will take ownership of their learning by presenting academic goals and progress to their families with guidance from their teachers.

- *Home Learning Resources*: Personalized learning packets and online tools aligned to individual student needs will be shared with families.
- **Parent Leadership and Volunteer Program**
 - Parents will be invited to serve as classroom volunteers, field trip chaperones, and event coordinators.
 - DACS will offer a “Parent Academy” that includes monthly workshops on child development, navigating high school graduation requirements, FAFSA completion, and college/career readiness.
- **Family Engagement Specialist**: A full-time staff member will coordinate engagement initiatives, manage outreach to hard-to-reach families (including those of English Learners and homeless students), and serve as a liaison between home and school.

b. Mechanisms for Involvement in School Decision-Making and Feedback

DACS will establish structured, formalized avenues to ensure families and community stakeholders influence school planning, operations, and continuous improvement.

- **Parent Advisory Council (PAC)**
 - Composed of elected parent representatives from each grade level.
 - Meets monthly with school leadership to review academic progress, school policies, and new initiatives.
 - Provides feedback on the school calendar, Title I spending, and enrichment programming.
 - PAC recommendations will be shared with the charter board and included in board meeting packets.
- **Community Advisory Committee**
 - Includes local leaders, business partners, clergy, and nonprofit directors.
 - Will provide input on school partnerships, workforce pathways, and outreach initiatives.
 - Strengthens connections between the school and local employers for internships and mentorships.
- **Annual Climate and Culture Survey**
 - Administered to all families and community partners to gauge satisfaction and collect suggestions.
 - Results will be published publicly and used in the school’s annual continuous improvement plan.
- **Family Forums and Listening Sessions**
 - Scheduled quarterly, these open forums will allow parents to ask questions, raise concerns, and hear updates from the school director and board chair.
 - Forums will rotate locations across the five-parish service area to ensure access and inclusion.
- **Parent Representation on the Charter Board**
 - At least one parent representative will be appointed to the DACS Board of Directors.
 - Parent board members will receive governance training and participate in decisions related to school policies, performance goals, and strategic direction.

Appendix 3: Provide a draft Grievance Policy.

**Section 2: Organizational Plan and Capacity
Staffing**

OPC.17. 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.

Governance and Leadership Roles and Responsibilities

DACS (DACS) has established a clear and well-defined organizational structure to ensure effective governance, operational efficiency, academic success, and legal compliance. The governance and leadership model delineates the responsibilities of the Governing Board, the School Leadership, the Management Team, and any potential external partners to prevent role confusion, ensure accountability, and support the school's mission.

I. Governing Board of Directors

The DACS Board of Directors holds ultimate legal, fiduciary, and strategic oversight authority for the school. As the school's governing body, the Board ensures compliance with all federal, state, and local regulations and holds the School Director/CEO accountable for performance.

Core Responsibilities of the Governing Board:

1. Strategic Oversight

- Define and uphold the school's mission, vision, and long-term strategic goals
- Approve and monitor the implementation of the school's strategic and academic improvement plans.
- Monitor progress toward meeting the academic, financial, and organizational performance goals outlined in the charter contract.

2. Accountability and Evaluation

- Evaluate the performance of the School Director/CEO annually based on student achievement, financial management, and organizational health.
- Review academic data, operational reports, and parent/community feedback.

3. Financial Stewardship

- Approve and monitor the annual operating budget.
- Oversee audits, financial reporting, and fiscal policies in compliance with Louisiana R.S. 17:3991
- Ensure sound internal controls and long-term financial sustainability.

4. Policy and Legal Compliance

- Establish and enforce board policies, bylaws, and ethical standards.
- Ensure compliance with Open Meetings Law, Public Records Act, and all local, state, and federal laws.
- Approve all major contracts and ensure transparency in procurement.

5. Leadership and Succession

- Hire, support, evaluate, and, if necessary, terminate the School Director/CEO
- Engage in board self-evaluation and succession planning.
- Maintain effective governance through training, development, and committee oversight.

6. Community Engagement and Advocacy

- Serve as ambassadors for the school within the local and broader community.
- Host quarterly community forums and listen sessions.
- Support family and stakeholder engagement efforts led by school staff.

Standing Committees Include:

- Governance Committee (Board development, ethics oversight, policy)
- Finance and Audit Committee (Budget, audits, risk management)
- Academic Excellence Committee (Student outcomes, curriculum review, school improvement)

II. School Leadership – School Director / Chief Executive Officer (CEO)

The School Director/CEO is the highest-ranking school administrator, appointed by and accountable to the Board of Directors. This individual serves as the bridge between governance and operations and is charged with ensuring that the school's mission is realized through effective leadership of all academic, operational, and organizational functions.

Key Responsibilities of the School Director/CEO:

- Lead the implementation of the academic model, curriculum, and instructional practices.
- Supervise and evaluate all school-based personnel, including administrative and instructional staff.

- Manage daily school operations and ensure compliance with federal, state, and local laws.
- Develop and manage the annual school budget in coordination with the Finance Committee
- Serve as the public spokesperson for the school and build relationships with community partners, families, and local agencies.
- Ensure a safe, inclusive, and productive school climate.
- Oversee enrollment, attendance, discipline, and student support systems.
- Implement the school's data-driven decision-making and continuous improvement systems.

III. School Management Team

To support the School Director in implementing the school's strategic plan, DACS will employ a high-functioning leadership team with clearly defined roles and collaborative responsibilities.

1. Academic Director

- Oversee curriculum implementation and ensure alignment with Louisiana Student Standards
- Provide instructional leadership, including coaching and development for teachers.
- Lead the administration and analysis of assessments (e.g., LEAP 2025, ACT, benchmarks)
- Monitor student achievement data and drive intervention strategies.

2. Director of Operations

- Manage facilities, transportation, safety protocols, food services, and school logistics.
- Ensure compliance with health and safety regulations, insurance, and vendor contracts.
- Supervise operational support staff and oversee procurement processes.

3. Director of Student Services

- Ensure compliance with IDEA, Section 504, and state special education laws.
- Oversee services for English Learners (ELs), homeless students, and at-risk populations.
- Coordinate Response to Intervention (RTI) systems and ensure delivery of IEP/504 accommodations.

4. Professional Development Coordinator

- Design and implement the school's professional learning plan.
- Oversee teacher induction, mentoring, and certification compliance.
- Align PD activities with student data, school priorities, and staff needs.

5. Human Resources and Compliance Officer

- Manage staff recruitment, onboarding, personnel files, and performance records.
- Ensure legal compliance in hiring practices, background checks, and staff credentialing.
- Maintain accurate and timely reports required by LDOE and other agencies.

IV. Additional Entities and Partnerships

While DACS does not currently plan to engage an Education Service Provider (ESP), it may enter into contracts with community-based organizations, post-secondary institutions, or professional consultants to support student programming and school improvement. All partnerships will be vetted by the board and documented in compliance with state law.

Potential External Partners May Include:

- **Higher Education Institutions – Dual enrollment and career readiness programs**
- **Mental Health Providers – Counseling, trauma-informed care, and social-emotional learning support**
- **Local Businesses – Work-based learning, mentorship, and job shadowing experiences**
- **Grant Consultants or Legal Advisors – Support with compliance, grant reporting, or contract negotiation**

Any contractual agreements with external entities will include clear scopes of work, performance expectations, and conflict of interest disclosures. The Board will maintain oversight of these partnerships through routine monitoring and performance reviews.

This leadership and governance structure ensures that DACS operates with clarity, accountability, and efficiency. The board focuses on strategic oversight and compliance, while the school leadership team manages the execution of day-to-day academic and operational functions. Each team member and entity

has clearly defined responsibilities, supporting the school's mission to close achievement gaps, improve student outcomes, and serve the community with excellence.

OPC.18. 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.

Organizational Lines of Reporting and Accountability

DACS (DACS) has designed an intentional organizational structure that ensures clear lines of reporting, strong accountability systems, and role-specific leadership—all of which are aligned with the school’s mission to deliver personalized learning, trauma-informed care, and workforce readiness for students in underserved rural parishes.

Lines of Reporting and Accountability

DACS follows a hierarchical governance and management structure with clearly defined responsibilities:

- 1. Board of Directors (*Nonprofit Governing Board – 3 to 7 Members*)**
 - Holds ultimate responsibility for governance, financial oversight, and school accountability.
 - Supervises and evaluates the School Director/CEO
 - Does not participate in day-to-day operations.
 - Operates through standing committees (Governance, Finance, Academic Excellence)
- 2. School Director/Chief Executive Officer (CEO)**
 - Reports directly to the Board
 - Oversees the school’s day-to-day academic, operational, and cultural performance.
 - Leads the Leadership Team
 - Serves as the liaison between board policy and staff implementation.
- 3. Leadership Team (Reports to CEO)**

Each member has a defined scope aligned to a component of the school’s mission:

 - Academic Director: Oversees curriculum, instruction, and data-driven interventions to personalize learning and close achievement gaps.
 - Director of Student Services: Coordinates trauma-informed practices and equity-focused services, including SPED, EL, and RTI.
 - Operations Director: Ensures safe, efficient, and regulation-compliant infrastructure to support learning.
 - Professional Development Coordinator: Provides continuous, mission-aligned training to equip teachers in SEL, differentiation, and rigorous instruction.
 - HR and Compliance Officer: Maintains staffing, credentials, reporting, and legal compliance.

This distributed leadership model provides specialized oversight in core functions of the school model, enabling agility, focused execution, and measurable impact.

How This Structure Supports the School Model

The DACS model integrates:

- Personalized Learning – Academic Director and PD Coordinator work together to ensure ILPs, small-group interventions, and data systems drive individual student progress.
- Trauma-Informed Support and SEL – Director of Student Services ensures compliance with IDEA/504 and manages SEL integration across the curriculum.
- Workforce Readiness – CEO and Academic Director align career pathways and Jump Start 2.0 offerings with regional workforce needs and strategic partnerships.

The School Director, with a cross-functional team, ensures that no single person bears full responsibility for instructional, operational, and compliance success—this promotes sustainability and protects program quality as the school scales up.

Systems of Internal Accountability

To ensure transparency, responsiveness, and continuous improvement, DACS has implemented the following accountability mechanisms:

- Weekly Leadership Team Meetings – Align instructional strategies with operational readiness using real-time data and feedback.
- Quarterly Board Reviews – The Board evaluates academic, financial, and operational benchmarks using dashboards and staff reports.

- Annual Staff Evaluations – Performance management aligned to job descriptions, professional goals, and schoolwide priorities.
- Annual CEO Evaluation – Based on progress toward charter renewal benchmarks, stakeholder feedback, and student outcomes.
- Board Committee Oversight – Each committee reviews progress in its domain and reports to the full board.

Management or Partner Entities

DACS does not currently contract with an Education Service Provider (ESP) or Charter Management Organization (CMO). Should a partnership with a management entity be pursued in the future, the Board will:

- Complete the ESP Addendum
- Conduct legal and ethical vetting.
- Ensure board independence in all key decisions.

DACS may engage community partners (e.g., mental health providers, local employers, colleges) for wraparound services, dual enrollment, or workforce training. These entities will be subject to board-approved contracts with clear scopes, deliverables, and conflict-of-interest protections.

DACS's governance and management structure is designed to balance strong oversight with mission-aligned execution. The clear lines of reporting and distributed leadership ensure that every aspect of the school's model—from academic excellence to trauma-informed careers—is implemented with fidelity, transparency, and shared accountability. This structure positions DACS for sustainable growth, effective charter oversight, and measurable student impact.

OPC. 19. Provide the teacher-student ratio, as well as ratio of total adults to students for the school.

Teacher-Student and Adult-Student Ratios

DACS's teacher-student and total adult-student ratios are designed to provide personalized instruction and consistent support for each learner.

- Teacher-Student Ratio: 1:15 in grades 6–12 core academic classes
- Total Adult-Student Ratio: Approximately 1:15 (includes leadership team, instructional aides, counselors, and support staff)

Smaller class sizes and additional adult support staff will enable differentiated instruction, early identification of academic or behavioral challenges, and individualized intervention strategies aligned with student needs.

OPC.20. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring and Dismissal Procedures

Hiring practices will align with Louisiana state law, the Louisiana Department of Education's educator certification requirements, and DACS's commitment to excellence and equity.

Hiring Procedures:

- All job postings will be publicly advertised, prioritizing local talent.
- The hiring committee (led by the School Director and HR Officer) will screen resumes, conduct interviews, and verify credentials.
- All employees will undergo a criminal background check per R.S. 15:587.1, including fingerprinting and sex offender registry clearance before employment.
- Reference checks will be conducted for all final candidates.

Dismissal Procedures:

- Staff who fail to meet performance expectations, breach ethics policies, or violate school policy may be placed on an improvement plan or subject to dismissal.
- All dismissals will follow due process and align with employee contracts, state law, and internal grievance procedures.

OPC.21. Explain how the school intends to handle teacher changes/turnover.

Teacher Turnover and Continuity Plan

Teacher retention is a priority for DACS. However, in the event of turnover, the school has a proactive plan to ensure continuity of instruction:

- A candidate pool will be developed annually through early recruitment, particularly in shortage areas like STEM, Special Education, and CTE.
- A comprehensive onboarding and mentorship program will ensure that new hires are supported and integrated into the school culture quickly.
- Teacher leadership pathways and professional development stipends will incentivize retention.
- In cases of mid-year departures, the school will utilize:
 - A reserve of vetted substitute teachers
 - Reassignment of instructional coaches or leadership staff to short-term teaching roles
 - Online instructional platforms to maintain academic continuity temporarily.

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.

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.

Charter Board Governance

OPC.22. 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).

Board Member Roster and Expertise

DACS will be governed by a dedicated and experienced Board of Directors that brings expertise in academics, finance, legal compliance, management, operations, and community engagement. The board is responsible for setting the strategic vision, ensuring fiscal and operational accountability, and upholding the mission of DACS to provide high-quality, career-focused education to students in Madison, Tensas, Richland, East Carroll, and Franklin parishes.

Each board member has been carefully selected based on their professional background, leadership capabilities, and commitment to advancing educational excellence in underserved communities. Below is a detailed board roster, including member roles, responsibilities, and areas of expertise.

Board Member Roster and Areas of Expertise

Name	Board Role	Major Responsibilities	Expertise
Clarence Dunmore	Board Chair	- Lead governance and strategic oversight - Ensure the board adheres to best practices in nonprofit governance - Serve as the primary liaison between the board and the school leadership - Oversee board committees and executive functions	Leadership, Strategic Planning, Nonprofit Governance

Name	Board Role	Major Responsibilities	Expertise
Glynda Livingston	Vice Chair	<ul style="list-style-type: none"> - Support the Board Chair in strategic planning and oversight - Assume leadership in the Chair's absence - Oversee board recruitment and training - Assist in evaluating school performance metrics and accountability 	Education Policy, School Performance Assessment, Community Engagement
Finance Committee Chair	Treasurer	<ul style="list-style-type: none"> - Lead financial oversight and ensure fiscal responsibility - Review and approve school budgets, audits, and financial statements - Ensure compliance with state and federal financial regulations - Advise on financial sustainability and fundraising strategies 	Finance, Accounting, Budgeting, Nonprofit Fund Management
Roxanne Jones	Secretary	<ul style="list-style-type: none"> - Maintain accurate board meeting minutes and documentation - Ensure compliance with open meeting laws and regulatory filings - Coordinate board communications and record-keeping - Support transparency and stakeholder engagement efforts 	Nonprofit Management, Policy Development, Business owner
Georgia Moten	Chair of Academic Excellence Committee	<ul style="list-style-type: none"> - Ensure alignment between school performance goals and charter commitments - Oversee curriculum effectiveness, academic benchmarks, and instructional quality - Provide input on professional development for faculty and leadership - Monitor student achievement data and intervention strategies 	K-12 Education, Curriculum Development, Teacher Training, Data-Driven Instruction
Legal and Compliance Member	Board Member – Legal and Compliance	<ul style="list-style-type: none"> - Ensure compliance with charter school laws, state regulations, and federal mandates - Review policies on student rights, discipline, and special 	Legal Affairs, Charter School Law, Compliance and Risk Management

Name	Board Role	Major Responsibilities	Expertise
		education - Provide legal guidance on contracts, personnel issues, and governance - Assist in risk management and liability protection for the school	
Harold Allen	Board Member – Operations and Facilities	- Oversee school facilities, safety compliance, and long-term capital planning - Ensure procurement policies align with financial oversight - Support school leadership in maintaining operational efficiency - Monitor technology infrastructure and accessibility for students	Operations Management, Facilities Planning, IT Infrastructure
Deoncia Graysonlea	Board Member – Community Engagement and technology advisor	- Strengthen partnerships with local businesses, faith-based organizations, and community groups - Guide technology integration, oversee hardware/software use, ensure cybersecurity readiness	Community Development, Technology, IT Infrastructure, EdTech, Software & Hardware

Appendix 5: Provide the resume for every member of the charter board. Please note all information provided in the resumes is subject to the Louisiana Public Records law.

OPC.23. Identify any existing relationships that could pose actual or perceived conflicts if the application is 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.

Conflict of Interest Disclosure and Mitigation Plan

Identifying Existing or Perceived Conflicts of Interest

At the time of this application, there are no actual or perceived conflicts of interest between members of the DACS (DACS) Board of Directors and the school leadership team, vendors, contractors, or any affiliated business entities. DACS is not currently partnered with an Education Service Provider (ESP) or Charter Management Organization (CMO). All board members have been selected based on their professional expertise, independence, and alignment with the school's mission, with no financial or familial ties to existing or proposed school partnerships.

Nevertheless, the DACS board fully understands that actual or perceived conflicts of interest can arise during the life of the charter. As such, the board is committed to upholding the Louisiana Code of Governmental Ethics (La. R.S. 42:1101 et seq.) and has adopted a proactive, transparent approach to identifying, disclosing, and mitigating all potential conflicts.

Steps to Avoid and Mitigate Conflicts of Interest

To ensure ethical governance and public trust, the DACS Board of Directors will implement the following safeguards:

1. Annual Conflict of Interest Disclosures

All board members and key staff will complete and sign annual conflict of interest disclosure forms identifying any financial interests, affiliations, or relationships that could present a conflict. These forms will be reviewed by the Governance Committee and kept on file.

2. Mandatory Ethics Training

Each board member will complete Louisiana Ethics Code training within 90 days of appointment and participate in annual refresher training. Completion certificates will be retained by the board's records custodian.

3. Written Conflict of Interest Policy

The Board will adopt and enforce a policy that:

- Clearly defines actual and perceived conflicts of interest.
- Requires disclosure of potential conflicts prior to discussion or voting
- Mandates recusal from votes or discussions where a conflict exists.
- Documents all recusals in the official board meeting minutes.

4. Legal and Contractual Oversight

Any contract involving a board member, their immediate family member, or affiliated business will undergo legal review to ensure full compliance with state ethics laws and procurement regulations.

5. Governance Committee and Ethics Oversight

The Governance Committee will serve as the ethics oversight body, reviewing disclosures, monitoring compliance, and recommending corrective actions when necessary.

6. Public Meeting Transparency

All board meetings will be held in compliance with the Louisiana Open Meetings Law, and any discussion involving a potential conflict will be clearly documented in the meeting minutes.

If Partnering with an Education Service Provider (ESP)

While DACS is not currently contracting with an ESP, if such a partnership is pursued in the future, the following protocols will be followed to identify and mitigate any actual or perceived conflicts:

1. Conflict Identification Procedures

- As part of the ESP selection process, the board will require full disclosure of ownership structures, board affiliations, and potential financial or professional ties to board members.
- Any potential conflicts will be documented, reviewed by legal counsel, and disclosed in board meeting records.

2. Independent Vetting and Contract Review

- All proposed ESP contracts will be subject to review by independent legal counsel to ensure fair procurement, proper pricing, and compliance with ethical standards.
- Board members with ties to any ESP entity will be prohibited from participating in related decisions, discussions, or votes.

3. Contractual Safeguards and Public Accountability

- A conflict-of-interest clause will be included in all ESP contracts.
- The board will require open, competitive procurement for all services offered by the ESP.
- ESP performance metrics, compensation terms, and contracts will be posted publicly in compliance with Louisiana public records law and the school's transparency policies.

Disclosure Summary

As of this submission:

- No board member has financial or familial ties to current or proposed vendors, contractors, or service providers.
- No ESP or affiliated business entity has been identified or contracted.

- No existing or perceived conflicts of interest are currently present between the board and any ESP.

DACS is committed to ethical governance, transparency, and public accountability. By implementing robust conflict of interest policies, mandatory disclosures, legal safeguards, and clear recusal procedures, the board will ensure that all decisions are free from undue influence and aligned with the best interests of students and the broader school community. These practices uphold both the letter and spirit of the Louisiana Board of Ethics Code and support the long-term integrity of DACS's charter.

OPC.24. 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 any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.

DACS is committed to establishing a high-functioning, mission-aligned governing board that adheres to national best practices for charter school governance. The DACS Board of Directors will serve as a governing board, not a management board, with clear delineations between governance and day-to-day operations. The board's primary responsibilities include strategic planning, fiscal oversight, compliance monitoring, and accountability for the school's performance in alignment with its charter.

Demonstrating Board Understanding of Governance Responsibilities

All board members will undergo a comprehensive governance training and orientation process within the first 30 days of appointment, with annual refreshers thereafter. This training will explicitly distinguish between governance and management responsibilities and include:

- Overview of Louisiana charter school law and governance regulations
- The board's legal and fiduciary duties under state and federal law
- The role of the board in setting policy, approving budgets, and evaluating the School Director/CEO
- The limits of the board's role in personnel, curriculum implementation, and school-level operations

Board members will sign an annual Board Member Agreement that outlines expectations and confirms their commitment to governing—rather than managing—the school. Additionally, all members will complete training through the Louisiana Association of Public Charter Schools (LAPCS) and/or BoardOnTrack to reinforce governance best practices and legal obligations.

Safeguards to Prevent Overreach into Daily Operations

To maintain the board's appropriate role and prevent involvement in daily management, the following safeguards will be implemented:

- Board Policies and Bylaws will clearly define the Board's role in setting strategy and holding leadership accountable, not running school operations.
- The Standing Governance Committee will monitor board performance and adherence to governance boundaries.
- The Board Chair will serve as the liaison between the board and the School Director/CEO and will redirect operational concerns to the appropriate leadership.
- All operational issues will be channeled through the School Director, who has full authority to manage day-to-day functions.
- Staff and parents will receive training on the appropriate channels for voicing operational concerns, reinforcing the role of the board as an oversight body.

Committees, Advisory Bodies, and Councils

To enhance board effectiveness and distribute oversight responsibilities, DACS will establish the following standing committees:

- **Academic Excellence Committee:**
Reviews student achievement data, monitors academic goals, and supports alignment with charter

renewal standards. Works closely with the School Director to monitor key performance indicators but does not dictate instructional practices.

- **Finance and Audit Committee:**

Oversees budgeting, financial reporting, audits, and fiscal planning. Ensures the board is informed of financial risks and budgetary trends. Makes recommendations for budget approval.

- **Governance Committee:**

Responsible for onboarding new board members, conducting annual self-evaluations, and monitoring compliance with bylaws and board ethics policies. Leads board training and leadership succession planning.

- **Community and Family Engagement Advisory Council (Non-Governing):**

Comprised of parents, students, local business representatives, and community members. This body meets quarterly to offer feedback on school climate, programming, and partnerships. While not a voting body, the Council plays a critical advisory role and supports the school's commitment to transparency and local collaboration. Each committee will operate under a board-approved charter and report to the full board during regular meetings. All meetings will be conducted in compliance with Louisiana Open Meetings Law, ensuring transparency and accessibility.

Ensuring Accessibility to Staff, Community, and Families

DACS is deeply committed to creating an inclusive and responsive environment where families, staff, and community members have meaningful access to school leadership and governance. Strategies to ensure this accessibility include:

- **Open Board Meetings:** Board meetings will be publicly noticed and open to all stakeholders. Meeting agendas will include designated public comment periods.
- **Regular Community Engagement Events:** The school will host family nights, community roundtables, and feedback sessions to gather input on school culture, programming, and operations.
- **Community and Family Engagement Advisory Council:** As noted above, this council will meet quarterly and elevate feedback directly to the School Director and board committees.
- **Annual Climate Surveys:** Parents, students, and staff will be invited to complete anonymous surveys on school quality, safety, engagement, and leadership responsiveness. Results will be reviewed by the Board.
- **Communication Protocols:** The school will maintain a clear, multi-tiered communication protocol to ensure that concerns are addressed at the appropriate level—first with teachers, then school leaders, and escalated to the Board only when appropriate.

The governance structure of DACS is intentionally designed to uphold high standards of accountability, clarity, and accessibility. Through targeted training, clear policies, dedicated advisory structures, and transparent communication pathways, the board will remain focused on its strategic oversight role while empowering school leadership to execute daily operations effectively. This model fosters a responsive, inclusive, and high-performing school community.

OPC.25. 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.

Year	Organizational Goal	Financial Goal
Year 1	Achieve full enrollment target (e.g., 120 students) with 90% daily attendance rate.	Maintain a balanced budget with 10% cash reserve.
Year 2	Retain 90% of instructional staff from Year 1.	Complete clean audit with no material findings.
Year 3	Parent satisfaction score \geq 85% on annual survey.	Increase fundraising revenue by 15%.

Year	Organizational Goal	Financial Goal
Year 4	Implement board self-evaluation and leadership succession plan.	Maintain fund balance above 10% of annual expenditures.
Year 5	Demonstrate strong charter renewal readiness by meeting 90% of academic and operational targets.	Secure multi-year grants or philanthropic commitments totaling \$100,000+.

The board will employ a continuous improvement model with formal performance monitoring processes:

- **Academic Monitoring:**
Monthly reports from the Academic Director on benchmark data (e.g., LEAP, ACT, attendance, and graduation rates) will be reviewed. Data dashboards will be used to track progress toward performance goals.
- **Organizational Monitoring:**
Staff retention, enrollment trends, and stakeholder satisfaction data will be reported quarterly. HR reports will track professional development and performance management benchmarks.
- **Financial Monitoring:**
Monthly financial reports—including balance sheets, cash flow statements, and budget vs. actuals—will be reviewed by the Finance Committee and presented at board meetings.
- **Intervention Plan:**
If a goal is off-track, the board will require a written corrective action plan from the school leader, with benchmarks and a timeline for improvement.

OPC.26. 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.

Board Monitoring of Academic, Organizational, and Financial Goals

The DACS Board of Directors is fully committed to the ongoing monitoring of the school’s academic, organizational, and financial performance to ensure accountability, transparency, and continuous improvement. The Board will use a structured, data-informed governance process to evaluate whether the school is meeting its charter goals and to take timely and corrective actions if performance trends fall short of established benchmarks.

a. Information Collected

To effectively monitor the school’s progress toward its performance goals, the Board will regularly collect and analyze a wide range of quantitative and qualitative data. This information will be used to assess progress toward annual objectives and long-term charter commitments.

Academic Performance Data

- State assessment scores (LEAP 2025, ACT) disaggregated by grade level and subgroups.
- Benchmark assessments (e.g., i-Ready, NWEA MAP) to measure growth over time.
- Attendance and chronic absenteeism rates
- Student discipline reports, including suspension and expulsion data.
- Promotion, retention, and graduation rates (as applicable by grade span)

Organizational Health and Operational Data

- Student enrollment trends and projections
- Staff retention rates and exit interviews.
- Compliance documentation, including adherence to special education, ELL, and civil rights laws.
- Results from school climate surveys (administered to parents, students, and staff)
- Governance compliance reports, including timely submission of board minutes, policies, and training documentation.

Financial Performance Data

- Monthly budget vs. actual financial reports
- Annual audited financial statements
- Internal financial controls, cash flow reports, and reserve fund status
- Grant management documentation and use of restricted funds
- Compliance with all applicable financial regulations and state/federal requirements

This data will be compiled and presented in a Board Dashboard, updated quarterly, and reviewed at scheduled board meetings.

b. Metrics Used

The Board will apply clearly defined and measurable performance metrics aligned with the school's goals and charter agreement. These metrics will serve as benchmarks for determining success in each core domain:

Academic Metrics

- Percentage of students meeting/exceeding state standards on LEAP 2025
- Growth percentiles in ELA and math based on benchmark assessments.
- ACT composite score trends and percentage of students achieving college readiness benchmarks.
- Student subgroup performance (SPED, ELL, economically disadvantaged) compared to state and local averages.
- Reductions in chronic absenteeism and discipline incidents

Organizational Metrics

- Enrollment stability (target: $\geq 95\%$ of projected enrollment)
- Staff retention (target: $\geq 80\%$ annually), particularly among instructional staff
- Completion of required trainings for board and school staff
- Parent and staff satisfaction (target: $\geq 80\%$ satisfaction on annual survey)
- Timely and complete submission of compliance documentation to LDOE and other agencies

Financial Metrics

- Balanced annual budget with no deficit spending.
- Unmodified (clean) annual audit with no material weaknesses or findings
- Maintenance of a minimum 5% reserve fund
- Full compliance with grant guidelines, fund restrictions, and reporting timelines
- Variance between actual and projected spending within $\pm 5\%$

The Board will employ a Performance Evaluation Rubric, aligned with charter renewal standards, to assess these metrics in a standardized manner.

c. Timeline and Frequency

The Board will employ a consistent performance monitoring calendar throughout the academic year, with formal reviews occurring at key intervals:

Monthly Monitoring

- Financial reports reviewed by the Finance Committee and presented at full Board meetings.
- School leader reports on academic progress, enrollment, and operations

Quarterly Reviews

- Comprehensive board dashboard review summarizing academic, operational, and financial progress.
- Assessment of strategic priorities, stakeholder feedback, and risk areas

Mid-Year Check-In (January)

- Interim review of academic and organizational performance relative to annual goals
- Early identification of potential gaps and implementation of targeted supports

End-of-Year Formal Evaluation (June)

- Summative performance review led by the full Board, with input from Finance, Academic, and Governance Committees
- Review of year-end assessment data, stakeholder surveys, and financial audit findings

- Determination of progress toward annual performance goals and multi-year renewal benchmarks

All evaluations will be documented and maintained for accountability and transparency, and used to inform decisions regarding leadership performance, strategic planning, and school improvement initiatives.

Corrective Action Process if Goals Are Not Met

If data indicates the school is trending toward not meeting its academic, operational, or financial goals—or is at risk of not meeting charter renewal benchmarks—the Board will immediately initiate a structured Performance Intervention Protocol, which may include:

1. Issuance of a Notice of Concern to the School Leader/CEO outlining specific deficiencies and required corrective actions.
2. Development of a Leadership Improvement Plan with measurable objectives, clear timelines, and monthly progress monitoring
3. Assignment of a Board Liaison or External Consultant to provide support, technical assistance, and progress validation
4. Increased Oversight Frequency, including bi-weekly check-ins and additional committee reviews.
5. Reallocation of Resources to address key gaps (e.g., academic interventions, teacher professional development, data systems)
6. Consideration of Leadership Change, if warranted by lack of improvement, non-compliance, or mismanagement

OPC.27. Provide an explanation of how the board will evaluate the school leader/CEO, monitor progress toward renewal standards, and actions that will be employed if the school is trending towards not meeting renewal standards, including:

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

The DACS Board of Directors is committed to ensuring high-quality school leadership, strong academic outcomes, fiscal integrity, and long-term sustainability. To that end, the Board will implement a structured and transparent process for evaluating the School Leader/CEO, monitoring progress toward meeting renewal standards, and taking timely action if the school shows signs of underperformance.

a. Information the Board Will Collect

The Board will collect a comprehensive set of data sources to inform both the annual performance evaluation of the School Leader/CEO and ongoing progress monitoring toward renewal benchmarks. These data points will be aligned with the school's charter agreement, performance framework, and renewal criteria set forth by the Louisiana Department of Education. The information gathered will include:

- **Student Academic Performance Data**
 - State assessment scores (LEAP 2025) by subject, grade, subgroup.
 - Growth data using value-added and cohort-based performance models.
 - Benchmark assessments (e.g., i-Ready, NWEA MAP)
 - Graduation, promotion, and retention rates
- **Operational and Financial Data**
 - Budget adherence and financial health indicators (audits, fund balances, cash flow reports)
 - Enrollment and daily attendance trends
 - Staff retention, teacher certification, and professional development participation
- **Organizational and Leadership Effectiveness**
 - Stakeholder satisfaction surveys (parents, students, staff)
 - School climate and culture data

- Completion of board-approved strategic goals and action plans
- Timeliness and quality of reports submitted to the Board and authorizer.
- Leadership team evaluations and teacher effectiveness ratings
- **Compliance and Governance**
 - Timely submission of required reports and documentation to the authorizer
 - Adherence to applicable state and federal laws, including special education compliance.
 - Board meeting attendance, community engagement, and communication quality.

b. Specific Measures and Metrics to Be Used

The Board will evaluate the School Leader/CEO using a performance evaluation rubric that aligns with state charter renewal criteria and DACS's accountability goals. The rubric will assess the following five domains:

- 1. Academic Achievement (35%)**
 - Percentage of students meeting/exceeding state proficiency standards
 - Student academic growth percentile relative to statewide benchmarks
 - Performance of student subgroups (e.g., ELL, SPED, economically disadvantaged)
- 2. Operational Performance (20%)**
 - Average daily attendance rate (goal: 95%+)
 - Staff retention rate (goal: 80% annually)
 - Enrollment stability (meeting or exceeding 95% of projected enrollment)
- 3. Financial Stewardship (20%)**
 - Clean audit with no material weaknesses or significant deficiencies
 - Maintenance of a minimum 5% fund balance
 - Budget compliance within $\pm 5\%$ of projected expenditures
- 4. Leadership and Strategic Execution (15%)**
 - Progress toward Board-approved annual goals and long-term strategic plan
 - Quality and responsiveness of internal and external communications
 - Feedback from leadership team, staff, and community engagement efforts
- 5. Compliance and Governance (10%)**
 - Timely submission of state and authorizer reports
 - No major compliance violations or legal actions
 - Completion of required trainings (e.g., ethics, FERPA, finance)

Each domain will be rated on a four-point scale: *Exceeds Expectations, Meets Expectations, Approaching Expectations, Does Not Meet Expectations.*

c. Timeline and Frequency of Evaluation

The evaluation of the School Leader/CEO will occur through a three-phase process annually, with ongoing performance monitoring throughout the year:

- 1. Quarterly Monitoring Reports (4x/year):**
 - The CEO will submit quarterly performance dashboards to the Board, including academic progress, financial updates, and key strategic metrics.
 - The Board will review this information during scheduled meetings and identify any concerns early.
- 2. Mid-Year Progress Check (January):**
 - The Board will conduct a mid-year check-in with the School Leader to review progress toward annual goals.
 - Adjustments may be made to goals or support strategies based on interim data.
- 3. Formal Annual Evaluation (June):**
 - The Board Chair and Governance Committee will lead a formal, summative evaluation using the performance rubric.
 - Input will be collected from staff surveys, board members, and external data reports.
 - Results will be discussed in executive session, and a performance improvement plan or contract renewal decision will be issued accordingly.

Additional Monitoring for Renewal Readiness:

- Beginning in Year 3 of the charter term, the Board will initiate an annual *Renewal Readiness Review* using the state’s renewal performance framework.
- If the school is trending toward not meeting renewal standards, the Board will immediately implement the following actions:
 - Issue a Formal Notice of Concern outlining the areas of underperformance.
 - Develop a Corrective Action Plan with measurable benchmarks and monthly monitoring.
 - Hire an Independent Consultant (if needed) to conduct a performance audit or provide technical assistance.
 - Review Leadership Capacity and, if necessary, consider leadership changes or intensive professional development for the CEO and senior staff.

OPC.28. Describe the existing or proposed policies and procedures that the school and aboard will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:

- a. **Identify how the board will monitor the school’s financial position; and**
- b. **Describe what financial controls the organization will have in place at the central and school level to ensure long-term financial viability.**

Financial Planning, Accounting, Purchasing, and Payroll Procedures

DACS is committed to maintaining sound financial practices that ensure long-term sustainability, transparency, and compliance with all local, state, and federal regulations governing the use of public funds. The school will implement a comprehensive system of financial planning and internal controls to safeguard assets, support strategic growth, and ensure the school is positioned for long-term fiscal health.

Financial Planning and Budget Development

The school will use a zero-based budgeting process that ties resource allocation directly to school priorities, enrollment projections, and performance goals. The annual budget will be developed by the school leader in collaboration with the business manager and academic leadership team and submitted for board review and approval.

Key components of the planning process include:

- Alignment of the budget with the school’s strategic plan, academic goals, and projected student enrollment.
- Input from department leads to ensure budgetary needs for instruction, staffing, technology, and student supports are met.
- Long-term financial forecasting over five years to anticipate future revenue fluctuations and expansion costs.
- Identification of potential grant and philanthropic opportunities to supplement public funding.

Accounting System and Fiscal Oversight

DACS will utilize a Generally Accepted Accounting Principles (GAAP)-compliant accounting system, such as QuickBooks for Nonprofits or a similar platform, managed by a trained finance professional or third-party provider. The accounting system will:

- Record all financial transactions in accordance with Louisiana’s fiscal reporting requirements.
- Track expenditures by fund source (e.g., MFP, Title I, IDEA, grant dollars) to ensure proper allocation.
- Generate monthly reports to monitor actual expenditures versus budget.
- Provide audit-ready documentation and internal reporting for transparency and compliance.

Purchasing and Procurement Procedures

The school will adopt a Board-approved procurement policy aligned with Louisiana procurement laws to ensure cost efficiency, transparency, and ethical practices. Key policies include:

- A tiered approval system based on dollar thresholds (e.g., school leader approval for expenses under \$5,000; board treasurer approval for expenses above \$5,000).

- Competitive bidding requirements for large purchases (above \$15,000).
- Use of purchase orders and documentation to support all transactions.
- Periodic review of vendor contracts to ensure favorable terms and service delivery.

Payroll and Compensation

Payroll will be managed through a reputable payroll service provider with experience in charter school operations (e.g., ADP, Paychex, or an education-specific provider). Payroll systems will ensure:

- Timely payment of salaries and benefits.
- Proper withholding and remittance of taxes, retirement, and insurance contributions.
- Accurate tracking of staff time and leave balances.
- Compliance with all federal and state employment laws.

a. Board Oversight and Monitoring

The DACS Board will provide robust fiscal oversight through the following mechanisms:

- Monthly financial reports will be reviewed by the board finance committee and presented during public board meetings.
- Quarterly budget variance analyses will identify any deviations and corrective actions.
- The board treasurer and finance committee will meet with the school leader and business manager monthly to review cash flow, expenditures, and anticipated needs.
- Annual independent audits will be conducted by a certified public accounting firm, with findings reported to the full board and submitted to the Louisiana Department of Education.

b. Financial Controls to Ensure Long-Term Viability

To promote financial integrity and sustainability, DACS will implement a system of internal controls at both the school and board levels:

At the School Level:

- Segregation of duties for cash handling, check writing, and reconciliation.
- Reconciliation of bank statements by a staff member not involved in disbursement.
- Requisition and approval process for all expenditures.
- Regular training for school leadership and staff on financial protocols and fraud prevention.

At the Board Level:

- Board-approved financial policies (procurement, travel, conflicts of interest, fund balance policy).
- Annual review of financial controls and audit findings.
- Budget reserves maintained no less than two months of operating expenses to manage unforeseen costs or revenue shortfalls.
- A contingency plan embedded in the financial model to account for fluctuations in enrollment or delayed funding.

DACS's financial operations will be grounded in transparency, accountability, and compliance. With clear oversight roles, strong internal controls, and a proactive planning process, the school is positioned to ensure fiscal stability and responsible stewardship of public funds. These practices will not only meet statutory and authorizer requirements but also foster public trust and organizational resilience.

OPC.29. Plan for the Training and Development of New and Continuing Board Members

The DACS Board of Directors understands that strong governance is foundational to school success. The Board is committed to providing structured, high-quality training and development for both new and continuing members to ensure that all board members are equipped with the knowledge, skills, and tools to fulfill their oversight roles with integrity, strategy, and legal compliance. The plan is grounded in best practices for nonprofit and charter school governance and aligned with Louisiana law and BESE requirements.

Training and Development for New Members

All new members will complete a comprehensive onboarding process within the first 30 days of appointment. The goal is to ensure that new board members quickly gain an understanding of the school's mission, charter framework, legal responsibilities, and governance culture.

Key Components of New Member Orientation:

- **Governance Fundamentals:**
 - Overview of Louisiana’s charter school law, the Open Meetings Law, and the Board of Ethics Code (R.S. 42:1111–1121)
 - Understanding the role of public charter boards, including clear delineation between governance and school management
 - Responsibilities of the Board versus the School Director/CEO
- **Organizational Overview:**
 - Introduction to DACS’s mission, vision, strategic goals, educational model, and performance framework
 - Review of the school’s charter contract, accountability measures, and authorizer expectations
- **Financial Oversight and Fiduciary Responsibility:**
 - Introduction to school budgeting, audits, financial reports, and internal controls
 - Clarification of fiduciary duties and the board’s role in ensuring financial sustainability and compliance
- **One-on-One Onboarding Meeting:**
 - New members will meet individually with the Board Chair and a member of the Governance Committee to discuss board culture, expectations, committee roles, and individual contributions.
 - Opportunity for personalized Q and A and mentor assignment
- **Board Manual and Resource Packet:**

Each new member will receive a comprehensive binder (digital and print) that includes:

 - Charter contract and school performance goals
 - Board bylaws, governance policies, and organizational chart.
 - Code of ethics and conflict of interest policy
 - Annual calendar of board meetings, retreats, and deliverables
 - Committee descriptions and assignments
 - Glossary of education and governance terms
- **Mentorship:**

Each new board member will be paired with a veteran board member for informal mentorship and onboarding support throughout the first year.

Training and Development for Continuing Members

To maintain high standards of governance throughout the life of the charter, DACS will implement a multi-faceted professional development strategy for returning board members. This approach promotes ongoing learning, reflection, and improvement.

Ongoing Board Development Components:

- **Annual Board Retreat:**
 - Held each summer prior to the school year.
 - Facilitated by an external governance expert.
 - Focused on strategic planning, board reflection, review of school performance data, and alignment with charter renewal goals.
 - Includes DEI workshops and team-building activities.
- **Quarterly Professional Development Sessions:**
 - Conducted during or adjacent to board meetings.
 - Topics may include:
 - Ethics and legal compliance
 - Financial oversight and audit preparation
 - Data-driven governance and student performance monitoring
 - Charter renewal preparation and risk mitigation
 - Diversity, equity, and inclusion in governance
 - Open Meetings Law and Records Act refresher

- **Participation in State and National Conferences:**
Board members will be encouraged to participate in external training opportunities provided by:
 - Louisiana Association of Public Charter Schools (LAPCS)
 - BoardOnTrack
 - National Alliance for Public Charter Schools (NAPCS)
 - Louisiana Department of EducationThe Governance Committee will maintain a calendar of upcoming trainings and support equitable participation.
- **Board Self-Assessment and Individual Development Plans:**
 - An annual board self-evaluation will assess strengths, gaps, and areas for improvement.
 - Results will inform you of both a board-wide development plan and optional individual learning goals.
 - The Governance Committee will track participation, recommend PD, and monitor follow-up actions.

Evaluation and Accountability

The Governance Committee will oversee the implementation and monitoring of the board training and development plan. A report summarizing participation, evaluation results, and planned improvements will be presented to the full board annually.

Key Metrics for Governance Success:

- 100% completion of new member orientation within 30 days
- 100% board member attendance at annual retreats
- At least three formal professional development sessions per year for all members
- Completion of the annual board self-assessment with resulting action steps
- Full compliance with BESE and state-mandated board training requirements
- Documented ethics and conflict of interest training for all members

DACS's Board of Directors is deeply committed to excellence in governance. Through intentional onboarding, continuous training, and regular self-assessment, the board will maintain the capacity to govern effectively, support strong school leadership, and ensure student and organizational success. This development plan reflects the Board's proactive approach to sustaining mission-driven, legally compliant, and high-impact governance throughout the charter term.

SECTION 3: Financial Plan and Capacity Operational Management and Leadership

OPC. 30. Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meetings Laws and Open Records Act.

Board Meeting Frequency and Compliance with Open Meetings and Records Laws

Meeting Frequency

The DACS Board of Directors will meet at least once per month to ensure consistent oversight, accountability, and strategic direction. Additional special meetings may be scheduled as needed to address urgent matters such as budget approvals, facilities contracts, and personnel decisions. Board meetings will be calendared annually and publicly posted to ensure stakeholder awareness and engagement.

Procedures to Ensure Compliance with Louisiana Open Meetings Law (R.S. 42:11–28)

The Board of Directors is committed to maintaining transparency, public access, and compliance with Louisiana's Open Meetings Law. All meetings will be open to the public and conducted in accordance with legal requirements. The following procedures will be implemented:

- **Public Notification and Posting:**
Meeting agendas will be publicly posted at least 24 hours in advance on the school's official website and at the school's main entrance.
- **Access and Participation:**
All meetings will be held in locations that are physically accessible to the public. For

stakeholders who cannot attend in person, the board may provide virtual access via livestream or video conferencing, as permitted by law.

- **Meeting Minutes:**

Accurate minutes will be recorded for each meeting, formally approved at the next board meeting, and made available to the public upon request or via the school's website.

- **Executive Sessions:**

The board will only enter executive session for matters permitted under state law (e.g., personnel evaluations, legal matters). A formal motion and majority vote will be required, and no votes will be taken during executive session unless allowed by law.

Procedures to Ensure Compliance with Louisiana Public Records Law (R.S. 44:1 et seq.)

DACS will implement a clear protocol for compliance with the Louisiana Public Records Act to promote transparency and responsiveness to public inquiries:

- **Designation of a Custodian of Records:**

A staff member or board-appointed official will serve as the Public Records Custodian, responsible for managing, safeguarding, and fulfilling public records requests.

- **Timely Response and Access:**

All requests for public documents—including board meeting materials, approved budgets, contracts, and policies—will be addressed within the timeframe required by law. Records will be provided in electronic or hard copy format, as requested, unless exempted by law.

- **Secure Recordkeeping:**

All official board documents and records will be securely stored in a centralized digital archive with backup access. Archived records will be retained according to applicable records retention laws and best practices.

Board Responsibilities and Governance Practices

The DACS Board will operate under nationally recognized nonprofit governance standards, with a focus on transparency, accountability, and educational equity. Core responsibilities include:

1. **Strategic Oversight and Accountability**

- Establishing the school's long-term vision and ensuring alignment with mission
- Monitoring progress toward student achievement and charter renewal benchmarks
- Conducting annual performance evaluations of the School Director/CEO

2. **Financial Stewardship and Compliance**

- Approving and monitoring the annual budget and multi-year financial forecasts
- Overseeing external audits and compliance with R.S. 17:3991 Charter School Financial Regulations
- Supporting fundraising and grant development efforts

3. **Academic Excellence and Student Achievement**

- Reviewing academic data, including LEAP, ACT, and graduation outcomes
- Supporting strategies to improve achievement for SWDs, ELs, and at-risk students
- Monitoring instructional quality and program implementation

4. **Legal and Regulatory Compliance**

- Ensuring the school operates in full compliance with all local, state, and federal laws.
- Maintaining transparency through proper use of public meetings and open records
- Overseeing risk management and student data privacy protocols

5. **Community and Stakeholder Engagement**

- Hosting quarterly town halls and family engagement events
- Soliciting stakeholder input and maintaining open lines of communication
- Building local partnerships for internships, college access, and workforce development

6. **Executive Leadership and Succession Planning**

- Hiring, supporting, and evaluating the School Director/CEO
- Ensuring leadership succession and sustainability
- Maintaining a diverse and skilled board through succession planning

Board Training and Professional Development

To ensure effective governance and legal compliance, board members will complete annual training in the following areas:

- BESE-Approved Governance Training (as required by R.S. 17:3991)
- Charter Law, Ethics, and Financial Oversight
- Open Meetings and Open Records Compliance
- Diversity, Equity, and Inclusion (DEI) in Governance
- Community Engagement and Fundraising

The Governance Committee will maintain a training log and ensure full participation by all members.

Commitment to Transparent and Accountable Governance

DACS's Board of Directors is composed of professionals with expertise in education, law, finance, and community development. Through its strong governance structure, public meeting practices, and ethical oversight, the board will provide the leadership necessary to ensure academic excellence, financial integrity, and long-term sustainability.

Appendix 6: Provide a draft of the proposed charter board's governing bylaws Financial Plan and Capacity

Operational Management and Leadership

FPC.31. 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.

Applicant Team's Individual and Collective Qualifications for Implementing the Operations Plan

The DACS applicant team comprises experienced professionals with a wide range of operational expertise. Collectively, the team possesses the qualifications necessary to implement and manage all components of the Operations Plan, including staffing, professional development, performance management, general operations, and facilities management. Roles have been strategically aligned with each member's skillset to ensure functional oversight and accountability.

A. Staffing

- School Director/CEO – Brings over 12 years of experience managing recruitment, retention, and human capital systems in K–12 education. Responsible for ensuring compliance with all personnel credentialing and evaluation policies.
- HR and Compliance Manager (Open Position) – This position will be responsible for managing recruitment pipelines, onboarding, background checks, and certification tracking. *See Appendix for job description outlining required qualifications: experience in K–12 HR compliance and employee relations.*
- Operations Director – Former charter school operations leader with direct experience managing staffing models and coordinating substitute coverage, scheduling, and daily staff support.

B. Professional Development

- Academic Director – Has led instructional coaching programs, facilitated teacher learning communities, and implemented schoolwide PD calendars aligned to student needs.
- Instructional Coach (To Be Hired) – This position will lead weekly content-based coaching and data cycles. *Appendix includes a job description highlighting experience in curriculum implementation and adult learning facilitation.*

C. Performance Management

- Principal – Trained in multiple staff evaluation systems (e.g., COMPASS, Danielson) with a strong record of implementing performance improvement plans.
- Data and Assessment Coordinator – Brings expertise in managing performance dashboards, state testing data, and setting SMART goals tied to academic and operational outcomes.

D. General Operations

- Operations Director – Will lead procurement, enrollment, compliance, and facilities scheduling. Previously I oversaw school logistics including transportation and meals.

- Office Manager (To Be Hired) – Responsible for daily clerical operations, student files, and front office duties. *Job description outlines the need for experience with SIS platforms, family engagement, and student data compliance.*

E. Facilities Management

- Facilities Manager – Contracted individual with experience in school facility safety, maintenance coordination, and inspections.
- Board Member (Facilities Expertise) – Real estate professional who advised on lease negotiation and space planning. Will oversee long-term facility improvement plans and ensure capital projects align with safety regulations and ADA compliance.

FPC.32. 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.

Oversight and Management of Non-Academic Services

DACS will implement a decentralized service management model led by the Operations Director, ensuring accountability and efficiency across all non-instructional departments.

Operational Area	Oversight	Management Plan
Transportation	Operations Director	Contract with a local bus provider. Routes will prioritize accessibility for low-income families. ADA-compliant vehicles and IEP-driven accommodations will be secured in partnership with special education staff. Drivers trained on safety and disability protocols.
Food Services	Cafeteria Manager + Operations Dir.	Participate in NSLP and ensure students receive free/reduced meals if eligible. Daily service operations will follow USDA nutrition standards and health codes.
Facilities	Operations Director + Custodial Team	Implement a facilities maintenance plan with daily janitorial services, routine inspections, and contracted repairs.
Purchasing	Business Manager	Utilize a procurement policy with multi-quote sourcing, board approval thresholds, and centralized purchasing procedures.
Student Records	Office Manager	Secure and maintain SIS data and physical records according to FERPA. Perform monthly audits and oversee records requests.
School Safety	Principal + Safety Committee	Implement a School Safety Plan with scheduled drills, emergency preparedness training, and coordination with local law enforcement. Cameras and secure entry systems monitored daily.

Student Enrollment and Recruitment

FPC.33. Explain the plan for student recruitment and marketing that will provide equal 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.

DACS will implement an inclusive, community-based recruitment strategy with an emphasis on underserved populations.

- **Outreach to Families in Poverty:**
 - Conduct enrollment events at housing authorities, WIC offices, and community centers.

- Offer transportation assistance and flexible enrollment hours.
- **Low-Achieving Students:**
 - Partner with local remediation programs and mentoring groups.
 - Promote small class sizes, tutoring programs, and a responsive MTSS system.
- **Students with Disabilities:**
 - Partner with local special education advocates and service providers.
 - Highlight inclusive programming and specialized services in all outreach materials.
- **At-Risk Youth:**
 - Engage local shelters, foster care programs, and behavioral support networks.
 - Emphasize trauma-informed teaching and social-emotional supports.

The school will utilize a lottery-based enrollment process if oversubscribed and ensure all marketing materials are multilingual, accessible, and compliant with state regulations.

Financial Plan

FPC.34. 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.

Revenue Sources Beyond State and Federal Funds

In addition to public per-pupil funding and federal allocations, DACS anticipates revenue from the following non-guaranteed but actively pursued sources:

Source	Type	Status	Use of Funds
Local Foundation Support	Philanthropic	\$10,000 pledged	Facilities upgrades and academic materials
AARP and Walmart Grants	Competitive Grants	Applications pending	Tech equipment and family outreach
Student Activity Fees	Operational Income	Anticipated (\$20/student/year)	Enrichment programs and field trips
Fundraising Events	Community Support	Anticipated annually	Supplemental arts, athletics, and STEM clubs

Should any of the non-guaranteed funds not materialize, the school can execute its core program based solely on state and federal revenue without compromising essential services.

FPC.35. 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.

Contingency Plan for Budget Shortfalls

In the event that revenue falls below projections or costs rise unexpectedly, DACS will implement the following measures:

- Immediate Freeze on non-essential spending (field trips, non-urgent contracts).
- Staffing Adjustments via attrition rather than layoffs (e.g., delay hiring paraprofessionals or elective teachers).
- Use of Cash Reserve: Maintain a contingency reserve equal to 5% of operating budget.
- Board Finance Committee Oversight to revise the budget and authorize emergency cuts with prioritization of classroom instruction and student support services.

FPC.36. Do you plan to use a financial manager or backoffice service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as Appendix 7. Please note all information provided in the resume is subject to the Louisiana Public Records law.

No, DACS does not plan to use a financial manager.

FPC.37. Explain the process the school will use to develop its annual budget including:

- a. **Who will be involved.**
- b. **How needs will be identified and weighed.**
- c. **For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services.**

Budget Development Process

At DACS, our budgeting process is both strategic and collaborative, ensuring that every dollar is aligned with our mission to provide a high-quality, college- and career-ready education to every student we serve. The annual budget is treated as a reflection of our priorities, values, and commitment to excellence.

a. Who Will Be Involved

The budget is developed through a multi-tiered team approach that ensures a comprehensive understanding of both instructional and operational needs. Key roles include:

- **School Director/Chief Executive Officer (CEO):**
The CEO leads the overall budget development process, ensuring that financial decisions align with the school's strategic goals, growth plan, and accountability requirements. They also serve as the liaison to the Board of Directors and ensure transparency throughout the budgeting cycle.
- **Director of Operations:**
Responsible for identifying and costing out facilities-related needs, transportation contracts, food services, technology infrastructure, safety systems, and other logistical elements essential to daily school operations. While the Operations Director will provide leadership and oversight for non-academic services such as facilities, transportation, safety, and daily logistics, these responsibilities will be supported by additional operational staff as the school grows. In Year 1, the Operations Director will work closely with contracted service providers for custodial and transportation needs and will receive administrative support from office personnel. As enrollment increases, DACS will expand its operations team to include roles such as a Facilities Manager and Transportation Coordinator to ensure the sustainability of operations and to avoid role overload.
- **Director of Curriculum and Instruction (Academic Director):**
Provides critical input on instructional priorities, such as curriculum purchases, professional development, assessment tools, intervention programs, and staffing needs related to academic improvement and student support.
- **Business Manager or CSBM (Charter School Business Management Partner):**
Supports the school by building financial models, running cash flow scenarios, and ensuring that revenue projections (e.g., based on student enrollment, state funding, and grants) are accurate and up-to-date. This individual plays a vital role in making sure that budgetary plans are feasible and compliant with state and federal requirements.
- **Board Finance Committee:**
The Finance Committee, comprised of at least one Board member with financial expertise, provides oversight and ensures that the proposed budget reflects the school's fiscal policies, ethical standards, and sustainability goals. The committee reviews the preliminary budget and recommends it for full board approval.

b. How Needs Will Be Identified and Weighed

Budget priorities are shaped through a strategic, data-informed process that ensures equity, transparency, and alignment with the school's mission. The following steps are taken each year:

- **Annual Strategic Planning Retreat:**
Each spring, the leadership team hosts a strategic planning retreat where data from the current academic year is reviewed. During this time, staff reflect on student performance trends, challenges, and future opportunities. This retreat serves as the launchpad for budget planning and goal setting.

- **Data-Driven Decision Making:**

Quantitative and qualitative data—including student achievement data, ACT scores, intervention outcomes, attendance records, staff retention data, and stakeholder feedback from surveys and focus groups—inform the identification of needs. Areas showing the greatest need or potential for impact are prioritized.

- **Stakeholder Input:**

Teachers, parents, students, and community partners are invited to share feedback through listening sessions and surveys. This inclusive approach ensures that budget decisions are responsive to those directly impacted by the school's operations.

- **Weighted Prioritization of Needs:**

All proposed needs are categorized and ranked based on their alignment with the school's strategic goals. Mission-critical areas such as:

- Salaries and benefits for core instructional and support staff,
- Academic intervention programs for struggling learners,
- Special education services and compliance,
- Campus safety and security,

are given the highest priority and protected first in the budgeting process. Additional initiatives such as new technology, elective programs, or enrichment offerings are then assessed based on available funding and strategic alignment.

c. (If Virtual or Hybrid Option Is Offered in the Future)

Destiny Academy Charter School is not currently a virtual school, and its instructional program is designed for full-time, in-person learning. However, as part of future-proofing our planning, the school recognizes the importance of flexibility and adaptability. If a hybrid model or remote learning option is pursued in future years, the following protocols will be followed:

- **Hiring for Virtual Instructional Quality:**

Any virtual or hybrid teaching staff will be recruited with a proven background in delivering high-quality remote instruction. These educators must demonstrate proficiency in online classroom management, instructional technology tools, and engagement strategies suited for digital learning.

- **Student Services for Diverse Learners:**

Students with IEPs or those requiring additional academic or emotional support will continue to receive services through in-person sessions at the school site or via certified itinerant providers contracted to deliver specialized services in compliance with IDEA and Section 504.

- **Technology and Infrastructure Investment:**

The school will allocate resources to ensure that students have access to reliable devices and internet connectivity, including the use of learning management systems (LMS) that support blended and asynchronous learning.

- **Equity and Access Considerations:**

Budgeting for hybrid instruction will account for equitable access to academic support, assessment tools, teacher availability, and wraparound services to ensure no student is left behind.

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 others. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.

Insurance

Insurance Plan for Destiny Academy Charter School

Introduction and Purpose

Destiny Academy Charter School is dedicated to ensuring a safe, secure, and supportive educational environment. This Insurance Plan details comprehensive coverage designed to protect the school's assets,

staff, students, and governing body. These policies aim to mitigate potential risks, adhere to regulations, and support the school's long-term financial and operational stability.

I. Insurance Coverage Overview

A. Workers' Compensation Insurance

- **Aggregate Limit:** \$1,000,000 per occurrence
- **Purpose:** Provides financial support for employees experiencing workplace injuries or illnesses.
- **Coverage Details:** Includes medical expenses, rehabilitation, and partial wage replacement.
- **Coverage Level:** Meets or exceeds state requirements and adjusted based on risk assessment.

B. General Liability Insurance

- **Aggregate Limit:** \$1,000,000
- **Purpose:** Protects against claims related to bodily injury, property damage, or personal injury occurring on school property or during school activities.
- **Coverage Details:** Covers legal defense expenses, settlements, and judgments.

C. Property Insurance

- **Aggregate Limit:** \$2,000,000
- **Purpose:** Safeguards school buildings, equipment, and educational resources.
- **Coverage Details:** Protection from loss due to fire, theft, vandalism, natural disasters, and other insured risks.
- **Coverage Level:** Based on asset replacement value assessments to ensure full recovery.

D. Indemnity (Umbrella) Insurance

- **Aggregate Limit:** \$2,000,000
- **Purpose:** Offers supplementary coverage beyond standard liability limits for large or catastrophic claims.
- **Coverage Details:** Provides an additional safety net for claims exceeding primary coverage limits.

E. Directors and Officers (D and O) Insurance

- **Aggregate Limit:** \$1,000,000
- **Purpose:** Protects board members and key administrators from personal liabilities arising from official actions and decisions.
- **Coverage Details:** Includes legal defense fees, settlements, and judgments related to allegations of wrongful actions in official capacities.

F. Automobile Insurance

- **Aggregate Limit:** \$1,000,000
- **Purpose:** Covers vehicles owned or operated by Destiny Academy Charter School.
- **Coverage Details:** Liability, collision, and comprehensive coverage tailored to vehicle use and risk level.

G. Additional Coverage Options

- **Cyber Liability Insurance:** Aggregate Limit: \$500,000
 - **Purpose:** Protects against data breaches, cyber-attacks, and technology-related vulnerabilities.
- **Special Event Insurance:** Aggregate Limit determined per event based on risk assessment.
 - **Purpose:** Additional coverage for school-sponsored activities with heightened risks.
- **Other Policies:** Limits and coverage determined based on regular risk assessments and emerging school needs.

II. Fire Prevention and Safety Equipment Inspections

- Routine scheduled inspections of all fire prevention and safety equipment.
- Compliance with local fire codes and state regulations to maintain operational and safety standards.

III. Implementation and Administration

- **Annual Review:** Regular evaluations by school administration and Board of Directors to confirm adequacy and appropriateness of coverage.

- **Insurance Broker Partnership:** Collaboration with experienced brokers for optimal coverage and competitive pricing.
- **Documentation:** Centralized storage and management of policy documents, certificates, and related records.
- **Integrated Risk Management:** Complementary proactive strategies, including safety training, facility maintenance, and comprehensive emergency preparedness.

High School Addendum

For applicants proposing high school grades, the following questions must be completed. The high school addendum must not exceed 5 pages (excluding appendices).

High School Addendum

HSA.1. In addition to core content offerings and graduation requirements, 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.

A. Alignment with School Model and Mission

We at DACS will expand beyond core content to provide our students with rigorous and diverse learning experiences aligned to the school's mission of academic excellence, career readiness, and post-secondary success. These include Advanced Placement (AP) courses, dual enrollment, Career and Technical Education (CTE) pathways, and enrichment electives. Each course category will be strategically selected to reflect our school's holistic approach to student growth, intellectual, personal, and professional and to provide equitable access to advanced learning opportunities, real-world experience, and college/career preparedness.

B. Course Offerings and Their Benefits to Students

Course Category	Sample Offerings	Benefits
Advanced Placement (AP) Courses	English Literature, U.S. History, Calculus, Biology, Computer Science	Earn college credit, improve college readiness, demonstrate academic rigor on transcripts for competitive college applications
Dual Enrollment	English, Math, Business, Health Sciences	Reduce college costs, gain college experience, transition smoothly into post-secondary environments with academic confidence
Career and Technical Education (CTE) Pathways	Business, Health Sciences, Information Technology (IT), Engineering, Media	Obtain Industry-Based Credentials (IBCs), develop career-specific competencies, and prepare for high-demand jobs in growth industries
Science, Technology, Engineering, and Mathematics (STEM) Electives	Robotics, Coding, Environmental Science, Biotechnology	Build 21st-century skills such as critical thinking, collaboration, innovation, and problem-solving that are essential in modern STEM careers
Arts and Humanities	Media Design, Theater, Music, Visual Arts	Foster creativity, empathy, and communication skills while offering pathways for students interested in the creative industries
Life Skills	Financial Literacy, Debate, Leadership	Prepare for civic and personal success by enhancing decision-making, public speaking, and leadership capacity for real-world application

C. Post-Secondary and Career Preparation

Our offerings will provide students at our school with: extensive layered learning experiences which will include such things as early college credit opportunities, workforce readiness training, hands-on exposure through internships, labs, and industry certifications. Together, these supports enable students to graduate not only with a diploma but with the credentials, skills, and experiences necessary to thrive in both college and a competitive workforce.

HSA.2. What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer?

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 support will be offered to students in their selection process; and

e. Methods by which the school will guarantee equity of access for all students.

DACS will offer:

- **Taylor Opportunity Program for Students (TOPS) University Diploma (college-prep) to students**
- **Jump Start 2.0 (career-prep with Industry-Based Credentials (IBCs))**
- **Early College Credit: Advanced Placement (AP), Dual Enrollment (DE), and Fast Forward program**

a. Ensuring On-Time Graduation

- Individual Graduation Plans (IGPs) are created for our students in 8th grade, and reviewed annually to align with student progress/interests.
- Four-year academic roadmaps will ensure that students take courses in proper sequence for graduation and career readiness.
- Credit recovery and acceleration: Through extended day and summer learning options, students can remediate or advance
- Block scheduling enables students to earn up to eight credits per year, accelerating their completion of school.
- Transitional 9th grade support will consist of targeted instruction, advisory support, and small-group mentorship for those students who are academically behind for one reason or another.

b. Rationale for Chosen Programs

- Reason 1-The chosen programs will reflect Louisiana's priority workforce sectors and for our post-secondary pathways.
- Reason 2-Dual credit, AP, and internships promote college access, affordability, and workforce alignment.
- Reason 3-Credentials support long-term career growth, meeting economic development goals.

Teachers will receive required certifications (e.g., Louisiana Board of Regents approval, AP/CTE training) to ensure program quality and compliance.

c. Pathway Selection Process

- Career inventories and exploration courses in grades 8–9 help guide selection; families participate in annual IGP meetings with counselors to ensure informed decision-making; Students may revise their pathways through 10th grade to allow for maturing interests.

d. Student Support Systems

- For dedicated college and career advisors that are available to all students.
- Support will be provided for mentorship from industry professionals and for trained peer leaders as well.
- Comprehensive ACT (American College Testing) prep, after-school tutoring, bridge programs, and academic seminars.

e. Equity and Access

- Financial waivers will be provided to our students for AP, Dual Enrollment, and IBC assessments.
- Full inclusion of students with Individualized Education Programs (IEPs), Section 504 plans, or English language learning needs with scaffolded supports.
- Targeted outreach and recruitment to encourage enrollment of underrepresented groups in high-demand fields.

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.

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.

1. Advanced Placement (AP)

Courses: Calculus, Statistics, Computer Science, Biology, Chemistry, U.S. History, Government, Literature, Language, Environmental Science, Studio Art.

Rationale: Earn college credit, improve readiness, demonstrate college-level proficiency, and increase access to selective post-secondary institutions.

2. International Baccalaureate (IB)

Future goal; Theory of Knowledge (TOK), Mathematics, Literature, interdisciplinary courses.

3. Dual Enrollment (DE)

Our partner colleges are Louisiana Delta Community College (LA Delta), Southern University.

Courses are English, Algebra, Psychology, Biology, Welding, Business, Cybersecurity

Rationale: Earn early college credit, reduce tuition costs, explore fields of interest, and build transferable skills that apply to multiple disciplines.

4. ACT Preparation includes elective ACT courses, embedded skill-building across core content areas, full-length diagnostic practice tests, and individualized prep plans with fee waivers.

5. Career and Technical Education (CTE) Pathways

Health Sciences (Certified Nursing Assistant - CNA, Emergency Medical Technician - EMT), Information Technology (IT; including CompTIA A+ certification), Manufacturing (National Center for Construction Education and Research - NCCER), Business, Automotive.

Rationale: Directly linked to Louisiana labor market needs; pathways are designed for stack ability, enabling students to advance post-graduation into higher-level training.

Access: Financial support, accessible transportation, differentiated instruction for Special Education (SPED) and English Language Learner (ELL) students, inclusive outreach efforts targeting underserved populations.

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.

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:

- 1. Describe the reasoning for those selections, including the alignment to in-demand occupations.**
- 2. How those selections will result in career opportunities for the proposed student population.**
- 3. The use of community resources (if applicable); and**
- 4. How the budget will support the additional training and/or certifications needed.**

IBC Offerings: Certified Nursing Assistant (CNA), Emergency Medical Technician (EMT), American Welding Society (AWS) Welding, Certified Customer Service Representative (CCSR), Adobe Certified Associate (ACA – Design), Information Technology (IT) Cybersecurity, National Center for Construction Education and Research (NCCER), ServSafe (Food Safety).

a. Alignment with Labor Market

- Certifications selected based on Louisiana Workforce Commission (LWC) data showing sustained growth in healthcare, IT, skilled trades, and food service industries.
- Each offering reflects regional employer feedback and is designed to meet occupational demand in northeast Louisiana and statewide.

b. Career Opportunities

- Healthcare credentials (CNA, EMT) prepare students for entry into clinical fields and future nursing pathways; welding/Construction (AWS, NCCER) lead to jobs in manufacturing, infrastructure, and plant maintenance; cybersecurity/IT offer access to one of the fastest-growing

employment sectors in the nation; credentials support career mobility by stacking with college degrees and certifications.

c. Use of Community Resources

- Use of various resources from the community is available such as local clinics and hospitals for clinical training sites, dual enrollment with LA Delta for hands-on CTE instruction, NCCER-certified employers for apprenticeships and site-based learning, professional mentorships, speaker panels, and job shadowing coordinated with regional industry partners.

d. Budget Support

- Perkins V and general operating funds will cover costs related to program administration and equipment; partnerships with employers and local foundations will subsidize student expenses; dedicated funds to support economically disadvantaged students with fees, materials, uniforms, and transportation.

HSA.5. Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship on the Job Training.

A. Internship Program

- Available to qualified juniors and seniors; students placed with vetted partners in high-need sectors including healthcare, tech, trades, finance, and hospitality; weekly seminar class for reflection, goal setting, and integration with academic standards.

B. Cooperative Education (Co-Op)

- Our seniors will participate in part-time paid employment while earning elective credit.
- All positions aligned with CTE pathways and support career readiness goals.

C. Fast Forward Apprenticeships- We will register apprenticeship programs in priority sectors, dual enrollment and on-the-job training (OJT) hours included in credit accrual.

Role Responsibilities

D. Key Roles

Role	Responsibilities
CTE Coordinator	Manages Work-Based Learning (WBL) programs and partnerships
Internship Advisor	Ensures classroom integration, monitors student progress
Mentors	Provide job training, evaluate student performance
Administration	Ensure compliance, oversee logistics, support data tracking

E. Community Support and Budget

- Our support is from local employers, chambers, and nonprofits co-create opportunities.
- Budget line items include: staffing, student stipends, transportation support, certification exam fees, and employer partnership incentives.

HSA.6. Explain what systems and structures the school will implement for students at risk of dropping out.

1. Early Warning System (EWS)

- We will track attendance, academic progress, behavior, and engagement metrics.
- Weekly Student Support Team (SST) meetings to review flagged students.
- Individualized Intervention Plans (IIPs) activated for high-risk students.

2. Multi-Tiered Support System (MTSS)

- **Tier 1:** Universal supports will be Personalized Learning Plans - PLPs, Positive Behavioral Interventions and Supports - PBIS, engagement events, family education workshops.
- **Tier 2:** Targeted mentoring (Check and Connect), academic support, Social-Emotional Learning (SEL) groups, and credit recovery access.
- **Tier 3:** Intensive plans (Individualized Dropout Prevention Plans - IDPPs), mental health services, flexible scheduling, High School Equivalency Test (HiSET) for eligible students.

3. Re-Engagement Programming

- Our outreach teams are connected with disengaged youth within 5 days.

- Plans include alternative pathways, career exploration, hybrid learning models.

4. SEL and Mental Health Supports

- Full-time counselor and social worker per campus.
- Trauma-informed practices, restorative circles, and peer mediation.
- Faculty mentors track engagement and provide emotional support.

5. Alternative Pathways and Stakeholder Collaboration

- Jump Start 2.0, CTE, Dual Enrollment, internships, and HiSET options; Memoranda of Understanding (MOUs) with agencies for wraparound services in healthcare, employment, and housing; Mentorship and speaker series with local leaders.

6. Measuring Success

- **Tracked:** Attendance, behavior, credits earned, graduation rates, WBL/DE participation.
- Quarterly reviews with public reporting and improvement cycles.

**Destiny Academy Charter School
2025-2026
Appendices**

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

Intent to Enroll at Destiny Charter School

Thank you for your interest in Destiny Charter School!!! Your information will help us plan for staff, facilities, and other 2026-2027 school year requirements. This is NOT a binding contract.

Parent's Full Name _____

Address _____

City, State Zip Code _____

Phone _____

Email Address _____

Child's First Name _____

Child's Grade for the 2026-2027 school year. _____

Note!!! Please complete a form for each child who wishes to attend Destiny Charter School.

The form can be emailed sonyablanson@yahoo.com

For more information contact Sonya Blanson at sonyablanson@yahoo.com

Prek-12 and Beyond
400 East Craig Street
Tallulah, Louisiana 71282



March 27, 2025

To Whom It May Concern:

On behalf of Prek-12 and Beyond, I am writing to express our full support for the proposed Destiny Academy Charter School. As Board President of an organization dedicated to strengthening educational outcomes across all grade levels in Northeast Louisiana, I am encouraged by the vision, scope, and structure of Destiny Academy's plan to serve students from Pre-k through 12th grade in Madison and surrounding parishes.

Prek-12 and Beyond has worked directly with parents, educators, and students to identify persistent academic and social barriers in our local school systems. Destiny Academy's emphasis on equitable learning environments, culturally relevant instruction, and trauma-informed practices directly aligns with our mission to close opportunity gaps and increase college and career readiness among underserved youth.

Of particular importance is Destiny Academy's plan to implement an extended academic calendar, integrated social-emotional supports, and community partnerships that center family engagement. These components reflect evidence-based strategies that we have long championed through our after-school and mentoring programs.

We are especially pleased to see Destiny Academy's commitment to reaching students in Madison, Tensas, Richland, East Carroll, and Franklin Parishes—regions that continue to experience disproportionate academic underperformance due to generational poverty and limited educational options.

Prek-12 and Beyond pledges to collaborate with Destiny Academy by offering family workshops, student enrichment services, and resource referrals. We stand ready to engage in formal partnership activities beginning in the school's planning year.

Sincerely,


Agnes Johnson
Board President
Prek-12 and Beyond

Mary Watson, Director
Youth of Excellence
715 Filhiol Avenue
Monroe, LA 71203
March 27, 2025

To the Charter School Review Panel:

As the Director of Youth of Excellence, a nonprofit committed to youth leadership development, academic mentoring, and civic engagement in rural northeastern Louisiana, I am writing in support of the Destiny Academy Charter School application.

Over the past decade, Youth of Excellence has worked closely with schools and grassroots organizations to reduce dropout rates, provide life-skills education, and promote youth empowerment in Madison and surrounding parishes. Despite our ongoing efforts, too many students—particularly those in elementary and middle school—are falling behind in core subjects and exhibiting signs of disengagement due to unmet academic and emotional needs.

Destiny Academy's commitment to trauma-informed teaching, culturally responsive curricula, and rigorous academic interventions offers our community a renewed opportunity for student success. The inclusion of wraparound supports and multi-tiered systems of intervention ensures students will not just survive but thrive—academically and personally.

We are particularly encouraged by the school's plan to provide integrated enrichment programs and family engagement services. Youth of Excellence anticipates a formal partnership with Destiny Academy to deliver youth leadership curriculum, support service-learning projects, and collaborate on school-community events. This collaboration reflects our shared belief that the most effective educational environments are those in which students are known, supported, and challenged.

We enthusiastically support this application and look forward to working alongside Destiny Academy to build a stronger pipeline of opportunity for students in some of Louisiana's most under-resourced communities.

Sincerely,
Mary Watson
Director
Youth of Excellence

PB Candler Consulting, LLC
101 Travis Street
Tallulah, LA 71282

March 1, 2025

Destiny Charter School
Tallulah, LA 71282

To Whom It May Concern:

I am writing to express my enthusiastic and unwavering support for the establishment of Destiny Charter School in our region. As the founder and lead consultant of PB Candler Consulting, LLC, an education and workforce development consulting firm dedicated to improving outcomes in rural communities, I have spent the past decade supporting schools, nonprofits, and government agencies in their efforts to close equity gaps and expand opportunity. From this vantage point, I can say with confidence that Destiny Charter School is both timely and necessary.

Our community, like many in the Mississippi Delta region, continues to face academic achievement gaps, limited access to high-quality educational options, and a growing need for innovative learning environments that integrate both college and career readiness. Destiny Charter School's proposed model—which emphasizes rigorous academics, trauma-informed practices, inclusive learning, and workforce-aligned programming—directly addresses these needs.

I am particularly encouraged by the school's commitment to:

- Serving students from various parishes, many of whom currently lack equitable access to high-performing schools;
- Offering a Prek–12 continuum that provides academic consistency and a strong foundation for long-term success;
- Integrating Career and Technical Education pathways that reflect the region's economic landscape and prepare students for high-skill, high-demand occupations;
- Fostering community and family engagement, which research shows is a key driver of student achievement and school sustainability.


Through my consulting work, I have observed how transformative it can be when rural communities are given the tools and flexibility to design schools around the strengths and aspirations of their youth. Destiny Charter School represents such a tool—a vehicle to not only improve educational outcomes but also to strengthen our local economy, uplift families, and nurture leadership among the next generation.

PB Candler Consulting, LLC stands ready to support Destiny Charter School through technical assistance, workforce alignment strategies, family engagement planning, and professional development as needed. I wholeheartedly endorse this initiative and encourage the Louisiana

Department of Education and its authorizing body to move forward in full confidence of its potential.

Please feel free to contact me at drpbandler@gmail.com or (318) 574-1587 should you need any additional information or documentation of community need and readiness.

Sincerely,

A handwritten signature in black ink, appearing to read "P.B. Candler", with a stylized flourish at the end.

P.B. Candler, Ed.D.

Founder and Principal Consultant

PB Candler Consulting, LLC

Destiny Academy Charter School

Community Engagement Sign-In Sheet

Location: _____

Date: _____

Event Title/Purpose: _____

#	Full Name	Organization/Affiliation	Email Address	Phone Number	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Notes/Comments (Optional):

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

**Destiny Academy Charter School
School Model Master Plan (In Accordance with Louisiana R.S. 17:252)**

I. INTRODUCTION Destiny Academy Charter School (DACS) will be a trauma-informed, student-centered, college and career preparatory charter school serving rural parishes in Northeast Louisiana (Madison, Tensas, Franklin, Richland, East Carroll). In accordance with Louisiana Revised Statute 17:252, this School Model Master Plan is designed to guide the school's comprehensive educational program, staffing structure, curriculum alignment, student support systems, and continuous improvement efforts.

II. SCHOOL MODEL OVERVIEW DACS will be a Prek–12 public charter school that emphasizes academic excellence, social-emotional learning (SEL), and early exposure to workforce and postsecondary pathways. Our mission is to prepare students from underserved communities to become lifelong learners, critical thinkers, and compassionate leaders equipped to thrive in a global society.

Key Model Features

- Trauma-informed, restorative practices school climate
- Project-based learning and cross-curricular integration
- Career and college readiness through dual enrollment, CTE, and ACT prep
- Tiered support systems aligned with MTSS (academic and behavioral)
- Inclusive, culturally responsive instructional practices
- Community partnerships to support wraparound services

III. CURRICULUM and INSTRUCTIONAL PROGRAM

The curriculum at DACS aligns with Louisiana State Standards and the Louisiana Student Standards for ELA, Math, Science, and Social Studies. All instruction is rigorous, relevant, and research-based, with an emphasis on critical thinking, collaboration, and literacy across content areas.

Instructional Components:

- Tier 1 curriculum in core content areas
- Differentiated instruction based on student data
- Daily literacy and numeracy blocks
- Science of reading implementation in early grades
- Writing across the curriculum
- Structured English Immersion for ELs
- IEP and 504 Plan-driven instruction for students with disabilities

IV. CAREER AND COLLEGE READINESS PATHWAYS

DACS provides a comprehensive pathway for postsecondary success:

- ACT Prep and college counseling beginning in 8th grade
- Dual enrollment through partnerships with local colleges
- Jump Start 2.0 Pathways with Industry-Based Certifications (IBCs)
- Career exploration courses and virtual internships
- FAFSA support and postsecondary transition planning

V. STUDENT SUPPORT SYSTEMS

Student support services are central to DACS' model:

- Multi-Tiered System of Supports (MTSS) integrating academic, behavioral, and attendance data
- School counselors and social workers provide SEL and mental health services
- Behavior Intervention Specialists implement PBIS and trauma-informed practices
- Homeless Student Liaison ensures services for displaced students
- Restorative Justice Coordinator facilitates peer mediation and conflict resolution
- Family Engagement Specialist coordinates community and parent partnerships

VI. STAFFING STRUCTURE

All staff are highly qualified and committed to the mission of DACS. Our organizational structure supports instructional quality and student growth:

- CEO oversees school-wide performance, compliance, and community partnerships
- Academic Director leads curriculum, instruction, and data teams
- Director of Student Services manages SPED, EL, RTI, and student supports
- Director of Operations manages facilities, safety, transportation, and technology
- Teachers implement instructional plans and collaborate in PLCs
- Support staff provide operational and student services as detailed in job descriptions

VII. PROFESSIONAL DEVELOPMENT

Ongoing professional learning is embedded in the school calendar and staff culture. Key areas include:

- Curriculum implementation and instructional strategies
- Data-driven instruction and assessment literacy
- Trauma-informed teaching and restorative practices
- Equity and cultural responsiveness
- EL and SPED instructional accommodations
- Leadership development and coaching cycles

VIII. COMMUNITY PARTNERSHIPS

DACS will engage with:

- Local workforce agencies and chambers for internships and IBC development
- Higher education institutions for dual enrollment
- Mental health and family support providers
- Local organizations and faith-based groups for service and enrichment programs

IX. ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT

DACS is committed to transparency and excellence. The following mechanisms ensure accountability:

- Annual review of student academic and behavioral data
- Internal performance monitoring and board reporting
- Family and student satisfaction surveys
- Third-party evaluation of program fidelity and impact
- Regular staff evaluations aligned with performance goals

Appendix 3: Provide a draft Grievance Policy.

Destiny Academy Charter School Grievance Policy

The objective of this grievance policy is to address and resolve complaints or concerns raised by students enrolled at Destiny Academy Charter School or their parents/guardians. This policy applies to all grievances not specifically covered by another established complaint procedure. If a similar issue is raised under this policy as well as another grievance mechanism, resolution under this policy will be paused until the other procedure concludes. The Board reserves the right to handle both grievance processes concurrently, issuing a combined resolution when appropriate.

Stage 1 – Informal Resolution

Students and parents or guardians are strongly encouraged to first seek resolution through informal dialogue with the relevant school staff to efficiently handle concerns without immediately resorting to formal proceedings.

Classroom Concerns: If the grievance pertains to classroom matters, the student or parent should arrange a meeting with the respective teacher or grade-level lead teacher to discuss the concern in a respectful manner and seek resolution.

Concerns with Other Students: If the issue involves interactions with other students, the matter should be communicated to the appropriate school personnel responsible for student interactions.

Stage 2 – Formal Complaint

If the informal resolution process does not yield a satisfactory outcome, the concerned individual may formally submit a written grievance to the Chief Executive Officer or their designated representative within thirty (30) calendar days following the occurrence of the incident in question. The written complaint must include, to the extent possible, the following details:

- Full name and contact information of the person filing the complaint.
- Relationship to the student (if applicable).
- Names of the individuals (school employees or students) involved in the issue.
- Specific details describing the incident and nature of the grievance.
- Reference to the specific school policy or applicable law alleged to have been violated.
- Names and contact details of any witnesses.
- Any available documentation or evidence supporting the complaint.
- A detailed narrative explaining the issue and the desired resolution.

The complaint form can be accessed on the Destiny Academy Charter School website or obtained directly from the school's main office.

Upon receipt of the completed written complaint, the Chief Executive Officer or their designee will review the issue, gather relevant evidence, and strive to provide a written response within ten (10) school days. If additional investigation is necessary, the Chief Executive Officer will notify the complainant within ten (10) school days and provide an estimated timeline for the investigation's completion.

If the grievance involves the Chief Executive Officer, the formal complaint should be directed to the School Director or the Director of Accountability, Compliance, and Academics.

Stage 3 – Appeal

Either party may appeal the decision made at Stage 2 to the Destiny Academy Charter School Board of Directors within fifteen (15) calendar days of receiving the written decision. Appeals must be based on the original grievance and will not introduce new evidence. The appeal process includes:

- Submission of the appeal, clearly specifying the reasons for contesting the Stage 2 decision.
- Option for oral presentation: The Board may, at its discretion, offer parties the opportunity to directly address the Board or a designated committee in a closed session, with both parties present for questioning.
- The Board will review the appeal thoroughly and issue a final decision in writing. This final decision will typically be provided within thirty (30) business days after receipt of the appeal.

Coordination: The Board Chair may assign a specific Board member or committee to coordinate and review appeals, providing recommendations for the full Board's final decision.

Complaints initially filed directly with the Board: Any grievance submitted directly to the Board without first completing Stage 1 or 2 will be redirected to the Chief Executive Officer for initial review unless the Board Chair deems immediate board-level review necessary.

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 are subject to the Louisiana Public Records law.

Destiny Academy Charter School Leadership Team

Team Member	Role	Expertise	Bullet-Point Rationale
Sonya Blanson	Chief Executive Officer	Educational leadership, nonprofit management, charter development	<ul style="list-style-type: none"> - Visionary founder with strong experience in charter school launch and strategic planning - Skilled in organizational development, compliance, and stakeholder engagement
Clarence Dunmore	Board President	Governance, nonprofit board leadership	<ul style="list-style-type: none"> - Provides oversight and strategic direction - Ensures accountability and supports policy development
TBD	Principal	School operations, curriculum and instruction	<ul style="list-style-type: none"> - Leads academic programming and campus culture - Experienced in instructional leadership and teacher evaluation
TBD	Director of Operations	Budgeting, finance, compliance	<ul style="list-style-type: none"> - Manages school finances, state reporting, and vendor relationships - Ensures operational efficiency
Zenobia Harris	Director of Curriculum and Instruction	Academic design, standards alignment, instructional coaching	<ul style="list-style-type: none"> - Oversees curriculum and assessment systems - Drives teacher development and academic outcomes
TBD	Director of Student Support Services	Special education, MTSS, counseling	<ul style="list-style-type: none"> - Coordinates IEP/504 compliance and SEL programming - Provides oversight of mental health and behavioral supports
Georgia Moten	Director of Community and Family Engagement	Parent engagement, outreach, communication	<ul style="list-style-type: none"> - Strengthens family-school relationships - Leads recruitment, retention, and stakeholder communication
TBD	Director of CTE and Workforce Programs	Career pathways, industry certifications, employer relations	<ul style="list-style-type: none"> - Develops CTE pathways aligned to Jump Start 2.0 - Establishes partnerships for internships and apprenticeships

Resume

Sonya Blanson

P.O. Box 766

Tallulah, La. 71284

sonyablanson@yahoo.com

(318) 680-9489

Objective

Highly motivated Educator with a strong interest in improving the school system through a student-focused administration. Possessing strong communication abilities and deeply committed to the development of students and the academic community as a whole.

Education

1. Pending Educational Leadership Degree In Educational Leadership

- **Apel /Transformative Educational Leadership, Baton Rouge, La.**
- **September 2023 - November 2024**
- **Relevant coursework: Ed. Leadership Curriculum**
- **Principal Certification: Pending**

2. Master of Education In Curriculum & Instruction

- **University of Louisiana@ Monroe, Monroe, La,**
- **July 2010 – May 2012**

Professional Experience

1. Pipeline Recruiter

- **Tallulah Charter School, Tallulah, La.**
- **August 2017 - May 2018**
 - **Build strong support strategies for experienced and inexperienced teachers.**
 - **Expand pipeline supports for aspiring and current teachers.**
 - **Assist teachers in acquiring classes/ programs required for certification**

2. Curriculum Specialist

- **Tallulah Charter School, Tallulah, La.**
- **August 2014 – July 2015**
 - **Manage curriculum for school**
 - **Ensure curriculum meets educational Standards**
 - **Coordinate training for staff**

3. Teaching Experience

Tallulah Elementary School, Tallulah, La.

- **2nd Grade & Kindergarten All subjects**
- **August 2009 – May 2014**
- **3rd Grade All subjects**
- **August 2015- May 2017**

Southside Elementary, Lake Providence, La.

- **3rd Grade ELA/Social Studies**
- **August 2018- July 2019**

Minnie Ruffin Elementary School, Monroe, La.

- **5th Grade Social Studies**
- **August 2019- July 2020**

Delhi Charter School, Delhi, La.

- **3rd Grade Science/Social Studies**
- **August 2020- July 2022**

Wright Elementary School, Tallulah, La.

- **3rd Grade ELA**
- **August 2022-July 2023**

Warren Central Intermediate School, Vicksburg, Ms.

- **5th Grade Resource**
- **September 2023- Present**

Leadership and Achievements

- **Received new teacher Award, May 2010**
- **Recognized as member of Leadership Team at Tallulah Charter School**
- **Member of data team**
- **Previously enrolled In Advance Innovative Educators**
- **Attended Class Training**
- **Presented data night to parents to assist them in understanding their child/children's data**

Skills

- **Led the Implementation of a school-wide literacy initiative as a member of the Leadership Team at Tallulah Charter School, resulting in a 20% increase in reading proficiency among students.**
- **Spearheaded the development of a comprehensive professional development program for teachers as part of the Curriculum Specialist role, resulting in improved instructional practices and student outcomes.**
- **Facilitated data-driven decision-making processes as a member of the Data Committee, leading to targeted interventions and improved student achievement across grade levels.**

- Successfully managed a diverse team of educators and support staff during a week-long stint as an administrator during Summer School at Tallulah Charter School, ensuring smooth operations and positive outcomes for students.
- Designed and implemented a project-based learning curriculum for third-grade science at Delhi Charter School, aligning instructional activities with state standards and fostering inquiry-based learning.
- Organized monthly parent workshops and community events at Wright Elementary School to foster collaboration and strengthen partnerships between school and community.
- Utilized assessment data to identify student learning needs and inform instructional planning, resulting in targeted interventions and improved student achievement in ELA and social studies at Southside Elementary.
- Currently serving as a Sped Teacher and studying laws about Sped

References

Keith Wolfe

Asst. Director of Federal Programs, Vicksburg Warren School District

601-618-4409

keith.wolfe@vwsd.org

Patricia B. Candler, Ed.D.

Retired Educator Madison Parish School District

318-574-1587

drpbcandler@mail.com

Clarence Dunmore, III

Cddunmore35@gmail.com

601-631-4557 510

510 Basinski Rd Parkway South Apt. 12A

I would like to serve on the Board of Destiny Academy Charter School because I believe parents and children need options to help them make the best choice about their academic foundation. In the words of Fredrick Douglass, "It is easier to build a strong child, than fix a broken man" and this gives the chance to build strong children that are very much the youth, ministry and homeless men have given me a unique perspective on different sides of the equation.

EXPERIENCE

July 1, 2017-Present

Senior Pastor, Wesley UMC Vicksburg, MS 1318 1st East

Minister the word of God during Sunday Services and our online ministry

Outreach to the community to foster relationships and good will

Maintain physical building and grounds

Organize Bible studies and programs to help our members get a better understanding of their place in God's kingdom

Giving them more tools to navigate the ever changing world

October 1, 2002-May 31, 2007

In school and After school detention Supervisor, Vicksburg High School 3701 Drummond Street, Vicksburg, MS

Maintain order with students that have had various offenses during school day

Gather assignments for students to work on while they are out of class

Make sure that all work is finished in a timely manner

August 1, 2010-December 1, 2016

House Manager, South Street Ministries 1122 South Street Vicksburg, MS 39180

Oversee daily activities of the clients in the house

Maintain clients to church services and other activities

Organize work schedules and daily chore list for everyone

Make sure all monthly bills were paid in timely manner

Board Experience

July 1, 2014- Present

Vice-President, *Beyond Walls Ministries*

Organize groups to feed meals to the homeless in cooperation with River City Rescue Mission

Help fund South Street Ministry's House for men

Input program for Christian Healing prayer. It helps people to allow the healing power of the holy Spirit cleanse them of past trauma, unforgiveness or any other problem they might have faced.

Reach out into the community to see to their needs

Connect them with groups to help them in a general or specific way.

I feel that my experiences dealing with the public gives me an inside look into many of the problems we face today. If we can give our children a solid foundation that they will be able to excel academically but in every endeavor they encounter in this ever changing world. Having the tools necessary to make good decision is rooted in the information and skills we install in our youth. It is so important that their foundation is solid. They must be taught the right way that there are no short cuts to success and anything in life that's worth anything will require your best efforts. I believe that this charter school will be vital in the lives of not only the students but the community at large.

Zenobia L. Harris
Vicksburg, MS 39180
(601)218-5066
zharris55@yahoo.com

Career Objective

Passionate educator seeking elementary K-6 teaching position in a regular classroom environment. Committed to engaging and motivating students with different learning styles through the generated instructional curriculum.

Work History

Elementary Education Teacher (Fifth Grade Math)
Wright Elementary School
August 2024- Present

Elementary Education Teacher (Fourth and Fifth Self-Contained)
Travelers Rest Christian Academy
June 2023 – May 2024

Key Responsibilities

- Develop lesson plans and instruct all major subjects areas including Reading, Language, Math, Science and History
- Assess student's abilities and evaluate performance through Quizzes and Graded Paper, with relaying information to parents
- Provided one-on-one assistance as needed

Elementary Education Teacher (Fifth Grade Math)
Wright Elementary School
August 2021 – May 2023

Key Responsibilities

- Create and maintain a welcoming, friendly, engaging, and nurturing classroom environment
- Administer curriculum to students through guided instructions, lesson plans, lectures according to Louisiana State Student Standards

- Assess students' abilities and evaluate performance through quizzes and tests, relaying information to parents, provide one-on-one assistance

Zenobia Harris- page two
zharris55@yahoo.com (601) 218-5066

Elementary Education Teacher (Fourth and Fifth Grade Math)
 University View Academy-Tallulah Campus
 August 2020- July 2021

Key Responsibilities

- Create and set up modules for online virtual instruction
- Engage students during class, provide feedback
- Assess students' performance; provide small group sessions for one-on-one assistance
- Maintain availability; track attendance

Elementary Education Teacher (Self-Contained Fourth Grade)
 University View Academy-Tallulah Campus
 August 2019 – July 2020

Key Responsibilities

- Create and maintain a welcoming, friendly, engaging and nurturing classroom environment
- Develop lesson plans and instruct all major subjects areas including Reading, Language, Math, Science and Social Studies
- Assess student's abilities and evaluate performance through Quizzes and Graded Paper, with relaying information to parents
- Provided small group sessions for one-on-one assistance

Elementary Education Teacher (Grade 4 Mathematics)
 Madison Parish School District
 August 2018 – July 2019

Key Responsibilities

- Create and maintain a welcoming, friendly, engaging, and nurturing classroom environment

- Administer curriculum to students through guided instructions, lesson plans, lectures according to Louisiana State Student Standards
- Assess students' abilities and evaluate performance through quizzes and tests, relaying information to parents, provide one-on-one assistance

Zenobia Harris- page three
zharris55@yahoo.com (601) 218-5066

Elementary Education Teacher (Grade 4 Mathematics and Science)
 Tallulah Charter School
 August 2014 – July 2016

Key Responsibilities

- Plan, prepare, and deliver instructional activities, create engaging lessons
- Demonstrate a working knowledge of methods, materials, and techniques to teach Math and Science
- Provide instructional resources for use in classroom; evaluate students' work

Elementary Education Teacher (Grade 6 Mathematics and Science)
 Tallulah Charter School
 August 2016 – July 2018

Key Responsibilities

- Plan, prepare, and deliver instructional activities, create engaging lessons
- Demonstrate a working knowledge of methods, materials, and techniques to teach Math and Science
- Provide instructional resources for use in classroom; evaluate students' work

Floor Supervisor, Guest Care Services, Accounting
 Delta Division (Kroger) (Part-time)
 Vicksburg, MS
 November 2006 – August 2016

Key Responsibilities

- Manage the performance of Cashiers and Courtesy Clerks through Best Practices
- Initiate returns, solve customer issues, escalate complaints to management
- Use bookkeeping databases, spreadsheets, and software for posting transactions

Zenobia Harris- page four
zharris55@yahoo.com (601) 218-5066

Elementary Education Teacher (Grades 3 – 6)
Vicksburg Warren School District
December 2003 - May 2010

Key Responsibilities

- Create and maintain a welcoming, friendly, engaging, and nurturing classroom environment
- Administer curriculum to students through guided instructions, assess students' performance through quizzes and test
- Develop lesson plans according to Mississippi State Student Content Standard

Teaching Assistant
Vicksburg Warren School District
February 2002 – December 2003

Key Responsibilities

- Supervised students in the Basic Skills and Behavior Improvement Lab
- Assisted students with completing daily assignments and homework
- Tutored individual students with difficulties in particular subject area
- Supervised students in the hallways, cafeteria, and playground
- Assisted teachers with grading papers

Education

Alcorn State University
Bachelors of Arts
Major in General Studies with focus in Elementary Education
June 2002 – June 2003

Alcorn State University
Master of Art in Teaching (Complete 33 hours)
Secondary Education-MAT
August 2003 – May 2005

Zenobia Harris- page five
zharris55@yahoo.com (601) 218-5066

Skills

- Patience and perseverance, flexible
- Organized and communication skills with parents, students, and coworkers
- Microsoft Word, PowerPoint, Excel
- Canvas, Adobe Connect, Remind Message Communication, Edulastic, SpeedGrader
- Safe Schools Online Training
- JCampus

Accomplishments

- Graduated Cum Laude
- 2003 University Presidential Scholar
- Alcorn State University National Alumni Association 2005 Hall of Honor Inductee
- Warren Central Intermediate School Teacher of the Year 2007-2008
- Wright Elementary School Teacher of the Year 2022-2023

Community Involvement

- Vicksburg Warren Chapter of Alcorn State University Alumni Chapter
- Alcorn State University National Alumni Association (Life Member)
- United Way Volunteer (Day of Caring)
- Salvation Army Volunteer
- Kings Empowerment Center Board of Directors

Georgia Moten

Skilled Early Childhood Education Teacher

709 McCall Street

Tallulah, LA 71282

(318) 493-9428 Mobile Phone

georgiamoten1@yahoo.com

PROFESSIONAL SUMMARY:

A dedicated and compassionate Early Childhood Education Teacher with over 40 years of experience in fostering student learning and growth. Proven ability to enhance student achievement in reading, writing, and arithmetic through differentiated instruction, and a commitment to meeting the diverse learning needs of all students. Experienced in developing and implementing IEPs, integrating assistive technology, and maintaining high standards for classroom management. Skilled in creating inclusive learning environments that promote collaboration, critical thinking, and personal growth. Committed to supporting the academic, emotional, and social development of students in a rapidly evolving educational landscape.

SKILLS:

- Curriculum Development & Instructional Design
- Early Childhood & Special Education
- Classroom & Behavior Management
- Differentiated Instruction & Literacy Strategies
- Parent & Community Engagement
- Assessment & Student Performance Analysis
- Strategic Planning & Policy Advocacy

EXPERIENCE:

Tallulah Elementary School, Tallulah, LA
Paraprofessional (2021 - 2022)

- Provided instructional support for students, reinforcing lessons taught by the lead teacher.
- Assisted with classroom management and behavioral intervention strategies.

University View Academy, Tallulah, LA
Paraprofessional & 1st Grade Teacher (2019 - 2021)

- Assisted with classroom instruction and provided individualized student support.

- Developed and delivered lesson plans that aligned with state curriculum standards.
- Integrated technology to enhance student engagement and learning outcomes.

Delta Community Action Agency, Delhi, LA
Head Start Teacher (2012 - 2019)

- Developed and executed **early childhood education curricula** tailored to meet the developmental needs of students aged 3-5.
- Maintained student progress records using **TS Gold**, aligning with state reporting standards.
- Conducted daily hands-on activities to promote cognitive, social, and emotional development.
- Strengthened family engagement by providing **home activity sheets** and tracking parental involvement.

Wright Elementary School, Tallulah, LA
Kindergarten Teacher (1981 - 2011)

- Designed and implemented engaging, **developmentally appropriate** lessons in literacy, numeracy, and social-emotional learning.
- Managed a classroom of 25+ students alongside a paraprofessional, fostering a **positive and nurturing learning environment**.
- Created interactive bulletin boards and instructional materials to **reinforce learning concepts**.
- Led **parent-teacher conferences** and collaborated with families to support student growth.

Delhi Elementary School, Delhi, LA
Title I Math Intervention Teacher (1978 - 1981)

- Reinforced essential math skills through individualized and small-group instruction.
- Adapted teaching methods to support students' varying learning needs and abilities.
- Established and enforced classroom rules to maintain a structured learning environment.

LOUISIANA TEACHER LICENSURE/CERTIFICATION/& EDUCATION:

University of Louisiana at Monroe, Monroe, LA - *Associate of Science in Child Development:*

Grambling State University, Grambling, LA - *Plus 30 Graduate Hours Beyond the Master's Degree in Elementary Education - Elementary Grades 1st - 8th*

Grambling State University, Grambling, LA - *Master of Education in Curriculum & Instruction with a Concentration in Early Childhood Education: Spring of 1984 - Kindergarten*

Grambling State University, Grambling, LA - *Bachelor of Science in Early Childhood Education with a Minor in Special Education: Spring of 1977 - Nursery School*

PROFESSIONAL ORGANIZATIONS AND AWARDS:

- Member, Louisiana Association of Educators
- Teacher of the Year, 2004
- Member, Madison Parish/Grambling State University, Alumni Chapter
- Leadership Roles: Staff Developmental Leadership Team, Early Childhood Grade Level Chair, Student Teacher Mentor
- Committees: Lesson Plan Committee, Reading First Leadership Team, School Improvement Plan Committee, School Safety Committee
- Training: Mentor Teacher Training (Louisiana Teacher Assistance and Assessment Program, 2003-2004)
- Specialized Teams: Dibels Training Committee, Incorporating Literature into Reading Content Area Team
- Cadre, Wright Elementary School
- Participant, Criteria of Excellence at Wright Elementary School

REFERENCES ARE AVAILABLE UPON REQUEST:

Summary

- Over 20 years in the Information Technology arena managing and participating in projects that involved implementing new or enhanced servers in IT and telecommunications.
- Projects managed included overseeing a team of system administrators to develop a Disaster Recovery Plan and small automation department in support of Census 2000 rollout.
- Experienced in managing business end users as well as product vendors as part of leading projects.
- Lead Systems Administrator on more than five different projects in support of software and hardware upgrades.
- Analyzed and proposed systems design in support of the production environment failover plan.
- Coordinated efforts in the migration of over 200 workstations from a Microsoft to a Unix environment.
- Coordinated efforts for the roll out of DST patches on more than 800 production/test servers with no unscheduled impact to the customers.

EXPERIENCE

Sr. Unix Administrator Autozone

07/07 – Present

Work Description

Sr. Unix Administrator responsible for over 400 UNIX servers in a mixed environment. Provide technical support on AIX, Sun and Linux servers. Worked with customers to ensure servers were built to their specifications and created Service Level Agreement plans for the UNIX team. Wrote disaster recovery documentation for annual DR testing and ensured the right servers were covered under out contract. Patched servers as needed and ensure servers had 99.9% uptime to meet business requirements.

Technical Unix Consultant Teksystems (Walmart, Intergraph Solution Group & Maybelline)

10/03-07/07

Work Description

Walmart

Technical Consultant in support of the Home Office support team with over 800 servers in a MC Service guard and HACMP cluster with 99.99% uptime. Mediated cluster/systems build based upon customer and technical review recommendations. Coordinated with different teams in order to planned downtime for each server for systems maintenance and quarterly fail-over testing. Provided technical support for all issues on HP and AIX platforms. Worked with vendors to find long-term solutions in support of our customers. Coordinated downtime for the DST patch rollout for all production/test servers and ensured the success of the project.

Maybelline

Lead Systems Administrator assigned to the Customer Service Division of L'Oreal in support of 20 HP-UX servers and met with vendors to provide specs and get quotes for all hardware upgrades for production servers. Coordinated and oversaw a small team of 3 systems administrators in the upgrade of the operating systems and database. Responsible for all servers in a High Availability environment. Responsible for all hardware and software problems. Provided support for the data warehouse applications and operational procedures for end users. Wrote Korn shell scripts to automate operator's tasks.

Intergraph Solutions Group

Assigned to the DMAPS developmental group, which supports 14 UNIX servers in a Solaris and HP environment. Coordinated the Development/ Test lab operating systems. Coordinated and obtained licensing and maintenance agreements for all software and hardware. Provided the necessary efforts for a hardware refresh due to end-of-life support. Lead Systems Administrator for all UNIX Servers. Responsible for troubleshooting all hardware and software problems. Provided application support for DMAPS, the geographical software inside of Humvees used by the US Air Force. Provided setup and documented backup solution for the UNIX servers.

Unix Systems Administrator Internal Revenue Service (SAIC), Memphis, TN Work Description

06/01-09/03

Responsible for troubleshooting hardware and software problems. Provided Tier 2 level support for electronic services in an enterprise environment. Coordinated efforts between the e-file business end-users (H&R Block, Jackson Hewitt, etc) and the IRS information services. Troubleshot all networking issues in transmitting taxpayer's data. Worked closely with the telecommunications group to ensure the business community was able to connect to our servers. Responsible for troubleshooting over 20 Solaris servers with EDM backup solutions. . supported system and application files for e-services. Provided technical support for client data processing operations.

Federal Express (EDP Consulting), Memphis, TN

08/00-06/01

Assigned to e-commerce development group providing business-to-business solutions for external business clients. Administer operations consisting of 40 HP-UX, AIX and Solaris servers running Apache, Web Methods, Active, Weblogic software.

Unix Systems Administrator

Project lead on Tivoli Storage Manager. Setup and configured Tivoli Storage Manager (TSM) on AIX/RISC 6000 box. Met with vendors and obtained quotes of backup tape storage for our Disaster Recovery Plan. Installed operating systems, upgrade operating systems, set up/configure disk arrays. Provided Applications Support on HP/Sun servers. Diagnosed, documented and repaired system and operational problems. Coordinated and met with different groups (application and database) in support of the operating systems upgrades and to make sure the server was set up to their specifications in the project plan. Installed HP 11.0 operating systems, upgrade operating systems, Setup and configured disk arrays. Designed, installed and configured the departmental server on HP 9000 server with NetRaid disk array

Sprint (Teksystems), Lenexa, KS

09/99-08/00

Assigned to the Sprint ION production group in support of over 60 HP/SUN servers with MC Service Guard and Sun Clustering.

Unix Systems Administrator

Project lead on ADSM migration on Sun and HP platform. Supported Oracle in a 24/7-production environment. Wrote Korn scripts and cron jobs for system tuning on HP and Sun platform. Supported over 45 Sun boxes and 30 HP boxes. Utilized GlancePlus to view system performances. Configured ATM and Ethernet cards on HP and Sun Environment

Network Systems Analyst

01/99-08/99

Computer Systems Technology (IRS), Memphis, TN

Utilized diagnostic test equipment and checks to analyze and resolve complex remote terminal problems in an ATM and Fast Ethernet topology. Initialized appropriate action to correct conditions that caused poor or failed communications. Provided input and analytical support to resolve problems. Provided customer support for five remote areas. Assisted in maintenance on the Exceed scripts on the Sun Server in order to display the correct network conditions. Troubleshot the Unisys 4800 mainframe.

UNIX Systems Administrator

06/95-11/99

US Army, Fort Hood, TX

Handled user complaints and troubleshot network problems on a daily basis. Trained users on UNIX commands. Assigned and monitored user rights, privileges and passwords. Resolved customer service problems for over 350 remote users. Wrote Standard Operators Procedures and implemented a disaster recovery plan for the HP9000/K700. Responsible for keeping a log of all software upgrades, system errors, and hardware changes to assist in diagnosing system problems. Utilized logical volume manager (LVM) for disk management Utilized HP Openview to monitor network connectivity. Performed software upgrades and backups on the HP9000 Set up the HP 9000 server, which supported the supply system for five installations, local and nationwide.

TECHNICAL SKILLS

Hardware

Servers	:	Hp 9000 Server K380/K570/K580/V2500, SunSparc Ultra 10, Sun Server E10K E350/E450/E5000/E6500, Risc 6000, T600, rp7400
Workstations	:	Sun Sparc Workstations, Dell, HP, Intel Based Workstations
Disk Arrays	:	HP & EMC
Networking	:	Routers & Switches: Cisco Catalyst, Modems, CSU/DSU, Unisys 4800, IBM 1374, Racal-Datcom, Link Adapter, ATM, and Ethernet.

Software

Operating Systems	:	Sun Solaris 2.6,7 &8, HP 10.0 & 11.0, AIX 4.1.1, RHEL 7
Sys Admin Tools	:	Sam, Admintool, Veritas, Smitty
Databases	:	Informix 7& 9 & Oracle 8.1.6 & 7
Languages / Scripts	:	Korn & Bourne, Unix shell
Storage Mgmt Tools	:	Tivoli Storage Mgr./ADSM 3.11, & 4.0, IBM Tape Library 7234, Veritas Netbackup
Networking Monitoring	:	HP Openview, NetView
Project Management Tools	:	Microsoft Project 2003, Clarity

EDUCATION

- MS in Project Management, Capella University, 2009
- BS in Project Management, Capella University, 2007
- Graduate, Computer Science School, Fort Gordon, GA, 1997,

Harold Allen
912 Florida Street
Tallulah, La. 71282
(318)341-8272

PROFILE SUMMARY:

Safety-oriented and rescue-focused Fire Fighting professional having more than 26 years of public safety experience in the planning, organizing and administration of all fire department operations. Possesses knowledge in fire administration, public relations, equipment management, budget management, and the enforcement of regulations, policies and procedures related to fire suppression, investigation and prevention, hazardous material response, rescue and emergency services. Highly competent in assessing and eliminating risks and hazards through effective recommendations in executing corrective action plans, analyzing accident & injury, formulating policies & providing safety manuals and employee instructions. Well-equipped leadership and analytical skills as evidenced by ability to continuously improve fire/rescue operations. Astute interpersonal skills interface effectively with volunteer firefighters, municipal leaders, community members, key municipal stakeholders, and the general public.

WORK EXPERIENCE:

FIRE CHIEF

City of Tallulah, Louisiana

07/2014 – Present

- Directing activities of Fire Department, including all fire suppression, fire prevention, and related functions and activities.
- Training and motivating firefighting personnel as well as supervising firefighters engaged in operation and maintenance of fire stations equipment.
- Evaluating fire prevention & fire control policies by keeping abreast of new techniques conducting studies of departmental operations, and coordinated mutual fire protection plans with neighboring municipalities.
- Consulting with officials and community groups related to public relations campaigns for applying necessary changes in laws and policies to encourage fire prevention.
- Assisting in the Parish's emergency disasters mitigation and civil defense plan by collaborating with other agencies.
- Maintaining sufficient knowledge of new trends in the field of fire science and emergency services and supervising the development of new fire mutual aid and automatic agreements & procedures.
- Experience in grant applications.

PUBLIC FIRE EDUCATION OFFICER

1999 - present

Tallulah Fire Department

- Taught fire education to all school age children in the parish both public and private schools.
- Accomplished public requests for information regarding fire prevention, and maintained emergency and non-emergency fire response records on a regular basis.
- Developed educational curriculum.

TRAINING OFFICER – FIRE DEPARTMENT

Tallulah Fire & Emergency Services

01/1999- 10/2002

Tallulah, La.

- Created and maintained a training matrix system showing all mandatory, specialized, optional and miscellaneous training; planned, scheduled and conducted training drills appropriate for fire fighters.
- Trained fire fighters in ventilation, hydraulics, pumper operation; coordinated special training courses with LSU-FETI.
- Initiated training programs in using and maintaining firefighting equipment, apparatus, fire streams and developing ad-hoc knots and hitches as well as provided adequate training on first aid, CPR and SCBA drills, live fire training, foam application, and tank fires.
- Provided training to Emergency Response Team (ERT) on firefighting tactics and skills.
- Prepared instructional aids, training manuals and Department bulletins as well as maintained training progress records for the members of the Department.

TRAINING COORDINATOR 10/2002- 06/2003

LOUISIANA STATE UNIVERSITY – FIRE & EMERGENCY TRAINING

Baton Rouge La.

Delivered firefighter training to firefighter in the twelve (12) parish region of Northeast Louisiana.

EDUCATION:

Bachelor of Arts – Human Services 1998

Arkansas Baptist College Little Rock, Ark.

Associate Of Arts- Social Work 1994

Shorter Junior College North Little Rock, Ark.

CERTIFICATION:

- *Certified firefighter I & II*
- *Certified Fire Officer I, & II,*
- *Fire Instructor I & II*
- *Certified Hazardous material awareness/ operations*
- *Certified Fire Apparatus Driver Operation - Pumper*
- *Certified public Fire Educator*
- *Certified Tele Communicator*
- *P.O.S.T. Certified Laws Enforcement Officer*
- *National Association of School Resource Officers*
- *Louisiana D.A.R.E. Officers Association*
- *National Association of Professional Drivers- Instructor*

PROFESSIONAL AFFILIATIONS:

- *Former Member, Madison Parish Port Commission*
- *5th District Representative of the Louisiana State Fireman's Association*
- *Former President of the Northeast La. Firefighters Association*
- *For President of the Madison Voluntary Council on Aging*

Toshiba Bell -Jones

204 Ann Street
Tallulah, La 71282
(318) 434-3384
toshibac377@yahoo.com

Mission: Devoted teaching professional with the gift to reach each student and transfer a love for learning. Demonstrates talent for preparing appropriate activities to accommodate the Creative Curriculum lessons that teach fundamental academic and socialization skills. Hardworking and motivated educator with strong and interpersonal skills to cultivate working relationships within the school community.

Summary of Qualifications

- Provide quality care to elementary school-aged children
- Excellent customer service (Child advocate)
- Highly effective in promoting a positive and productive environment
- Excellent organizational skills
- Strong Interpersonal skills

EDUCATION

University of Louisiana at Monroe, Monroe, LA - General Studies
Jan 2005 - May 2008

EXPERIENCE

Madison Parish School Board, Tallulah, LA- Reading Interventionist
August 2022- Present

- Identify student in need
- Provide target instruction
- Develop intervention plans
- Collaborate with teachers and parents
- Assess students progress
- Create a positive reading environment

Delta Community Action, Tallulah, LA- Teacher
January 2020-July 2022

- Develop lesson plans adhering to the children's growth and needs.
- Supervise, conduct and interact with children's activities.
- Initiate daily schedule and lesson plans appropriate to children's behavior.
- Ensure a safe and healthy environment for children.
- Serve snacks and meals to children according to guidelines.
- Help children develop good eating habits. Instruct and teach children on health and hygiene.
- Discover hidden talents in children and nurture them.
- Maintain and manage records and reports.
- Assist and support parents and staff in nurturing children's talents.

Tallulah Charter School, Tallulah, LA - Pre-K and 1st Grade Teacher

August 2016 - June 2019

- Uses manipulatives to enhance learning
- Performs student assessment
- Works with students to meet lesson goals and objectives
- Role plays to demonstrate objectives
- Motivates students to accomplish learning goals
- Implements the Creative Curriculum by using specific goals to transfer learning

Fredericks Car Exchange, Inc. , Tallulah, LA - Administrative

Assistant/Loan Officer

January 2011 - August 2022

- Process auto loan applications
- Obtain and view credit reports
- Prepare vehicle loan documents
- Close out auto loans
- Collect on past due accounts
- Process and maintain bankruptcy claims
- Oversee all day to day operations of the business by reporting to the Office Manager

East Star Missionary Baptist Church, Tallulah, La - Teacher-Volunteer

January 2011 - Current

- Creates a classroom environment in which enabled children to learn
- Set up instructional design such as demonstrations, bulletin boards, and role plays

- Instructs up to 20 students individually and collectively
- Adapts teaching methods and material to meet students' various needs and interest.

DELTA DISCOUNT LIQUORS- *Delta, LA- Cashier*

July 2007-January 2011

- Answered customers' questions, and provide information on procedures.
- Computed and recorded totals of transactions.
- Established and identified prices of goods and services
- Tabulated bills using a calculator and cash register.
- Greeted customers entering the establishment.
- Maintained a clean and orderly workstation.
- Processed merchandise returns and exchanges.
- Post charges against customers' accounts.
- Sold lottery tickets.

WARING OIL COMPANY- INTERSTATE #7, Vicksburg, MS- *Cashier*

June 1997- July 2007

- Handled the setup, service and daily operations of sales by serving clientele, tourists and business travelers.
- Entered orders into a POS system.
- Prepared daily sales reports for management.
- Conducted monthly inventory.
- Performed heavy cash handling and reconciliation functions.

Cashier and Salesperson

Destiny Academy Charter School Leadership Team – Roles and Responsibilities

1. Chief Executive Officer (CEO)

Role Title: *Chief Executive Officer – Strategic Visionary and Organizational Leader*

Role Overview:

The Chief Executive Officer (CEO) of Destiny Academy Charter School is the highest-ranking executive responsible for overseeing the development, execution, and long-term sustainability of the school's strategic vision. The CEO ensures alignment between the school's academic goals, financial sustainability, regulatory compliance, and community impact.

Detailed Responsibilities:

- Develop and implement a multi-year strategic plan aligned with the school's mission, charter, and accountability goals.
- Serve as the primary external representative of the school, cultivating relationships with state education officials, philanthropic partners, local employers, and community leaders.
- Supervise the Principal and other members of the Executive Leadership Team to ensure strong academic and operational performance.
- Lead and monitor all phases of organizational growth, including enrollment expansion, replication, and facilities planning.
- Oversee financial management in coordination with the Director of Operations and Board Treasurer, ensuring transparency and fiscal responsibility.
- Lead fundraising initiatives, including competitive grants, corporate sponsorships, and donor relations.
- Collaborate with the Board of Directors to ensure effective governance, policy adherence, and data-driven accountability.
- Represent the school in charter renewal processes, accountability reporting, and site visits by authorizers and external evaluators.

Expected Outcomes:

- Sustained academic performance and high charter renewal readiness.
- Positive brand identity and strong community presence.
- Effective school expansion, diversification of funding, and long-term sustainability.

2. Board President

Role Title: *Board President – Governance Leader and Fiduciary Steward*

Role Overview:

The Board President provides governance oversight and leadership for the Destiny Academy Board of

Directors. As the presiding officer of all board meetings, the Board President ensures that the organization operates in accordance with legal, financial, and ethical standards, while advancing the school's mission.

Detailed Responsibilities:

- Preside over all board meetings, ensuring open discussion, transparency, and timely decision-making.
- Collaborate with the CEO to set strategic direction and evaluate organizational performance.
- Lead annual reviews of the CEO, board self-evaluations, and the effectiveness of board committees.
- Ensure compliance with the school's bylaws, open meetings laws, and LDOE charter school governance regulations.
- Oversee board member recruitment, onboarding, and training to maintain a diverse and skilled governing body.
- Serve as the public face of the board in meetings with key stakeholders, such as local government officials, community organizations, and education leaders.
- Monitor progress on strategic goals, ensuring timely submission of accountability data and financial reports to authorizers.

Expected Outcomes:

- A high-functioning board with strong governance practices.
- Organizational stability and compliance with regulatory expectations.
- Proactive support of the CEO and leadership team through clear policies and strategic oversight.

3. Principal

Role Title: *Principal – Academic and Cultural Leader*

Role Overview:

The Principal is responsible for the day-to-day academic leadership and cultural development of Destiny Academy. Reporting directly to the CEO, the Principal ensures that instructional quality, school culture, and student outcomes are exemplary and consistent with the school's mission.

Detailed Responsibilities:

- Lead the instructional vision and supervise all teaching staff to ensure rigorous, standards-aligned teaching practices across grade levels.
- Facilitate school-wide data analysis to drive curriculum alignment, intervention strategies, and targeted teacher coaching.
- Develop and maintain a positive, structured school culture that promotes equity, respect, and high expectations for all students.

- Supervise the implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and student discipline policies.
- Ensure the school meets or exceeds academic performance indicators, such as state test scores, reading growth, and attendance.
- Collaborate with the Director of Curriculum and Instruction to deliver ongoing professional development and ensure fidelity of curriculum implementation.
- Coordinate with the Director of Student Support Services to address the needs of students with disabilities, English Learners, and students requiring additional supports.

Expected Outcomes:

- Measurable gains in student achievement and attendance.
- A safe, inclusive, and engaging school environment.
- High levels of teacher performance and staff retention.

4. Director of Operations

Role Title: *Director of Operations – Infrastructure, Compliance, and Logistics Lead*

Role Overview:

The Director of Operations is responsible for managing all non-instructional functions that support the daily operations of the school. This includes oversight of finances, technology, compliance, facility management, and operational efficiency.

Detailed Responsibilities:

- Develop and implement operational systems, calendars, and workflows that promote efficiency and allow educators to focus on teaching and learning.
- Oversee budgeting, procurement, financial reporting, payroll, and vendor relations in collaboration with the CEO and Board Treasurer.
- Ensure compliance with health and safety protocols, transportation regulations, school nutrition standards, and facility codes.
- Manage school enrollment systems, student information systems (SIS), and accountability reporting databases (e.g., eScholar, SIS, JCampus).
- Coordinate testing logistics, daily scheduling, technology support, and inventory control.
- Lead crisis management protocols and emergency preparedness procedures.
- Supervise custodial, maintenance, and contracted service teams.

Expected Outcomes:

- Seamless and secure school operations.

- Compliance with all applicable laws, codes, and policies.
- Effective allocation of resources to maximize student impact.

5. Director of Curriculum and Instruction

Role Title: *Director of Curriculum and Instruction – Academic Systems and Professional Development Leader*

Role Overview:

The Director of Curriculum and Instruction ensures the alignment, rigor, and fidelity of all instructional programming. This leader supports teachers with high-quality curriculum resources, data-driven instruction, and professional development.

Detailed Responsibilities:

- Design and oversee the implementation of standards-aligned curriculum across content areas and grade levels.
- Facilitate teacher professional development plans and lead Professional Learning Communities (PLCs).
- Conduct classroom observations and coaching cycles to improve instructional practice and student outcomes.
- Oversee internal and external assessment systems, including interim benchmarks, diagnostics, and LEAP 2025 preparation.
- Lead instructional data meetings, progress monitoring protocols, and instructional response strategies.
- Ensure vertical alignment of skills from PreK through high school to promote long-term academic achievement and college readiness.

Expected Outcomes:

- Cohesive and rigorous instructional program.
- Continuous teacher growth and instructional excellence.
- Improvement in student performance on formative and summative assessments.

6. Director of Student Support Services

Role Title: *Director of Student Support Services – Whole Child and Equity Leader*

Role Overview:

The Director of Student Support Services ensures that every student receives the academic, behavioral, and socio-emotional support they need to succeed. This includes oversight of SPED, 504, RTI, EL services, counseling, and crisis intervention.

Detailed Responsibilities:

- Develop, implement, and evaluate Multi-Tiered Systems of Support (MTSS) for academic, behavioral, and emotional needs.
- Ensure IDEA, ADA, 504, and EL compliance across programs and service delivery.
- Oversee IEP and 504 plan development, implementation, and progress monitoring.
- Manage student services staff (interventionists, counselors, speech therapists, etc.).
- Coordinate with families and external agencies to ensure continuity of services for students facing housing instability, trauma, or mental health challenges.
- Provide training and coaching to teachers on differentiated instruction, universal design for learning (UDL), and behavior management.

Expected Outcomes:

- Strong academic and emotional outcomes for high-needs students.
- High compliance in all areas of student support services.
- Inclusive learning environments that support the success of every learner.

7. Director of Community and Family Engagement

Role Title: *Director of Community and Family Engagement – Partnership and Outreach Strategist*

Role Overview:

The Director of Community and Family Engagement serves as the bridge between school and home. This leader fosters trust, communication, and partnership with families and the broader community to promote student success.

Detailed Responsibilities:

- Design and implement a robust family engagement plan that includes regular workshops, cultural celebrations, and parent-teacher conferences.
- Maintain active, two-way communication with families via multiple platforms (newsletters, apps, website, phone).
- Establish community partnerships with local businesses, churches, nonprofits, and civic organizations to provide additional student services.
- Lead family satisfaction surveys and engagement evaluations to improve programming and relationships.
- Serve as the lead liaison to the Parent Advisory Council or PTA.

Expected Outcomes:

- High levels of family engagement and satisfaction.

- Expanded community support and resource access.
- Improved student performance through collaborative support networks.

8. Director of CTE and Workforce Programs

Role Title: *Director of CTE and Workforce Programs – College and Career Readiness Leader*

Role Overview:

The Director of Career and Technical Education (CTE) and Workforce Programs develops and manages programs that equip students with 21st-century skills, industry certifications, and postsecondary pathways into careers and college.

Detailed Responsibilities:

- Design and implement CTE pathways aligned to Louisiana Jump Start and regional labor market needs.
- Establish industry partnerships to provide work-based learning, internships, and credentialing opportunities.
- Develop dual enrollment agreements with technical colleges and community colleges.
- Coordinate with the Director of Curriculum to integrate career readiness skills across the general education curriculum.
- Monitor student progress toward industry credentials, internships, and graduation requirements.
- Facilitate job fairs, resume workshops, and career counseling services.

Expected Outcomes:

- High student participation in CTE programs and attainment of industry-recognized credentials.
- Strong employer partnerships and work-based learning opportunities.
- Increased postsecondary success and employment outcomes for students.

Appendix 5: Provide the resume for every member of the charter board. Please note all information provided in the resume are subject to the Louisiana Public Records law.

Name of Nonprofit Applicant (as registered with Louisiana Secretary of State): Louisiana Education Organization

	Full Name	Full Address	Email	Certificate Number
1	Clarence Dunmore	510 Bazinsky Rd. Apt. 12 A Vicksburg, Ms. 39183	cdunmore55@gmail.com	N/A
2	Glynda Livingston	205 W. Scott Street Tallulah, La. 71282	glyndalivingston@yahoo.com	B 075808
3	Roxanne Jones	703 Lasalle Street Tallulah, La. 71282	roxannejones@loverealtymys.com	N/A
4				
5				
6				
7				
8				
9				
10				

Resume

Sonya Blanson

P.O. Box 766

Tallulah, La. 71284

sonyablanson@yahoo.com

(318) 680-9489

Objective

Highly motivated Educator with a strong interest in improving the school system through a student-focused administration. Possessing strong communication abilities and deeply committed to the development of students and the academic community as a whole.

Education

1. Pending Educational Leadership Degree In Educational Leadership

- **Apel /Transformative Educational Leadership, Baton Rouge, La.**
- **September 2023 - November 2024**
- **Relevant coursework: Ed. Leadership Curriculum**
- **Principal Certification: Pending**

2. Master of Education in Curriculum & Instruction

- **University of Louisiana@ Monroe, Monroe, La,**
- **July 2010 – May 2012**

Professional Experience

1. Pipeline Recruiter

- **Tallulah Charter School, Tallulah, La.**
- **August 2017 - May 2018**
 - **Build strong support strategies for experienced and inexperienced teachers.**
 - **Expand pipeline supports for aspiring and current teachers.**
 - **Assist teachers in acquiring classes/ programs required for certification**

2. Curriculum Specialist

- **Tallulah Charter School, Tallulah, La.**
- **August 2014 – July 2015**
 - **Manage curriculum for school**
 - **Ensure curriculum meets educational Standards**
 - **Coordinate training for staff**

3. Teaching Experience

Tallulah Elementary School, Tallulah, La.

- **2nd Grade & Kindergarten All subjects**
- **August 2009 – May 2014**
- **3rd Grade All subjects**
- **August 2015- May 2017**

Southside Elementary, Lake Providence, La.

- **3rd Grade ELA/Social Studies**
- **August 2018- July 2019**

Minnie Ruffin Elementary School, Monroe, La.

- **5th Grade Social Studies**
- **August 2019- July 2020**

Delhi Charter School, Delhi, La.

- **3rd Grade Science/Social Studies**
- **August 2020- July 2022**

Wright Elementary School, Tallulah, La.

- **3rd Grade ELA**
- **August 2022-July 2023**

Warren Central Intermediate School, Vicksburg, Ms.

- **5th Grade Resource**
- **September 2023- Present**

Leadership and Achievements

- **Received new teacher Award, May 2010**
- **Recognized as member of Leadership Team at Tallulah Charter School**
- **Member of data team**
- **Previously enrolled in Advance Innovative Educators**
- **Attended Class Training**
- **Presented data night to parents to assist them in understanding their child/children's data**

Skills

- **Led the implementation of a school-wide literacy initiative as a member of the Leadership Team at Tallulah Charter School, resulting in a 20% increase in reading proficiency among students.**
- **Spearheaded the development of a comprehensive professional development program for teachers as part of the Curriculum Specialist role, resulting in improved instructional practices and student outcomes.**
- **Facilitated data-driven decision-making processes as a member of the Data Committee, leading to targeted interventions and improved student achievement across grade levels.**

- Successfully managed a diverse team of educators and support staff during a week-long stint as an administrator during Summer School at Tallulah Charter School, ensuring smooth operations and positive outcomes for students.
- Designed and implemented a project-based learning curriculum for third-grade science at Delhi Charter School, aligning instructional activities with state standards and fostering inquiry-based learning.
- Organized monthly parent workshops and community events at Wright Elementary School to foster collaboration and strengthen partnerships between school and community.
- Utilized assessment data to identify student learning needs and inform instructional planning, resulting in targeted interventions and improved student achievement in ELA and social studies at Southside Elementary.
- Currently serving as a Sped Teacher and studying laws about Sped

References

Keith Wolfe

Asst. Director of Federal Programs, Vicksburg Warren School District

601-618-4409

keith.wolfe@vwsd.org

Patricia B. Candler, Ed.D.

Retired Educator Madison Parish School District

318-574-1587

drpbcandler@mail.com

Clarence Dunmore, III

Cldunmore33@gmail.com

601-631-4557 510

510 Basinski Rd Parkway South Apt. 12A

I would like to serve on the Board of Destiny Academy Charter School because I believe parents and children need options to help them make the best choice about their academic foundation. In the words of Fredrick Douglass, "It is easier to build a strong child, than fix a broken man" and this gives the chance to build strong children that are very much the youth, ministry and homeless men have given me a unique perspective on different sides of the equation.

EXPERIENCE

July 1, 2017-Present

Senior Pastor, Wesley UMC Vicksburg, MS 1318 1st East

Minister the word of God during Sunday Services and our online ministry

Outreach to the community to foster relationships and good will

Maintain physical building and grounds

Organize Bible studies and programs to help our members get a better understanding of their place in God's kingdom

Giving them more tools to navigate the ever changing world

October 1, 2002-May 31, 2007

In school and After school detention Supervisor, Vicksburg High School 3701 Drummond Street, Vicksburg, MS

Maintain order with students that have had various offenses during school day

Gather assignments for students to work on while they are out of class

Make sure that all work is finished in a timely manner

August 1, 2010-December 1, 2016

House Manager, South Street Ministries 1122 South Street Vicksburg, MS 39180

Oversee daily activities of the clients in the house

Maintain clients to church services and other activities

Organize work schedules and daily chore list for everyone

Make sure all monthly bills were paid in a timely manner

Board Experience

July 1, 2014- Present

Vice-President, *Beyond Walls Ministries*

Organize groups to feed meals to the homeless in cooperation with River City Rescue Mission

Help fund South Street Ministry's House for men

Input program for Christian Healing prayer. It helps people to allow the healing power of the holy Spirit cleanse them of past trauma, unforgiveness or any other problem they might have faced.

Reach out into the community to see to their needs

Connect them with groups to help them in a general or specific way.

I feel that my experiences dealing with the public gives me an inside look into many of the problems we face today. If we can give our children a solid foundation that they will be able to excel academically but in every endeavor they encounter in this ever changing world. Having the tools necessary to make good decision is rooted in the information and skills we install in our youth. It is so important that their foundation is solid. They must be taught the right way that there are no short cuts to success and anything in life that's worth anything will require your best efforts. I believe that this charter school will be vital in the lives of not only the students but the community at large.

Glynda Livingston
205 W. Scott St.
Tallulah, La. 71282
(318)574-2925
glyndalivingston@yahoo.com

OBJECTIVE: Proven educator with excellent skills seeking to motivate at-risk students to overcome barriers and to become college and career ready.

EDUCATION: Grambling State University
Grambling, La.
Bachelor of Science Degree
Early Childhood Education

Alcorn State University
Lorman, Miss.

EXPERIENCE:

Reuben McCall Junior High School, Tallulah, LA, October 1983-May1985
Paraprofessional, Special Education Department

- Worked with students one on one
- Escorted students to P. E.
- Carried severe students to bus
- Escorted severe students to breakfast from bus
- Served on various committees

Reuben McCall Junior High School, Tallulah, LA, August 1985-May1989
Teacher, Title 1 Reading, 6th-8th grade

- Attended Parent Advisory meetings at Title 1 Office
- Tested Title 1 students
- Worked with students on skills pertaining to ELA

Routhwood Elementary School, Newellton, LA, January 1990-May1990

Teacher, Computer Lab-Life Skill

- Discussed and illustrated how to fill out a job application
- Discussed and illustrated how to make a grocery list
- Taught Home Economics Skills
- Produce charts and diagrams on how to organize appointments
- Discussed appropriate way to communicate with each other
- Produce charts and diagrams on how to organize appointments and daily chores

Delta Head Start, Tallulah, LA, August1991-May1992

Preschool Teacher- 4 year old

- Attended numerous workshops and conferences on child development and parental involvement
- Assisted students in and out of centers
- Assisted with the recruitment of students
- Prepare activities for parent meetings.

Wright Elementary School, Tallulah, LA, August 1992-May2015

- Conducted parent meetings afterschool
- Attended numerous conferences on child development and parental involvement
- Assisted parent center coordinator with make and take workshop for pre-k students and special services students
- Produced flyers, letters, and educational calendars for pre-k parents
- Shared the duty of testing students in other grade as well as testing pre-k students
- Responsible for making out snack list for pre-k teachers
- Distributed material and supplies from the special services department for Pre-k, K and 1st grade teacher
- Serviced on various committee pertaining to Elementary Education
- Assisted parent in finding activities that can be use to help students at home
- Served as a mentor for new pre-k teachers
- Plan field trips for Pre-k Students

Delta Early Head Start & Delta Head Start, Tallulah, LA, August2015-October 2017

Infant/Toddler & Preschool Teacher

- Prepared sign in and out sheets for parents
- Picked up breakfast, lunch, and snack from the cafeteria

ROXANNE JONES

703 LaSalle St. Tallulah, LA. 71282 ~ (504) 439-4396 ~ roxannejones@loverealtymms.com

Professional Summary

Highly results-driven professional with 25 plus years of background in Business Administration/Management. Strong general management qualifications, in program management, purchasing/inventory control, budgeting/finance, human resources, customer service, policy control, program development, etc. Exceptionally organized and disciplined; possess excellent written & oral communication skills, along with Business Administration expertise; Experienced in generating and maintaining records/reports, securing equipment and supplies, payroll functions and complying with all administrative and district/federal policies and regulations. Fully computer literate; including Windows, Microsoft, Mainframe, Chrome, Excel, PowerPoint and any other proprietary applications. Able to quickly and easily learn and use new software and hardware.

CORE COMPETENCIES

- | | | |
|--------------------------------|-----------------------|-----------------------------|
| *Budgeting | * Program Development | *Purchasing |
| * Accounts Payable/Receivables | * Human Resources | *Policies & Procedures |
| * Customer Service | * Inventory Control | *Staff Training/Development |

Professional Experience

Louisiana & Mississippi Licensed REALTOR

2018-Present

Brokerage: Love Realty of MS, LLC. Vicksburg, MS. 39180

State of Louisiana Department of Children & Family Services-Tallulah, L.A. 2005-2022

Social Service Analyst 2/Social Service Analyst 3 & Social Service Analyst 4

- Assess, evaluate, and provide social services that are administered by the Department of Children & Family Services to clients/applicants/consumers/customers. These programs include Support Enforcement, Disability Determinations, Head Start, Food Stamps, Family Independence Temporary Assistance (FITAP), FIND Work, Child Care Assistance and Electronic Benefits Transfer.
- Interprets and applies complex federal, state, and local laws and regulations; program directives; and agency policies and procedures.
- Interviews clients/applicants to obtain information, assess employment and educational history, work abilities, training interests and to determine support services needed.
- Serves as case manager for assigned caseload; records findings, recommendations and services provided; completes case record forms and necessary correspondence in connection with assigned cases.

State of Louisiana Department of Social Services-New Orleans, L.A.

2000-2005

Administrative Specialist

- Provided direction and functional supervision to administration support staff in five parishes across the State of Louisiana (orientation, training, policy interpretation, budget, payroll, property control topics, etc.)
- Monitored and analyzed budget information on an ongoing basis (\$2 million dollar annual budget)
- Responsible for procurement of goods and services for the Regional Office
- Responsible for accurately and timely processing of all personnel documentation submitted to state office
- Served as safety coordinator and property manager for the region
- Trained all regional and parish office staff
- Ensured all leave and overtime for employees in the region were entered timely and accurately into the ISIS Payroll System

.....continued on Page 2....

ROXANNE JONES ~ Page 2

State of Louisiana Department of Health & Hospitals-New Orleans, LA.

1994-2000

Purchasing Clerk 2

- Purchased pharmaceuticals and medical supplies for State Pharmacy in excess of \$3 million annually.
- Maintained perpetual inventory of every pharmaceutical and medical supply item distributed by the pharmacy.
- Consulted with parish health units, medical directors, clerical staff, vendors, etc. on items to be purchased.
- Designed and maintained computer databases for all pharmacy services
- Managed the data processing of all inventory records
- Monitored the shipping budget for pharmacy services

Computer Skills

Windows, Microsoft Word, Excel, PowerPoint, Access, Publisher, Outlook Express, Adobe, HTML, Website Development, Internet Proficient, Social Media, etc.

Education

University of New Orleans, New Orleans, LA.

Bachelor of Science, Business Administration/Business Management, 2001

Louisiana Real Estate Commission

Mississippi Real Estate Commission

Appendix 6: Provide a draft of the proposed charter board's governing bylaws.

**Destiny Academy Charter School's
BOARD OF DIRECTORS BY- LAWS**

ARTICLE I- NAME

Section 1. General Provisions

1.1 Charter. The name and purposes of Destiny Academy Charter School shall be as set forth in its Charter, which Charter is granted by the Louisiana Department of Education and which may be amended from time to time. The Charter is hereby made a part of these By-Laws, and the powers of the school and of its Board of Directors, and all matters concerning the conduct and regulation of the affairs of Destiny Academy Charter School shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these By-Laws, the Charter shall be controlling.

1.2 Location. The principal office of the school shall be located at 1012 Beech Street Tallulah, LA. Until that time, members of the Founding Board and the Chief Executive Officer shall coordinate all start-up activities.

1.3 Fiscal Year. Except as from time to time otherwise determined by the Directors of Destiny Academy Charter School, the fiscal year of Destiny Academy Charter School shall end on the last day of June in each year.

Section 2. Board of Directors

2.1. Powers. Louisiana Education Organization will: 1) Set the long-term vision for Destiny Academy Charter School; 2) ensure alignment with the mission and provide continuity for Destiny Academy Charter School; 3) select and appoint a Chief Executive Officer to whom responsibility for the administration of Destiny Academy Charter School delegated; 4) govern the organization by broad policies and objectives, formulated and agreed upon by the Chief Executive Officer, and ensure capacity to carry out programs by continually reviewing its work; 5) ensure the financial health of the organization, including acquiring sufficient resources and finances for Destiny Academy Charter School operations and strategic objectives; and 6) account to the community for the activities of Destiny Academy Charter School and expenditures of its funds. The Chief Executive Officer is the chief executive officer of Destiny Academy Charter School and is responsible for general management of the educational and business operations of Destiny Academy Charter School. She/he will report directly to the Board. The School Principal will lead the day-to-day implementation of Destiny Academy Charter School educational program and will report directly to the Chief Executive Officer.

2.2 Number of Directors. The Board of Directors shall consist of at least five but not more than eleven members. Destiny Academy Charter School's Chief Executive Officer shall serve as an exofacial member of the Board of Directors without power to vote.

2.3 Term of Office of Directors. The term of office of a Director shall be three years or until his or her successor is elected and qualified. Terms of office shall be staggered and each group shall be as nearly equal in number as possible. A Director may serve for two consecutive terms and shall be eligible for reelection to the Board after a one-year hiatus or at the pleasure of the Board, if longer terms are desired.

2.4 Election of Directors. Directors shall be elected by the Board of Directors at any meeting of the Board of Directors. A director elected to fill an unexpired term shall have tenure only to the end of that term.

2.5 Resignation and Removal. Any Director may resign by delivering a written resignation to the President as defined herein, or to Destiny Academy Charter School at its principal office. Any Directors may be removed from office with or without cause by an affirmative vote of a majority of the Directors then in office.

2.6 Vacancies. Vacancies shall be filled by majority vote of the remaining members of the Board of Directors for the unexpired term. A director elected to fill a vacancy shall be elected for the unexpired term of his/her predecessor in office and shall serve until his/her successor is elected and qualified.

Section 3. Meetings of the Directors

3.1 Open Meeting Law. All meetings of the Directors shall be conducted in accordance with to LA-R.S. 17:3996(B), are subject to the Open Meetings Law, LA-R.S. 42:4.1 et seq., except when the board convenes in executive session as provided by law.

a. no quorum of the Board of Directors shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and

b. no executive session shall be held until:

(i) the Board of Directors shall have first convened in an open session, for which notice shall have been given in accordance with law,

(ii) a majority of the Directors at such meeting shall have voted to go into executive session,

(iii) the vote of each Directors shall have been recorded on a roll call vote and entered into the minutes, and

(iv) the President (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Directors shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

3.2 Regular and Special Meetings. Regular meetings of the Board of Directors will be held once a month. The President may call special meetings at any time and shall be called by the Secretary or his/her designee following a written application of two or more voting members of the Board of Directors. Meetings will be held at 1012 Beech Street.

3.3 Executive Session/Closed Meeting. If any meeting is closed pursuant to the exclusions containing in the Open Meeting Act the closure:

- If made in an open meeting, shall be approved by a majority vote of a quorum of the Board of Directors, the authority for the closure and the subject discussed shall be stated with reasonable specificity in the motion calling for a vote on the closed meeting; the votes shall be taken in an open meeting, and the vote of each individual member for or against closure shall be recorded in the minutes. Only those subjects announced or voted on prior to closure by the Board may be discussed in the closed meeting

- If called for when the Board of Directors is not in an open meeting, shall not be held until public notice, appropriate under the circumstances, stating the specific provisions in the law authorizing the Closed/Executive meeting and stating with reasonable specificity the subject to the discussed, is given to the members of the media and general public by posting such meeting at Destiny Academy Charter School.

3.4 Meetings Using Communications Equipment. Unless otherwise provided by law or the charter, Directors may participate in a meeting of the Board of Directors by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time, and participation by such means shall constitute presence in person at a meeting.

3.5 Quorum. A majority of the Directors then in office shall constitute a quorum, but a lesser number may, without further notice, adjourn the meeting to any other time. At any meeting of Directors at which a quorum is present, the vote of a majority of those Directors present shall decide any matter unless the Charter, these By-Laws, or any applicable law requires a different vote.

3.6 Voting. Members of the Board shall vote "yes" affirming the action requested, or "no" rejecting the action requested. Members of the Board will not be allowed an "abstain" vote meaning they are taking no position in regard to the final outcome of that particular issue unless there is some vested interest in the matter.

3.7 Notice of Meetings. Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Directors shall be given to each Directors by the Secretary or, in case of absence, by the officer or one of the Directors

calling the meeting. Such notice shall be given to each Directors in person, by mail or by telephone, or electronic mail sent to such Director's usual business or home address at least 7 days in advance, unless shorter notice is adequate under the circumstances.

3.8 Agenda of Meetings. The Board President and Chief Executive Officer are responsible for preparing and distributing the agenda. A report containing supporting information should accompany the agenda as a matter of procedure.

1. The board secretary will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted.
2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be made available to the public within one week of the meeting date. Minutes will be available for public view at the proposed school.

The agenda shall be mailed, emailed or delivered to members of the Board of Directors no later than ten days prior to the meeting exclusive of the addendum agenda. Regular meetings shall be announced a minimum of one week in advance to all concerned populations through school calendars/announcements, etc. Items may not be added to the agenda by the Chief Executive Officer or by a board member less than five days (addendum agenda exception), prior to the meeting except in the case of an emergency.

An emergency is defined as unforeseen circumstances, if not addressed immediately by the Board of Directors will likely result in an injury or damage "personally or professionally" to a person or property or substantial financial loss to Destiny Academy Charter School or its Board of Directors.

Individuals wishing to appear before the Board of Directors at a regular meeting may do so by signing the appropriate form at the entrance of the location of the meeting at the board meeting as published prior to the starting time of the meeting. Only Board of Directors members or the Chief Executive Officer as a matter of procedure may submit an item on the agenda for consideration.

Such items shall be submitted in writing (and must be received) to the Board President or the Chief Executive Officer a minimum of five working days in advance of that regular meeting, stating the request. The final agenda will be available to the Board, general public and school's constituency as well as the media upon request minimally 72 hours in advance of the regularly scheduled starting time of the meeting as well as at the meeting site.

The official records of the Board of Directors shall be kept in the office of the Chief Executive Officer and are subject to public view upon reasonable request. Copies will be furnished within 72 hours of written request being submitted to the principal as a part of the procedure for a nominal fee.

All meetings are conducted in accordance with the Louisiana Statutes and the Open Meetings Act.

3.9 Conduct of Meetings. Agenda for Meetings: There shall be three types of items that may appear on the agenda identifying the appropriate event or activity with each.

1. Information/Report Item: This shall be an item which will report results of a committee hearing, a positive or negative incident which is deemed necessary for the Board of Directors to be aware of as a matter of procedure.

2. Discussion Item: A discussion item may be transformed into an action item or simply discussed as a particular item on the agenda. First readings are discussion items and are not action items by definition.

3. Action Item: All items that have action attached to it and require a vote of the Board of Directors one way or the other are action items. The Board may approve or reject such item or may table as may be applicable, but in any and all cases a vote must be taken by the Board of Directors.

The Board President shall announce each item. Members requesting comment address, or question of any aspect of a particular item on the agenda must ask the Board President for an opportunity to speak. Members of the Board of Directors shall request such by addressing the Board President as Mister or Madam President. Upon acknowledgement, comments and/or questions may be addressed for that item only.

The Board President shall determine when discussion has been satisfied or fully completed including public comment input and may rule in concert with Robert's Rules as to when the question will be addressed.

Motions – When appropriate a motion and second is required prior to discussion, completion of discussion, or a call for the question. The President shall then conduct a vote on the motion or amended motion.

3.10 Addressing the Board of Directors. An individual may speak on any item that appears on the adopted agenda other than personnel by signing on the request sheet that is provided at the Board of Directors meetings, subsequently after being recognized by the Board President, the guest may speak. Complaints about an individual and/or employees or any personnel matter will not be heard as a matter of procedure. Board of Directors members may not respond other than the Board President or Chief Executive Officer to the individual or individuals making comments at this point, one way or the other.

Section 4. Officers of the Board

4.1 Numbers and Qualifications. The officers of Destiny Academy Charter School shall be a President, Vice President(s), Treasurer/Secretary, and such other officer, if any, as the Board of Directors may determine. An individual may hold more than one office at the same time.

4.2 Election and Tenure. The President, Vice President(s), Treasurer, and Secretary shall be elected annually by the Board of Directors at the January meeting. Other officers, if any, may be elected by the Board of Directors at any time. If the office of President, Vice President(s), Treasurer, or Secretary becomes vacant, the Directors shall elect a successor.

4.3 Other Officers. Other officers shall have such duties and powers as may be designated from time to time by the Directors.

4.4 Duties and Responsibilities of the Board. The Board has the following officers: President, Vice President (2), Treasurer, and Secretary. In practice, the President reviews and gives final approval to the staff-general agenda and moderates the monthly meetings. The Vice President (2) presides over board meetings in the absence of the President. The 2nd Vice President may be asked to preside over meetings in the absence of the President or Vice President, and works with the other officers to annually evaluate the Chief Executive Officer and to agree on a recommendation to the full board on the Executive Director's compensation.

President: The president shall preside at all meetings of the members and of the Board. The President: 1) chairs the Audit Committee; 2) works with the Chief Executive Officer to draft meeting agendas and calendars; 3) facilitates and structures Board conversations ensuring equitable participation by all Board members; 4) appoints committee chairpersons and coordinates all Board committees; 5) regularly communicates with the Chief Executive Officer around issues of key importance to Destiny Academy Charter School; 6) guides external communications; and 7) serves as the alternate spokesperson for Destiny Academy Charter School. The president may execute any deeds, mortgages, bonds, contracts, or other instruments that the Board members have been authorized to be executed with the recommendation of the Chief Executive Officer. However, the president may not execute instruments on behalf of the school, except with the consultation of the Chief Executive Officer. The president shall perform other duties prescribed by the Board members and all duties incident to the office of President.

Vice President(s): The role of vice president is to serve in the absence of the president or if she/he is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers

of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of Directors.

Secretary: The role of the secretary is to administrate documentation and communication of Board activities. The secretary shall also chair the Governance Committee. Other responsibilities include:

- Give all notices as provided in the bylaws or as required by law;
- Take minutes of the meetings of the members and the Board of Directors and keep the minutes as part of the corporate records;
- Maintain custody of the corporate records and of the seal of the School;
- Prepare any correspondence the Board deems necessary;
- Maintain a calendar of all scheduled board meetings; and
- Perform duties as assigned by the president or by the Board.

Treasurer: The role of the Treasurer is to oversee the financial processes of the foundation and the proposed school to ensure that: 1) the corporation is fiscally stable; and 2) all transactions are documented in accordance with GAAP principles. The treasurer will chair the Finance Committee. Other responsibilities include:

- Have charge and custody of and be responsible for all funds and securities of the School with the assistance of the Chief Executive Officer;

Oversee the implementation and management of school budget;

- Maintain the financial books and record of the School;
- Prepare financial reports;
- Perform other duties as assigned by the president or by the Board members.
- Review the school's annual budget periodically;
- Oversee the preparation of monthly accounting statements to the Board.

Chief Executive Officer: The role of Chief Executive Officer shall include the following:

- **Governance:** 1) Assists the Board in developing Destiny Academy Charter School's vision, overall direction, and short and long-term goals; 2) works with the Board President to establish the Board's role, annual calendar, meeting agenda, and accountability measures; 3) keeps the Board fully informed of the condition of Destiny Academy Charter School, including all material legal issues; 4) recommends policy positions concerning mission and program, governance and management, and legislation; 5) leads the implementation of Board policies; 6) works with the Board to recruit, screen, and nominate new Directors and is empowered to require a 2/3 vote of approval for new Directors; and 7) helps the Board monitor and evaluate organizational effectiveness.
- **Personnel:** 1) Manages the daily operation of Destiny Academy Charter School and provides general oversight of all programs and scholastic activities; 2) manages, evaluates, and leads the creation of professional development programs for the Principal, Business manager, and all non-teaching staff; 3) oversees the management, evaluation, and creation of professional development programs for all staff; 4) leads recruitment, hiring, and promotion of all personnel; and 5) reviews and approves contracted services.
- **Educational environment, programs, and policies:** 1) Sets the tone for Destiny Academy Charter School's culture of achievement; 2) ensures that programs adhere to the school's mission and purposes, board policies, regulatory requirements and Destiny Academy Charter School; and 3) assesses the implementation and outcomes of programs and works (with Principal) to ensure effective design and implementation.

- **Budget and Finance:** 1) Directs control of budget upon its approval by the Board; 2) monitors and reports the financial status of school accounts, food service, housing, and bookstores; 3) works with the Board to ensure financing to support long and short-term goals; and 4) helps the Board and its development committee to design, implement, and monitor a viable fundraising plan, policies and procedures.
- **Legal:** 1) Leads the preparation of the annual report and charter renewal application; 2) assures the filing of all legal and regulatory documents; and 3) monitors compliance with relevant laws and regulations.
- **Community relations and strategic partnerships:** 1) Lead spokesperson for Destiny Academy Charter School, responsible for issuing “State of the School” addresses and for assuring proper representation of Destiny Academy Charter School and the Board to the community, government entities, businesses, foundations, organizations, and potential donors; 2) regularly works and communicates with the Parent Leadership Team and community based organizations; and 3) participates with the Louisiana Charter School Association. Ethics and values: embodies the core values and ethics of Destiny Academy Charter School at all times.

4.5 The Budget. The adoption of the annual operating budget is the responsibility of the Board of Directors. The Chief Executive Officer and the Business Manager will prepare and present the upcoming school year budget to the Board of Directors for approval. The process will include specific budget information along with the Board of Directors input as a matter of procedure with recommendations from the Chief Executive Officer and the Principal establishing priorities as to what the charter expects as a major focus for Destiny Academy Charter School. The Business Manager and the Chief Executive Officer will also be expected to speak to various programs, contracts, Louisiana laws and Public Education Department regulations which govern the issuance of contracts as well as policies, requirement and regulations established. The Board of Directors will approve the submitted budget in March of each school year, for the next fiscal year. All rules/regulations/fiscal policies and financial procedures are subject to and/or subordinate to the laws of the State of Louisiana and the federal government as a matter of policy as performed by the administration of Destiny Academy Charter School on behalf of its Board of Directors.

4.6 Insurance. Voting members of the Board of Directors shall be covered with liability insurance as per local and state law and requirements.

Section 5. Election, Recruitment and Removal of Officers

5.1 Election of Officers. The officers of the Board of Directors shall be elected by the Board members at the regular annual meeting in January. If the election of officers is not held at this meeting, the election shall be held as soon thereafter as is conveniently possible. Each officer shall hold office until a successor is duly selected and qualified. An officer may be elected to succeed him or herself in the same office.

5.2 Removal of Officers. Any officer elected or appointed by the Board of Directors members may be removed by the Board of Directors with a simple majority vote with or without good cause. The removal of an officer shall be without prejudice to the contract rights, if any, of the officer.

5.3 Recruitment. The Board of Directors will consist of at least seven but not more than eleven members. The Board seeks individuals who are committed to the mission and learning goals of Destiny Academy Charter School. Potential Board members will have knowledge and skills they can contribute to the existing Board of Directors.

The Directorship Committee will be established to prospect, contact, recruit, orient, support, provide on-going training, and evaluate board members. The committee will write a job description for board members, create a profile of the initial board, review the goals and strategies set by the board, and focus recruiting on board members with specific skills that will

enable the board to reach its goals.

Final selection of new members of the board will be a result of a majority vote by the existing board members.

5.4 Candidate Criteria. Those members up for election to any one of the positions identified shall be selected based upon the following criteria:

- Candidates must complete a statement/application of interest to serve in an appointed role prior to June 1st of the cycle.
- The individual must be a willing participant in the understanding, awareness and involvement of student learning at Destiny Academy Charter School.
- He/she must demonstrate a sense of loyalty and possess a strong character to be considered for any position. This means that violation of any law, regulation, rule, that any staff member or the general populace is subject to would serve as cause for that person's expulsion or termination of consideration for that role.
- Each individual must be willing to serve as a contributing member and is expected to subscribe to and honor the charter of Destiny Academy Charter School well as its established rules and regulations.
- Members are required to participate in governing board/school board training sessions sponsored by various organizations including the Louisiana Board Association, the National School Board Association, Louisiana Department of Education, and other such organizations/institutions where appropriate.
- An orientation session is also required in advance of the first regular meeting prior to being allowed to vote as a matter of board policy.
- Members may not miss more than two regular meetings without being properly excused by the full board as a matter of procedure.

Final selection of new members of the board will be a result of a majority vote by the existing board members.

5.5 Training. In order to establish a strong foundation, orientation and training is necessary for Board members to understand the school laws, accountability and compliance requirements, and their overall responsibilities. Upon approval of the charter proposal, the Board president and the secretary will organize an orientation program along with the principal. The goals of the Board orientation will be to:

- Discuss the mission, vision, and goals of the proposed school;
- Communicate the mission, goals, and values of the proposed school;
- Define the roles and responsibilities of the Board;
- Provide an overview of the proposed school's educational program; and
- Discuss the bylaws of the Board.

In addition to initial Board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all board members. Board member will receive 12 hours of training during his or her first year of service. The Board members training will include six major topics. The subsequent years, the Board training will be 5 hours for returning members. Board trainings will be on going and will address issues pertinent to non-profit governance, school management, and administration.

To complete this twelve-hour training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally, professional consultants, lawyers, and educators who have extensive knowledge and expertise in those six areas listed below will be hired to provide board training workshops. At the end of training, the Board members will take a written test on those topics.

There will be on-going opportunities for additional training and professional development for the

Board including but not limited to visits to other top performing public and private schools in the area. Members of the Board will be encouraged to participate in annual conferences, meetings and trainings of the Louisiana Charter School Association and the Louisiana Department of Education Department.

Section 6. Code of Ethics:

6.1 Ethics. It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board are volunteers and no board member is paid for the services he or she provides. To this end, the board members, officers, and employees of Destiny Academy Charter School will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The board members and the school administrators shall not engage in any "self-dealing transactions," except as approved by the board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction;
 - (a) is approved or authorized by the board in good faith and without unjustified favoritism, and
 - (b) results in a benefit to one or more board member or their families because they are in a class of persons intended to be benefited by the program.
2. Every board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to:
 - a) a self-dealing transaction, (b) a conflict of interest, (c) indemnification of that director uniquely; or (d) any other matter at the discretion of a majority of the board members.
3. Not more than twenty percent (20) of the people serving on the board of may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
4. Any director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, Directors or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
6. No director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - Individuals associated with an educational entity (including but not limited to schools of

education) some of whose faculty may be providing paid services directly or indirectly to such charter school;

- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
- Members of the faculty of the charter school.

7. In no instance shall a Directors, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.

8. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board. If this occurs, a director shall write a letter disclosing all known facts prior to participating in a board discussion of these matters and the director's interest in the matter will be reflected in the board minutes.

9. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

10. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$20 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

11. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the board or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the Board of Directors and all committees with board-delegated powers shall contain:

- **Names of Persons with Financial Interest:** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.

- **Names of Persons Present:** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each board member, principal officer and member of a committee with board-delegated powers shall annually sign a statement that affirms that such person;

- Understands that the foundation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the foundation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the foundation may conduct periodic reviews.

Section 7. Committees

7.1 Appointment and Duties. The Board of Directors shall annually appoint such standing committees and task forces as the Board may deem proper and prescribe their membership, powers, and duties. The Board of Directors, or the President acting under the authority of the Board, may appoint such other boards and committees, as the Board may deem necessary.

7.2 Standing Committees. Standing committees of the Board may include but are not limited to the Finance, Audit, and Governance. Each Committee shall hold office for one year and until a new Committee is appointed.

- **Finance Committee** – reviews budget proposals and year-to-date expenses and revenues;
- **Audit Committee** – elects an auditor, reviews the annual audit, and reports to the full board; and
- **Governance Committee** – responsible for board recruitment and development.
 - a. **Finance Committee.** Chaired by the Treasurer of the Board. This committee shall monitor, review, revise, and approve operating budgets; secure financing and/or loans; ensure the use of accepted accounting and tax procedures, monitor payroll and purchasing activities, arrange an annual audit and submission to the Board; and provide policy advice on legal matters.
In addition this committee will develop short and long-term Board strategies and implementation plans for fundraising, in-kind donations, and public and private sponsorships.
 - b. **Audit Committee.** Chaired by the Board President. The President will be responsible for the election of an auditor, reviews the annual audit, and reports to the full board.
 - c. **Governance Committee.** Chaired by the Board Secretary. This committee shall work with the Chief Executive Officer to nominate new Directors; hold Directors accountable for attendance at Board meetings; lead an annual performance review of the Chief Executive Officer and the Board; coordinate and implement a professional development plan for the Chief Executive Officer and the Board; plan and implement orientation for new Board members; and conduct succession planning.

Section 8. Chief Executive Officer

8.1 Selection. The Chief Executive Officer shall be appointed by the Board of Directors and shall serve at the pleasure of the Board of Directors and shall receive such compensation as the Board may direct. The Board of Directors shall conduct an annual review of the Chief Executive Officer. The Chief Executive Officer may only be terminated by a unanimous vote of the Board of Directors.

8.2 Chief Executive Officer. The Chief Executive Officer will be an ex-officio member of all Standing Committees and task forces.

8.3 Duties. The Chief Executive Officer shall carry out the policies established by the Board of Directors and shall be directly responsible to the Board of Directors. The Chief Executive Officer shall have general management of the artistic, academic, and administrative operations of Destiny Academy Charter School and shall prescribe and direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting to the State of Louisiana. The Chief Executive Officer shall prepare an annual budget for submission to the Board.

The Chief Executive Officer shall employ and discharge all personnel, prescribe their duties and terms of office, shall set their salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct annual reviews, with the assistance of the Principal, of all personnel.

Section 9. Compensation and Personal Liability

9.1 Compensation. No Directors or officer shall receive any compensation for services rendered as a Directors or officer. Notwithstanding the foregoing, any Directors or officer may receive reasonable compensation for services rendered as an employee or subcontractor of Destiny Academy Charter School and any Directors or officer may, if authorized by the Chief Executive Officer or the Board of Directors, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Directors or officer in the performance of duties as a Directors or officer. Any Directors must make full disclosure to other members of the Board of

any compensation received.

9.2 Board of Directors per diem in mileage. Board of Directors shall be entitled to receive \$105.00 per day pursuant policy to the per diem and \$0.65 per mile or the going rate consistent with the mileage policy. The per diem and mileage paid for attendance at meetings or for other activities in which per diem and mileage are allowed shall be the maximum allowed set forth by applicable state regulations unless the Board of Directors shall by resolution provide for a lower amount. The Board of Directors may also by resolution specify the types of activities for which per diem may be received provided that such specification may include any activities in which per diem and mileage would not be permitted by the per diem and mileage act or applicable state regulations interpreting or implementing that act. Per diem may be paid for preapproved training sessions other than regularly scheduled Board of Directors meetings or standing committee or overnight travel regarding Board of Directors business as needed and provided such request if approved by the Board of Directors

Section 10. Amendments

10.1 Amendments. These bylaws may be altered, amended, or repealed by an affirmative vote of a majority of Directors then in office, at any annual meeting of the Directors or special meeting of the Directors, provided, however, that notice shall be given in the notice of the meeting that an alteration, amendment, or repeal of the bylaws will be proposed and that no amendment shall take effect until approved by the Louisiana Board of Education.

Appendix 7

Do you plan to use a financial manager or back office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of services. If it is an individual financial manager, provide the resume as **Appendix 7**.

N/A, DACS does not plan to use a financial manager.

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.

Insurance Plan for Destiny Academy Charter School

Introduction and Purpose

Destiny Academy Charter School is dedicated to ensuring a safe, secure, and supportive educational environment. This Insurance Plan details comprehensive coverage designed to protect the school's assets, staff, students, and governing body. These policies aim to mitigate potential risks, adhere to regulations, and support the school's long-term financial and operational stability.

I. Insurance Coverage Overview

A. Workers' Compensation Insurance

- **Aggregate Limit:** \$1,000,000 per occurrence
- **Purpose:** Provides financial support for employees experiencing workplace injuries or illnesses.
- **Coverage Details:** Includes medical expenses, rehabilitation, and partial wage replacement.
- **Coverage Level:** Meets or exceeds state requirements and adjusted based on risk assessment.

B. General Liability Insurance

- **Aggregate Limit:** \$1,000,000
- **Purpose:** Protects against claims related to bodily injury, property damage, or personal injury occurring on school property or during school activities.
- **Coverage Details:** Covers legal defense expenses, settlements, and judgments.

C. Property Insurance

- **Aggregate Limit:** \$2,000,000
- **Purpose:** Safeguards school buildings, equipment, and educational resources.
- **Coverage Details:** Protection from loss due to fire, theft, vandalism, natural disasters, and other insured risks.
- **Coverage Level:** Based on asset replacement value assessments to ensure full recovery.

D. Indemnity (Umbrella) Insurance

- **Aggregate Limit:** \$2,000,000
- **Purpose:** Offers supplementary coverage beyond standard liability limits for large or catastrophic claims.
- **Coverage Details:** Provides an additional safety net for claims exceeding primary coverage limits.

E. Directors and Officers (DandO) Insurance

- **Aggregate Limit:** \$1,000,000
- **Purpose:** Protects board members and key administrators from personal liabilities arising from official actions and decisions.
- **Coverage Details:** Includes legal defense fees, settlements, and judgments related to allegations of wrongful actions in official capacities.

F. Automobile Insurance

- **Aggregate Limit:** \$1,000,000
- **Purpose:** Covers vehicles owned or operated by Destiny Academy Charter School.
- **Coverage Details:** Liability, collision, and comprehensive coverage tailored to vehicle use and risk level.

G. Additional Coverage Options

- **Cyber Liability Insurance:** Aggregate Limit: \$500,000
 - **Purpose:** Protects against data breaches, cyber-attacks, and technology-related vulnerabilities.
- **Special Event Insurance:** Aggregate Limit determined per event based on risk assessment.

- **Purpose:** Additional coverage for school-sponsored activities with heightened risks.
- **Other Policies:** Limits and coverage determined based on regular risk assessments and emerging school needs.

II. Fire Prevention and Safety Equipment Inspections

- Routine scheduled inspections of all fire prevention and safety equipment.
- Compliance with local fire codes and state regulations to maintain operational and safety standards.

III. Implementation and Administration

- **Annual Review:** Regular evaluations by school administration and Board of Directors to confirm adequacy and appropriateness of coverage.
- **Insurance Broker Partnership:** Collaboration with experienced brokers for optimal coverage and competitive pricing.
- **Documentation:** Centralized storage and management of policy documents, certificates, and related records.
- **Integrated Risk Management:** Complementary proactive strategies, including safety training, facility maintenance, and comprehensive emergency preparedness.

This comprehensive insurance plan is strategically designed to ensure robust protection and operational stability, aligning with charter school regulatory requirements and industry best practices.

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.

Destiny Academy Charter School

Course Offerings by Diploma Type and Grade Level (2026–2031)

This outline provides a detailed, grade-by-grade view of the academic and career course offerings available to Destiny Academy Charter School students from launch through Year 5 (2026–2031). Course options align with Louisiana's graduation requirements for the TOPS University Diploma and the Jump Start TOPS Tech Diploma.

YEAR 1 – 2026–2027 (Grades Prek–3)

Grade Levels Served: Prek, K, 1st, 2nd, 3rd

Focus: Foundational Literacy, Numeracy, and Social-Emotional Learning (SEL)

- English Language Arts (Wit and Wisdom, Guidebooks)
- Math (Eureka Math, Zearn)
- Science (Amplify/Hands-on Investigations)
- Social Studies (LDOE-aligned K–3)
- SEL: Second Step/CASEL-aligned lessons
- Technology Integration: Keyboarding, digital literacy exposure
- Enrichment: Art, Music, PE

YEAR 2 – 2027–2028 (Grades Prek–5)

Grade Levels Served: Prek through 5th grade

Focus: Literacy expansion, Intro to STEM, Gifted supports begin

- Core Content: ELA, Math, Science, Social Studies
- SEL and Character Education
- Enrichment: PE, Art, Intro to Coding
- Literacy Interventions and Accelerated Reading
- Math Intervention with DreamBox/Zearn
- Career Awareness: Junior Achievement, EVERFI modules

YEAR 3 – 2028–2029 (Grades Prek–7)

Grade Levels Served: Prek through 7th grade

Focus: Expanded enrichment and elective rotations; introduction to career clusters

- Core Content: 6th–7th Grade ELA, Math, Science, Social Studies (Tier 1 aligned)
- CTE and STEM Electives: Introduction to Health Careers, Technology Skills
- Enrichment Electives: Digital Literacy, Music Production, Visual Arts, Agriculture
- SEL: Peer leadership, trauma-informed workshops
- Career Awareness: IBC-aligned exposure modules begin (Pathways in CTE)

YEAR 4 – 2029–2030 (Grades Prek–9)

Grade Levels Served: Prek through 9th grade

Focus: ACT preparation, first high school credit-bearing courses, dual pathway options start 9th Grade (HS Credit Courses Begin):

- TOPS University Track:
 - English I
 - Algebra I
 - Biology I
 - Civics
 - Health/PE I
- Jump Start TOPS Tech Track:
 - CTE Survey or Career Readiness 101
 - NCCER Core/Intro to Skilled Crafts

- Customer Service or Intro to Business (EVERFI)
- Health/PE I
- Common to Both:
 - Digital Media I
 - SEL, ACT Prep Foundations, Study Skills

YEAR 5 – 2030–2031 (Grades Prek–12)

Grade Levels Served: Prek through 12th grade

Focus: Dual enrollment, IBC acquisition, personalized senior year tracks

10th–12th Grade Course Offerings by Diploma Type

TOPS University Diploma Track:

- English II, III, IV (AP Lit option)
- Geometry, Algebra II, Advanced Math/Pre-Calc
- Chemistry, Environmental Science, Physics
- U.S. History, World Geography, World History
- Foreign Language: Spanish I and II
- Art or Music Appreciation
- Dual Enrollment Options (Math 101, English Comp, Sociology, Speech)

Jump Start TOPS Tech Diploma Track:

- Workplace English, Business Writing
- Math Essentials, Financial Literacy, Algebra I
- Environmental Science, CTE Science Connection
- Customer Service, Ag Tech, Small Engines, Digital Media II
- IBC Courses: OSHA 10, NCCER Carpentry I, ServSafe, First Aid/CPR, Microsoft Office Specialist
- Internships, Virtual Work-Based Learning (LRAEF, LWC approved)
- Senior Capstone: Entrepreneurship or Career Portfolio

Additional Shared Courses and Supports (All Diploma Types)

- ACT Prep and Retakes (Grades 10–12)
- FAFSA Completion and Financial Aid Workshops
- Postsecondary Advising and Career Coaching
- Mental Health Counseling, SEL, Peer Mentorship
- Dual Enrollment with Louisiana Delta Community College

Notes:

- All students will be enrolled in a diploma pathway by the end of 9th grade
- Credit recovery, summer bridge, and academic enrichment offered as needed
- Students with disabilities and ELs will receive tailored accommodations and supports throughout all grade levels

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.

Destiny Academy Charter School

Course Offerings by Diploma Type and Grade Level (2026–2031)

This outline provides a detailed, grade-by-grade view of the academic and career course offerings available to Destiny Academy Charter School students from launch through Year 5 (2026–2031). Course options align with Louisiana's graduation requirements for the **TOPS University Diploma** and the **Jump Start TOPS Tech Diploma**.

ADVANCED, DUAL ENROLLMENT, CTE, AND COLLEGE PREP COURSE OFFERINGS (2026–2031)

Grade Level	Advanced Placement (AP)	International Baccalaureate (IB)	Dual Enrollment	ACT Preparation	Career and Technical Education (CTE)
6th Grade	N/A	N/A	N/A	College Awareness Activities	Career Awareness (EVERFI, Intro to Digital Literacy)
7th Grade	N/A	N/A	N/A	College and Career Exploration	Intro to Health Sciences, Digital Media Exploratory
8th Grade	N/A	N/A	N/A	ACT Bootcamp Foundations	Technology Applications, AgriScience I
9th Grade	Pre-AP English I	IB MYP Language and Literature	N/A	ACT Prep Lab (weekly elective)	NCCER Core, Customer Service, Intro to Business, Digital Media I
10th Grade	AP Human Geography (pilot)	IB MYP Individuals and Societies	College Algebra, English Comp I (LDCC)	ACT Intensive Course	OSHA 10, ServSafe, Microsoft Office Specialist, AgTech Fundamentals
11th Grade	AP English Language, AP Biology	IB DP Language and Literature, IB DP Biology	English Comp II, Psychology 101, Speech 110	ACT Retake Prep + Tutoring	NCCER Carpentry I, First Aid/CPR, Digital Media II, Small Engines
12th Grade	AP Literature, AP U.S. History	IB DP History, IB DP Theory of Knowledge	College Algebra II, Sociology, Public Speaking	Final ACT Strategy Review + Individual Tutoring	Entrepreneurship, Senior Capstone Project, Internship/Job Shadow

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 Brumfield v. Dodd, 405 F. Supp. 528 (E.D. La. 1977).	X	
10	The school will provide free transportation to students as stipulated in the Charter Operating Agreement.	X	
11	The school charter includes provisions regarding the safety and security of the school.	X	
12	The school charter includes provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	X	
13	The school charter includes a plan for collecting data in accordance with R.S. 17:3911.	X	
14	The school charter includes personnel policies and employment practices applicable to the school's officers and employees.	X	
15	The school charter includes provisions regarding liability issues.	X	
16	The school charter includes employee grievance processes and policies.	X	
17	(Beginning August 1, 2024) Each president of a BESE authorized charter board shall participate in at least one hour of board governance, special education, and financial management training within one year of assuming the role.	X	
18	(Beginning June 1, 2025) Each new member of the board of directors of a BESE authorized	X	

	charter operator shall participate in at least one hour of board governance, special education, and financial management training within one year of appointment to the board.	X	
19	The charter school will ensure fiscal responsibilities per R.S. 17:3981.	X	
20	Charter schools will follow applicable state laws regarding the completion of approved numeracy skills per LAC28: 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: Clarence Dunmore	
Signature of Board Chair: X <i>Clarence Dunmore, III</i>	Date: <i>3/25/25</i>

ES.3.2 – Enrollment by Grade Level- open with grades Prek–3, adding one grade per year to reach Prek–12 by Year 5. Each grade will serve 30 students, totaling 1,380 students at full enrollment across all grades. **ES.5.1** – Improvement Since Prior Application- Since the 2023 denial, we added a CFO role (now reflected in the org chart), expanded our board to include 5 local members, and collected 400+ family inquiries through sign-up sheets at town hall meetings and school fairs. We also revised our school model and curriculum based on prior feedback.

EPC.6.2 – Evidence School Will More Effectively Serve the Community- DACS's model is based on KIPP Delta, which has demonstrated success with high-poverty, rural students. For instance, KIPP Delta College Preparatory School's 8th-grade students achieved proficiency rates of 27.69% in English Language Arts and 31.82% in Mathematics on the ACT Aspire assessments, surpassing local district averages of 18.82% and 22.35%, respectively. Additionally, KIPP Delta boasts a high school graduation rate of 91% and a college matriculation rate of 79%, significantly outperforming state averages. the effectiveness of the KIPP model in similar communities supporting its implementation at DACS Academy. **EPC.9.1** – Key Design Elements- DACS's model integrates STEM across all content areas using project-based learning units. SEL is implemented daily via structured morning meetings and restorative practices. A longer school day provides time for intervention blocks and enrichment aligned to our whole-child approach. **EPC.9.2** – Rationale for School Model- draws on KIPP Delta and North Star, both of which have proven success with underserved students. KIPP Delta's students outperform local peers in math and ELA, and 79% enroll in college. These models guide our focus on high expectations, extended learning time, and SEL to meet the needs of our rural, high-poverty student population. **EPC.10.1** – Core Curriculum and Alignment- use Tier 1 curricula: Guidebooks for ELA, Eureka Math, PhD Science, and Louisiana Social Studies. All are and support rigorous, grade-level instruction across content areas. **EPC.10.2** – Curriculum Quality All core curricula (Guidebooks, Eureka Math, PhD Science, Louisiana Social Studies) include embedded supports for remediation and extension. Teachers will use small-group instruction, exit tickets, and diagnostic tools to adjust pacing and meet the needs of struggling and advanced learners. **EPC.11.4** Hybrid Learning Attendance Notification- Attendance will be monitored via PowerSchool LMS and daily teacher check-ins. Parents will receive automated notifications through email, phone, and SMS alerts for unexcused absences, triggered after one missed period and followed up by the family liaison within 24 hours. **EPC.12.1** – Academic Goals-By Year 3, 70% of students will score at or above Basic on LEAP ELA and Math. At least 80% of students will show one year of academic growth annually, as measured by diagnostic and interim assessments aligned to state standards. **EPC.14 Series** – Diverse Learners and Supports- **EPC.14.1 & 14.2**: SWD Identification via Louisiana Bulletin 1508; IEPs aligned to grade-level standards. Progress monitored via EdPlan, with quarterly reviews. Over-identification triggers audit and corrective action via Student Support Committee. **EPC.14.2** – English Learners- identify ELs using the Home Language Survey and ELPT screener upon enrollment. Certified staff will provide ESL instruction and language supports. EL plans will be reviewed annually, and all procedures will comply with Louisiana Bulletin 111 and federal EL guidelines.

EPC.14.3 – Struggling Students: identify students performing below grade level using a combination of universal screeners, teacher observations, and diagnostic assessments administered three times per year. Students flagged for support will receive daily intervention during a dedicated block built into the master schedule. Instruction will include small-group, skill-based lessons aligned to individual needs. Progress will be monitored every 6–8 weeks interim assessments, and intervention plans will be adjusted accordingly in collaboration with instructional leaders and families. early identification, targeted support, and continuous monitoring to accelerate academic growth. **EPC.14.4:** ELLs identified using Home Language Survey and ELPT screener. ILPs developed for each ELL with instruction via Imagine Learning. Progress monitored quarterly; disproportionality addressed via data review and cultural bias training. **EPC.14.5** – Advanced Learners- identify advanced learners using a combination of academic screeners, classroom performance data, teacher recommendations, and diagnostic assessments. Students performing significantly above grade level will receive enrichment through differentiated instruction, project-based learning extensions, and small-group challenges aligned to their strengths. Where appropriate, students may be provided access to advanced content or compacted curriculum. Teachers will receive training in gifted and advanced learner strategies to support rigorous instruction that promotes deeper learning and engagement. Progress will be monitored through classroom assessments, and instructional adjustments will be made to support continued growth. **EPC.14.6** – Monitoring Progress of Students with Plans: monitor the progress of students with IEPs, EL plans, and other personalized learning plans through regular data collection, goal tracking, and collaboration among service providers. Special education and EL staff will review progress toward goals every 6–9 weeks using assessment data, classroom performance, and teacher input. Progress reports will be shared with families quarterly and during required IEP/EL meetings. Adjustments to services, accommodations, or instructional strategies will be made based on progress monitoring results. All monitoring will comply with IDEA, ESSA, and Louisiana state guidelines to support appropriate support and academic growth. **EPC.14.7 & 14.8:** Gifted identification via Bulletin 1508. Gifted IEPs implemented using acceleration plans, compacted curriculum, and pull-out programs. Proactive measures include periodic disaggregated analysis of referral rates. **EPC.14.7** – Preventing Disproportionality: Implement equitable referral processes that rely on multiple data sources—academic, behavioral, and observational—before initiating special education evaluations. Staff will receive annual training on implicit bias, cultural responsiveness, and nondiscriminatory referral practices. Referral patterns will be reviewed quarterly to identify and address any disproportionality, especially among subgroups such as Black students, English Learners, and economically disadvantaged 3 students. The MTSS team will monitor trends, support appropriate interventions are exhausted before evaluation, and make data-driven decisions using IDEA and Louisiana Department of Education guidance. **EPC.15.3** Due Process in Discipline-The Student Handbook outlines due process written notice, hearing with family, legal representation rights, and an appeals process escalating to the board within 10 days. These steps support compliance with R.S. 17:416 and IDEA.

EPC.15.5 Alternative Learning Setting Details-Suspended students will report to the onsite Alternative Learning Center (Room 102, Admin Wing), supervised by certified staff. They will receive digital and print academic assignments using classroom pacing guides. Counseling will be provided by DACS's licensed behavior specialist. **Appendix 1.1** Community Support Documentation- includes: 25 signed Intent-to-Enroll forms (with parent names redacted); 3 survey result summaries from over 100 parents 6 letters of support, from pastors, a city council member, and a Chamber of Commerce representative (all appendices and manuals are available). **Appendix 2.1** School Model Master Plan-includes: Inter-agency cooperation plan; Records policy (FERPA compliance; managed via JCampus); Statement of compliance (signed BESE policy acknowledgement) All staff positions (behavior specialist, family liaison, restorative coordinator) are now budgeted under Function 2100 in the five-year financial plan. **EPC.16.1** Family Engagement Staffing Alignment-The Director of Community Engagement is now budgeted in Year 1 at \$58,000 (Function 2300). Responsibilities include leading parent workshops, managing family feedback loops, and coordinating school events. Family Engagement Specialist role is merged into this position for sustainability. **OPC.19.1** Staffing Ratio Feasibility. The revised five-year budget supports the 1:15 ratio is funded by allocating full-time teachers for each grade level section and incorporating paraprofessionals in lower grades. Salary allocations align with MFP and Title II projections. **OPC.20.1** Staffing Policies-Hiring process includes position posting, screening, interview, and offer via standardized letter. Background checks through LDOE-approved vendor; contractors screened through Rap Back. Nondiscrimination policy aligns with EEOC. **OPC.21.1** Teacher Turnover Response- contract substitute coverage via ESS Services. Internal coaches (budgeted) will be assigned based on student need, with coverage load capped at 10 instructional hours/week. Emergency vacancies will trigger recruitment from alumni networks. **Appendix 4.1** School Leader Qualifications-An updated resume for DACS leader, who has completed the New Leaders Principal Residency Program, a nationally recognized training for transformational leadership. The school leader served for three years as a Principal's Assistant at a charter school in Tallulah. This role involved managing instructional leadership and student support systems. Supporting certifications and leadership evaluations are available. **Appendix 4.2** Director of Operations Job Description- The Director of Operations position requires a minimum of three years of experience in financial and operational leadership with full profit and loss (P&L) responsibility. Responsibilities include compliance oversight, vendor management, budgeting, and facilities coordination. This role supports DACS's financial sustainability and operational integrity. **Appendix 5.1** Board Member Resumes- Contains resumes for all eight board members. The board collectively brings professional experience in education, nonprofit governance, law, finance, and local civic leadership. Each member has a demonstrated commitment to advancing educational equity and outcomes for rural and underserved students. **Appendix 5.2** Board Member Residency Documentation- Residency has been verified for six of the eight board members, who reside in Madison or neighboring parishes. Verification is documented via utility bills and home address confirmation. A residency summary table and verification chart to support compliance with state

guidelines on geographic representation. **OPC.22.1** Staff Evaluation Procedures- implement a staff evaluation system based on the Compass Teacher Evaluation Model using Louisiana Bulletin 130. Teachers will be evaluated using multiple measures: (1) Professional Practice using Danielson's Framework for Teaching (50%), (2) Student Growth Measures based on LEAP and benchmark data (35%), and (3) Student Learning Targets (15%). Observations will occur twice annually—once unannounced—and formal feedback will be provided within 5 business days. Non-instructional staff will be assessed on goal achievement, service quality, and stakeholder feedback. **OPC.23.1** Administrator Evaluation Procedures-The Head of School and administrators will be evaluated annually by the Board of Directors using the following components: (1) schoolwide academic performance (ACT, LEAP, STAR growth), (2) leadership effectiveness (staff retention, family satisfaction surveys), and (3) fidelity to mission and compliance. A 360-degree evaluation tool will be used for feedback from teachers, families, and community partners. Evaluation results will inform renewal decisions and development plans. **OPC.24.1** Professional Development Plan- The PD plan is grounded in a job-embedded coaching model and classroom walkthroughs, student achievement trends, and teacher self-assessments. Monthly PD will include sessions on curriculum alignment, restorative practices, RTI, and differentiation. have a professional growth plan updated mid-year. External providers (e.g., NIET, New Teacher Center) will supplement learning quarterly. PD effectiveness will be measured through pre/post surveys and changes in student outcomes. **OPC.25.1** Leadership Pipeline and Succession Plan-To support sustainability, implement a leadership pipeline beginning in Year 2 through an Aspiring Leaders Fellowship. Teacher-leaders identified via performance and staff evaluations will receive mentorship, budgeting exposure, and administrative training. An emergency succession plan is included in the Board Policy Manual and identifies the Dean of Academics or Director of Operations as interim leaders if the Head of School resigns. **OPC.26.1** Schedule Sample and Rationale-DACS' daily schedule provides 180 minutes of ELA and math combined, with 45-minute blocks for science and social studies. Weekly schedules include: Daily SEL homeroom (20 min), Bi-weekly RTI blocks (40 min), Weekly Enrichment (Art, PE, Career Exploration), research on the benefits of sustained literacy/math instruction (NCEE, 2019), and allows time for targeted intervention.

OPC.27.1 School Culture and Climate Plan- School culture is anchored in Positive Behavioral Interventions and Supports (PBIS), culturally responsive teaching, and SEL. Core values (Respect, Responsibility, Resilience) are taught via daily morning meetings. Restorative circles occur weekly in grades 4–8. Culture walkthroughs will be conducted monthly by leadership. The school's Wellness Team will meet bi-weekly to review behavior data and recommend interventions. **OPC.28.1** Family Engagement Systems-DACS has a comprehensive family engagement strategy with regularly scheduled and structured opportunities for parent and caregiver involvement. Each quarter, host Family Nights focused on academic content, student progress, and wellness topics. In addition, monthly "Parent Coffee Chats" will provide informal opportunities for families to connect with DACS leaders and raise concerns or suggestions. Annual student-led conferences will give families direct insight into their child's academic performance and learning goals. These systems build trust, improve communication, and

empower families to be active participants in their children's education. **OPC.28.3** Community Partnerships and Input- formalize a Family Advisory Committee (FAC) that meets monthly to advise school leadership on policy decisions, program design, and family concerns. The Director of Community Engagement will coordinate all community-facing efforts and oversee formal relationships with organizations that support student and family needs. Current community partnerships include the Tallulah Literacy Council (after-school tutoring), Delta Health Alliance (health and wellness services), and multiple local churches (mentorship and outreach). Each partner will enter into a Memorandum of Understanding (MOU), and partnership activities will be documented and reviewed biannually. **OPC.29.1** Enrollment, Lottery, and Outreach-The lottery will be conducted per R.S. 17:3991(C)(1)(c)(i) with public notice and third-party verification. The open enrollment window will be posted online, shared with community groups, and advertised via radio/print. If applications exceed available seats, a public lottery will be held using a randomizer tool. All enrollment materials and policies are available in English and Spanish. **OPC.30.1** Transportation Plan- contract with Durham Services to provide transportation for students within 10 miles of DACS. Buses will be equipped with GPS and monitored through DACS operations team. Bus routes will prioritize students in low-access neighborhoods. DACS has budgeted \$86,000 a year for contracted transportation. **OPC.31.1** Facility Acquisition and Lease Details-DACS will operate at 400 East Craig Street, Tallulah, LA, under a signed five-year lease agreement with an option to purchase in Year 6. The property is centrally located in Madison Parish, ensuring accessibility for families across the service area. The lease agreement outlines maintenance responsibilities, compliance with school occupancy codes, and terms for expansion space should enrollment increase more rapidly than projected.

OPC.31.2 Facility -The facility is a 6,000 square-foot building 5 instructional classrooms, administrative offices, a cafeteria, a library/media center, and green space for recess and outdoor learning. Walkthroughs have been completed by a licensed architect and the local fire marshal. Their reports confirm the building's compliance with Louisiana building, health, and fire safety codes. The site is ADA-compliant and includes ramps, accessible restrooms, and safety signage. Renovations necessary to meet educational specifications (e.g., classroom partitions, technology wiring) are reflected in the Year 1 budget and will be completed prior to opening. All required permits will be secured by [date]. Renovation work, as outlined in the budget, will be completed by August [year] to ensure readiness by the first day of school." **FPC.33.1** Revenue Assumptions-DACS's five-year financial model is built upon conservative enrollment projections using Year 1–5 scaling plans. Major revenue sources include Louisiana's Minimum Foundation Program (MFP), federal Title I and II funds, special education funding, and local philanthropic support. MFP revenues are calculated using current per-pupil rates with a 2% annual growth buffer. Federal revenues are estimated based on proportional enrollment of economically disadvantaged and special populations, as outlined by the Louisiana DOE guidance. **FPC.33.2** Budget Expenditures and Function Codes-the proposed budget accounts for all major expenditure categories using state-defined function codes,: 1000: Instruction (salaries, benefits, instructional materials); 2000: Support Services (student services, guidance, professional development); 2700: Transportation; 4000: Facilities, maintenance, and capital outlay Expenditures prioritize classroom instruction, ensuring at least 65% of annual budget directly supports instructional functions. Technology costs for remote and blended learning environments are built into

Function 1000 and 2230. **FPC.33.3 Budget Narrative and Justifications-** The budget narrative explains the rationale for key line items. Salaries are benchmarked against regional charter averages. Professional development funds are allocated to external coaching partners and LDOE trainings. The budget supports a 1:15 student-teacher ratio in lower grades and includes paraprofessional support. A contingency reserve equal to 5% of annual operating expenses is set aside annually. **FPC.34.1 Staffing Alignment with Budget-** Staffing plans are fully using enrollment projections and instructional model. Year 1 includes 5 certified teachers, 1 special education teacher, 1 instructional coach, and 1 part-time administrator. Positions scale proportionately as enrollment grows. All staff costs (salaries, benefits) are reflected in the budget. Staffing plans are fully aligned with enrollment projections and the instructional model, ensuring the right number of personnel are hired to meet academic and support service needs. **FPC.34.2 Operational Capacity/Financial Systems-** DACS has engaged a financial services provider with charter-specific expertise to manage bookkeeping and compliance. The Director of Operations will oversee day-to-day financial tracking, using QuickBooks/financial dashboards reviewed monthly by the Finance Committee. Internal controls are documented in our manual. **FPC.34.3 Financial Sustainability and Contingencies-** The school has planned for financial sustainability through enrollment buffering, conservative revenue estimates, and multi-year fundraising targets. The annual 5% contingency reserve is accessible only with board approval and serves to mitigate unforeseen expenses or revenue delays. **FPC.34.5 Financial Oversight and Reporting-** Financial reports will be generated monthly and reviewed by the Finance Committee. Quarterly budget-to-actual reports will be presented to the full board. All reports will be publicly available per Louisiana's Open Meetings and Budget Acts. An annual external audit will be conducted. **FPC.35.1 Audit and Internal Controls-** contract with a licensed CPA firm for annual audits and follow LA Legislative Auditor guidelines. Financial controls include dual signatures on checks over \$2,000, segregation of duties, and monthly reconciliation by a third-party bookkeeper. Board Treasurer will chair the Finance Committee/review financial statements monthly. **FPC.36.1 Insurance Coverage-** DACS has secured a quote from Arthur J. Gallagher for the following: general liability (\$1M per occurrence), umbrella (\$3M), property and fire, educator's legal liability, and workers' comp. Insurance premiums are reflected in Function 2310 of the budget and will be renewed annually. **FPC.37.2 Fiscal Policies and Procedures Manual-** The Board has adopted a Fiscal Policy Manual covering procurement, expense approvals, conflict of interest, whistleblower protection, and financial reporting. All procurement over \$10,000 requires RFP; all expenses require documentation and board reporting. Documented in our manual. Documented in our manual, which upon request includes procurement, approvals, reporting timelines, and audit protocols. **HSA.1.1 High School Graduation Requirements-** adopt Louisiana's TOPS University and Jump Start Graduation Pathways. All high school students will complete 24 Carnegie units, core content (ELA, Math, Science, Social Studies), two years of the same world language, and required electives. Students on the Jump Start track will pursue an approved IBC and complete a credentialed internship. Career counseling begins in 8th grade to guide pathway selection. **HSA.2.1:** ACT preparation is embedded into daily instruction

beginning in Grade 9. Saturday ACT prep boot camps will be offered twice annually. **HSA.2.2:** Career readiness is supported through a partnership with Louisiana Delta Community College and includes career exploration electives, mentorships, and site visits. **HSA.2.3:** Dual enrollment will be offered starting Grade 10 through MOU with LDCC. Courses include College Algebra, English Composition, and Intro to Business. **HSA.2.5:** The school counselor will track students' Individual Graduation Plans (IGPs), support alignment with college and career goals, and coordinate FAFSA completion. **HSA.2.6:** Students will take the ACT in Grade 11. DACS will host FAFSA completion nights and college fairs. A College and Career Coordinator (budgeted) will provide one-on-one advising to support college access and financial planning. **HSA.3.1** High School Curriculum-All high school courses will utilize Tier 1 instructional materials: Guidebooks for ELA, Eureka for Math, and state-recommended high school science/social studies curricula. Courses will be using the Louisiana Student Standards, LEAP 2025 assessments, and graduation requirements. **HSA.4.1** Postsecondary Dual Enrollment Partnership- DACS has an MOU with Louisiana Delta Community College to offer dual enrollment and IBC courses for high school students. Courses will count toward graduation and workforce credentialing. **HSA.4.2** Industry Partnership Development- DACS is establishing agreements with regional employers to host internships, job shadowing, and industry-specific mentorships. Industry partners will serve on the Career Pathways Advisory Council. **HSA.4.3** Internship and Work-Based Learning- Internships will be embedded into the Jump Start Pathways. complete at least one internship using their Individual Graduation Plan (IGP) and supervised by both school and industry mentors.” and supervised by school and industry mentors. **HSA.4.4** Advisory and Pathways Council-A Career Pathways Advisory Council will meet quarterly to align school offerings with regional workforce needs. Members include educators, industry leaders, and workforce development partners. **HSA.4.1–HSA.4.4** Postsecondary Partnerships- partner with Louisiana Delta Community College for dual enrollment and career credentialing. Additional agreements with regional employers and internship hosts are in development. A Career Pathways Advisory Council will meet quarterly to align school offerings with workforce needs. **HSA.5.1 CTE Implementation-** offer Jump Start Pathways in Health Sciences, Information Technology, and Skilled Trades. CTE instructors will hold valid credentials, and students will graduate with at least one IBC. A dedicated CTE coordinator will oversee compliance, scheduling, and industry alignment. **HSA.6.1** Postsecondary Success Monitoring- Graduate tracking will occur via National Student Clearinghouse data, alumni surveys, and direct employer feedback. Outcomes (e.g., college persistence, employment rates, credential attainment) will be disaggregated by subgroup and reported annually to the board. Data will inform program improvements.

Appendix 8: Five-Year Budget- Are line-item budgets by year, MFP revenue estimates, staffing assumptions, benefits projections, facilities and renovation costs, and a 5% contingency reserve. Budget narratives provide justifications. Funding sources include MFP, federal Title funds, local donations, and grant-seeking strategies.