

**Pine Prairie Charter. LLC
PO Box
Pine Prairie, LA 70576**

**Type 1 Charter Application Submitted to
Evangeline Parish Public Board**

EXECUTIVE SUMMARY

1. Mission and Vision: The mission of Pine Prairie Charter is to provide every student with a learning environment that prepares them for success in college, industry-based careers, and life. We are committed to fostering academic excellence, technical skills, and strong character, empowering students to become responsible, adaptable, and contributing members of their communities. Through strategic partnerships with colleges, industries, and local organizations, we ensure students gain the education and real-world experiences necessary for their careers.

Pine Prairie Charter envisions a future where a diverse student population is empowered with the knowledge, skills, and opportunities to drive economic impact and build thriving communities. By cultivating strong business partnerships and offering specialized training in agriculture, science, and business, we aim to prepare students, particularly those from economically disadvantaged and rural areas, for success in competitive employment sectors both locally and statewide.

Students and Community Served: Students and community served: The school will initially serve students in grades K-6 in Pine Prairie in Evangeline Parish. Pine Prairie Incorporated has a population of 1,476 and is declining. The residents' average income is \$51,329, and a poverty rate of 25.3%. The overarching goal is to provide traditionally underserved youth with access to educational skills to graduate high school and the opportunity to access career paths that will break the cycle of poverty.

What Student Success Looks Like: Every student will receive foundational skills in K-6 to prepare for a graduate path in high school and thrive in college or a well-paying position in the agriculture, science, or business sectors. They will attain a TOPS University Diploma or a Jump Start Career Diploma in high school. These diplomas are complemented by industry-based credentials acquired through partnerships with businesses and the completion of highly sought-after apprenticeships in agriculture, logistics, business, and science.

Alignment with Charter School Law: PPC will provide a unique academic and career pathway program for an economically deprived student population, including students with disabilities, aligning its mission and vision with the purpose of the state charter school law (Louisiana R.S. 17:3972).

2. Anticipated Student Population and Need: The community of Pine Prairie, located in Evangeline Parish, Louisiana, is a rural area facing economic and educational challenges. The proposed location for Pine Prairie Charter is on a donated 14-acre site at 1165 Edwin Elliott Drive, Pine Prairie, LA. The school will serve students from the surrounding areas and various backgrounds, focusing on those from economically disadvantaged, minority, English Language Learners (ELL), and disability subgroups.

Evangeline Parish is home to a diverse student population, with 57% identifying as White, 38% as Black, 3% as two or more races, and 2% as Hispanic. Despite this diversity, the community faces several challenges. Many students come from economically disadvantaged backgrounds, with a significant portion falling below the poverty line. The district's overall financial resources are limited, ranking low in per-student spending when compared to other districts in the state. This funding gap affects the quality of educational resources, facilities, and academic support available to students.

Schools in Evangeline parish are struggling with academic performance, particularly among economically disadvantaged and students with disabilities. Despite some school's B letter grade, the student mastery plus percentage for 23-24 in grades 3-8 decreased by 1 and the high school mastery percentage was stagnant. Economically disadvantaged students in K-8 have a mastery plus percentage of 36% in ELA and 21% in Math for 23-24. Students with disabilities in K-8 have a mastery plus percentage of 10% in ELA and 6% in Math for 23-24. The underperformance of subgroups indicates a need for targeted interventions. The 2023-2024 LEAP assessment results further highlight the issue of needed targeted support for these two subgroups. Additionally, the district's revenue and spending per student are lower than the state median. Evangeline Parish is ranked 60th in most equitable spending.

Pine Prairie Charter aims to address these challenges by implementing a rigorous academic and career-focused curriculum, providing targeted interventions and support for struggling learners. The school will focus on college and career readiness, ensuring students have access to pathways that lead to high-wage employment opportunities in agriculture, science, and business. Partnerships with local businesses, universities, and community organizations will also play a critical role in providing real-world experiences, apprenticeships, and industry-based credentials, helping bridge the gap between education and employment.

Pine Prairie Charter aims to uplift the community, enhance student outcomes, and provide opportunities for future economic growth and development in the surrounding areas of Evangeline Parish by establishing strong community partnerships, including leveraging dual enrollment options.

3. Education Plan: PPC's mission is to prioritize college and career readiness by providing intensive academic support to students beginning in grades K–6. The goal is to grow and become a K-12 campus, offering students a unique opportunity for industry-based partnerships, internships, and certifications, including establishing dual enrollment course offerings from the local college. The educational setting aligns with the expectation of a rigorous instruction approach, utilizing high-quality instructional materials coupled with highly effective teachers in all classrooms. PPC will accept 50 students per grade in K-6 and keep the same classroom size as it expands into 7-12. The initial year student population will be year one 350, year two 400, year three 450, year four 500, year 5 550. PPC will also incorporate ten core values for all learners to successfully transition to adulthood. PPC will actualize this process through the portrait of a graduate, which encompasses critical skills embedded in the school culture to develop students for success and readiness for life using a variety of pathways. The portrait of a graduate will address skills in the following areas:

Communication, Collaboration, Global Citizenship, Critical Thinking, Creativity, Goal Oriented, Resilience, Learner's Mindset, Integrity, and Technology

PPC will align its instructional approach with the current state accountability structure, Grow, Achieve, Thrive. Data-driven instruction will be crucial to the success of the program. The fundamental drivers for the instructional cycle at PPC will set high expectations for learners, aiming for college and career readiness to ensure success at all grade levels. The business partnership model will provide students with access to mentorship programs, internships, and hands-on learning experiences to create a collaborative ecosystem that enhances student engagement, reinforces learning, and builds strong community ties.

4. Impact: At full scale, the school will annually impact an estimated 650 students when it grows to include high school. The proposed programming design will support highly rigorous academic achievement, a career-focused school system, and opportunities for students to learn about the importance of servant leadership. Within this educational system, students will exit the school experience prepared to be well-rounded adults with the abilities to become productive citizens in their community.

5. Prior Applications: Not applicable

EDUCATIONAL PROGRAM AND CAPACITY

School Establishment

6. Provide a clear and concise overview of the community you seek to serve, highlighting elements critical to success in serving the intended population.

Pine Prairie Charter, LLC aims to establish a comprehensive K-6 school program within the Pine Prairie community. This program strives to deliver a robust educational experience with a clearly defined portrait of a graduate. The program's central focus is on preparing students for their future endeavors, whether it be pursuing higher education at post-secondary institutions or equipping them with the skills and knowledge necessary for high-wage, high-demand jobs in Evangeline Parish and the surrounding areas. PPC will offer students access to non-traditional elective classes focused on preparing students to make informed career decisions prior to entry into high school. Students attending PPC will have access to field trips, guest speakers, and project-based learning opportunities focused on post school success.

Provide the applicant's rationale for selecting the community: The proposed PPC location is in the Pine Prairie community of Evangeline Parish, and the school will enroll students from the parish. Although located in a rural community, the school will be accessible to those interested in attending. The proposed 14-acre wooded property site has been pledged by donation from a donor. The address of the proposed site is located at 1165 Edwin Elliott Drive, Pine Prairie, LA.

Currently, Evangeline Parish and the community of Pine Prairie are examining economic growth and development. Through Louisiana Economic Development, education partnerships are being encouraged



to build a pipeline of workforce talent. As part of the Louisiana Department of Education's collaboration

with these institutions, schools will develop the workforce talent needed to ensure students graduate with proficiency in skills specific to the demands of the community.

The rationale for initially building a K-6 school to address economic needs through education is echoed by economists nationally. Economic impact starts with proficiency in literacy and numeracy from the early learning years and continues through high school to post-secondary institutions. PPC's philosophy will be to provide these opportunities through a project-based learning approach for all students. PPC will engage with stakeholders to ensure that our most vulnerable students have access to courses designed for early training opportunities focused on becoming active members of the workforce community.

Performance of local schools in the community that serve a similar student population: An analysis of the performance of public schools in Evangeline Parish and local economic development data shows a critical and urgent need for a reboot of public education in the area. The educational system in Evangeline Parish has shown minimal growth in assessment data and lacks collaboration with local businesses and industries to develop programs that boost support for public education. The credential course offerings are minimal, and specialized instructors are few. Pine Prairie Charter has been discussing potential partnerships with South Louisiana Community College to design courses that align with the LDOE Jumpstart pathways to meet the needs of local businesses and the workforce. This partnership will provide access for all students, especially the underperforming subpopulations attending the Evangeline Parish School system. There appears to be minimal collaboration between the Evangeline Parish school system and South Louisiana Community College. According to data reported by the LDOE for the 2023-2024 school year, Evangeline Parish has a letter grade of 78.2, a "B." However, subpopulations are underperforming.

The school scores are as follows:

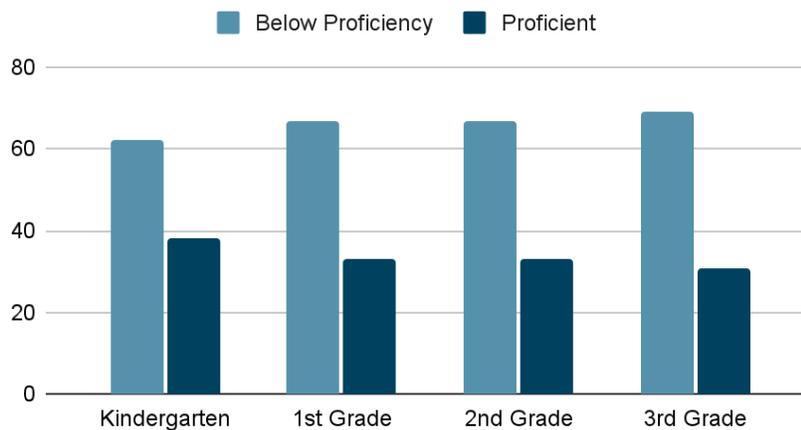
Table 1: School Assessment Data 2023-2024

School Name	Grade Configuration	School Performance Score	Assessment Index
Basile High School	5-12	79.9/B	56/D
Bayou Chicot Elementary School	PK-6	82.2B	64.3/C
Chataignier Elementary School	PK-6	73.1/C	57.2/D
Mamou Elementary School	K-5	88.6/B	79.8/B

Mamou High School	9-12	84.1/B	60.1/C
Pine Prairie High School	PK-4 & 9-12	88.6/B	62.4/C
W. W. Stewart Elementary School	PK-4	80/B	77.8/B
Vidrine Elementary School	PK-6	73.5/B	56.4/D
Ville Platte High School	8-12	73.4/B	37.7/F
Ville Platte Elementary School	K-5	54/D	30.2/F
James Stephens Montessori School	PK-6	79.6/B	67.8/C
Evangeline Reimagine Academy	6-7	50.2/D	33.3/F
Mamou Jr. High	6-8	61.8/D	47.3/F

Core subject proficiency: In the most recent school year, 2023-2024, the following literacy data was reported to the LDOE. The data indicates that literacy proficiency at all grade levels is below the proficiency level. The RAND report (2018) emphasized the importance of literacy for graduation and beyond.

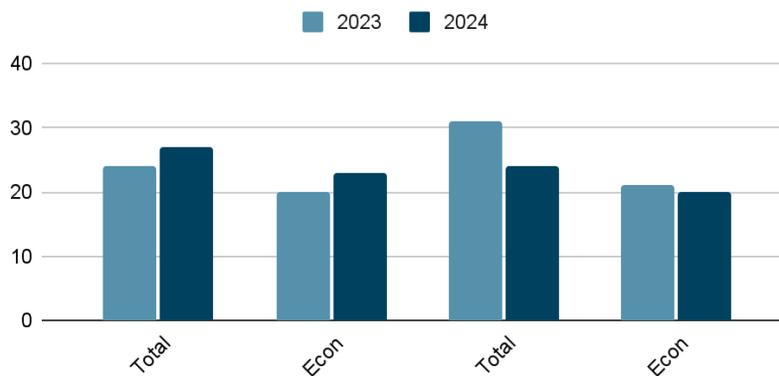
Literacy data 23-24



LEAP 2025 assessment data reveals a significant lack of academic growth among students in the parish, particularly among economically disadvantaged students. The data underscores a persistent failure of the current system to provide adequate support, with typically fewer than 30% of elementary and high school students demonstrating proficiency in core content subjects. This alarming trend highlights systemic gaps that leave the majority of students unprepared for academic success.

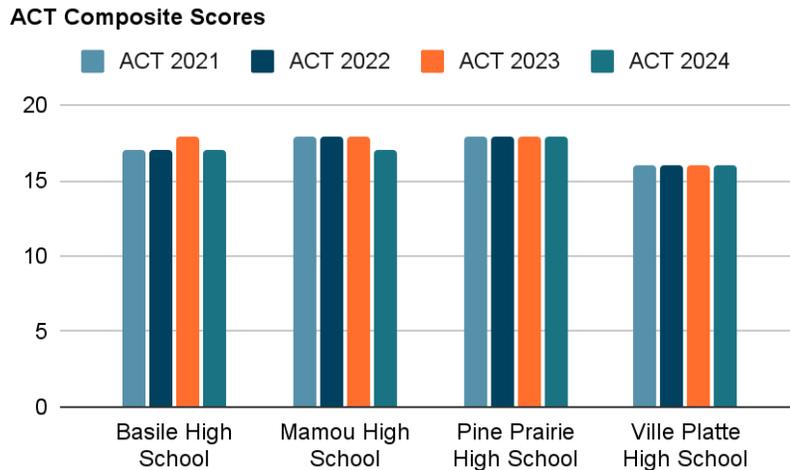
The LEAP 2025 subject-level assessments, which evaluate content mastery in English Language Arts, Algebra and Geometry, Biology, and U.S. History, expose a critical shortfall in student achievement. These results indicate that a substantial portion of students are not acquiring the foundational knowledge and skills necessary for long-term success, signaling an urgent need for immediate and targeted intervention. Without a fundamental shift in instructional practices and resource allocation, students will continue to fall behind, widening existing achievement gaps and limiting future opportunities.

Mastery Data



ACT performance: ACT¹ scores, the most common assessment leveraged for entrance into college, are stagnant in Evangeline parish schools. The data reviewed for the four high school scores indicates very little growth in meeting the expected proficient score of 21 on the nationally recognized assessment. In preparing for ACT scores to improve the district level data, fewer than twenty students participated in a CLEP test, with 12% of those students scoring 3+. Those students participating in CLEP were only found at Mamou High School.

¹ High School Performance: ACT Scores - Class of 2021-2024,” Louisiana Department of Education, <https://www.louisianabelieves.com/resources/library/high-school-performance>.



Pine Prairie Charter is committed to transforming career opportunities and workforce development by equipping students with the skills and experiences necessary for success before they enter high school. Credential attainment data in Evangeline Parish highlights the need for stronger preparation before high school for students pursuing career pathways rather than traditional college routes. By collaborating with local businesses and aligning the school's mission with industry-specific opportunities, Pine Prairie Charter seeks to enhance student outcomes—particularly for economically disadvantaged and minority students. These partnerships will not only strengthen workforce readiness but also support accountability efforts by expanding access to career accelerator components identified within the accountability system.

How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community: Pine Prairie Charter (PPC) will serve Evangeline Parish more effectively by providing:

1. High-quality, focused academic instruction using research-based strategies.
2. Core values that foster critical thinking and character development.
3. Unique elective courses aligned with local economic needs.
4. Project-based learning.
5. Use of a flexible school calendar

PPC's rigorous curriculum aims to prepare all students for college or technical training. The leadership team will undergo national training to implement this model effectively. Given the district's below-proficiency levels in literacy, ELA, and math, PPC will focus on research-based strategies to close these gaps and ensure student success.

Literacy Strategies²

1. Provide systematic and explicit phonics instruction based on the science of reading,

² National Reading Panel (2000). Teaching Children to Read: An Evidence-Based Assessment
 Fountas, I. & Pinnell, G. S. (1996). Guided Reading: Good First Teaching for All Children.
 Beck, I. L., McKeown, M. G., & Kucan, L. (2002). Bringing Words to Life: Robust Vocabulary Instruction.
 Keene, E. O., & Zimmermann, S. (2007). Mosaic of Thought: The Power of Comprehension Strategy Instruction.
 Presented to Board of Elementary and Secondary Education on March 31, 2025

including benchmark progress checks to provide just-in-time student support.

2. Include guided and independent reading tailored to needs while supporting a love for reading all the while working to improve fluency and comprehension.
3. Vocabulary Instruction focused on explicit teaching and utilizing strategies focused on the language analysis of words. Build a robust vocabulary that is critical for overall comprehension and literacy development.
4. Teaching students' specific comprehension strategies, such as summarizing, predicting, and questioning the text, can enhance their understanding and retention of reading material. Modeling these strategies and providing practice opportunities are key components.

Numeracy Strategies³

1. Incorporate the Concrete-Representational-Abstract (CRA) Approach to teaching math concepts.
2. Developing a Number Sense through research-based activities to include number talks, counting games, and mental math exercises.
3. Encourage the use of problem-solving strategies to improve mathematical thinking and encourage the ability to tackle complex problems.
4. Execute daily math facts fluency practice.
5. Tailoring instruction using differentiated activities to meet the diverse needs of all learners through the use of intentional teaching strategies.

Explanations of any partnerships or contractual relationships central to the school's operations or mission: Currently, elementary students in Evangeline Parish have limited access to knowledge of industry-based credentials that align with comprehensive career pathways and college preparatory programs, leaving a gap in workforce preparation to meet the needs of local business and industry. Pine Prairie Charter (PPC) seeks to bridge this gap by providing students with early exposure to high-demand career fields, including business, agriculture, education, and science. Through partnerships with industry leaders such as Roy O. Martin, Progressive Tractor, and financial institutions in the surrounding areas, students will gain firsthand knowledge of the skills required for careers in these fields.

By engaging with industry professionals and hands-on learning experiences, elementary students will develop an early interest in career planning, empowering them to make informed decisions about their future. PPC will equip students with the foundational skills needed to pursue advanced training in mechanics, Adobe software, logistics, horticulture, education, and science as they transition into high school. This proactive approach ensures that students are well-prepared to select meaningful pathways for individual graduation planning, ultimately expanding their career opportunities and strengthening the

³ Witzel, B. S. (2005). Using CRA to Teach Algebra to Students with Math Difficulties in Inclusive Settings. Presented to Board of Elementary and Secondary Education on March 31, 2025

local workforce.

The PPC CEO met with the community college leader and discussed the proposed charter application and a potential MOU to offer Jumpstart courses that align with the LDOE requirements. The leader has expressed enthusiasm as to the development of the charter school and the vision of creating a pipeline of workforce talent for the vocational areas found in the area of Evangeline Parish. The second phase of this learning will be impacted by the idea of the Portrait of a Graduate, which will encompass skills, knowledge, and discipline the school believes a student needs to be successful in college, career, and life. The combination of a strategic plan to use the portrait of a graduate model and focusing on business and Industry partnership will clearly contrast with the current model of learning students are accessing within the traditional school district. PPC is fortunate to have partnerships with local businesses and industries in Evangeline Parish, as well as with state government representatives. These partnerships will significantly enhance the scope of learning for the students being served in Evangeline Parish. The school leadership will collaborate with these businesses and plan to engage with other businesses and post-secondary institutions to support the achievement of the school's vision. Specifically, the following entities have submitted letters of support (included in Appendix 1) to collaborate and engage with the school in defining formal partnerships:

1. **Industry Partnerships:** Progressive Tractor Implementation and Roy O. Martin
2. **Local Educational Partners:** SLCC, C.B. Coreil Campus
3. **Governmental Partners:** Evangeline Parish Economic Development Committee, Village of Pine Prairie

7. Provide an overview of the student population you anticipate serving based on the local demographics of the proposed school.

To meet the mission of PPC, the school will serve a student population that reflects the demographics of Evangeline Parish. The parish's demographic profile indicates that 71% of students attending public schools are considered economically disadvantaged. An audit conducted by the legislative auditor in January 2023 found a negative correlation between economically disadvantaged enrollment and academic performance in Louisiana's public schools.

PPC's charter will be open to all students in Evangeline Parish. Below is an overview of the anticipated student population demographics. Consistent with our focus on serving students with the greatest needs, these anticipated demographics reflect a student body representative of both the Pine Prairie community and Evangeline Parish.

Table 2: PPC's Prospective Subgroup Enrollment 2023-24 SY

	Minority	Economically Disadvantaged	Students w/ Disabilities	English Learners	Homeless

Evangeline Parish ⁴	37%	76.6%	18.5%	2%	.4%
Pine Prairie High ⁵ School	10%	57.5% ¹⁶	13% ¹⁷	.6% ¹⁸	.4%
Bayou Chicot ⁶ Elementary	8%	62.6%	5%	5%	.4%
Pine Prairie Charter	15%	70%	10%	5%	.4%

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.

Description of the stakeholders engaged and strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs. Throughout the process of designing our school model, the PPC leadership team engaged a broad group of industry professionals, educators, families, and community members through surveys and meetings to ensure the model will effectively meet the needs of students and align with requirements for a high-quality education supporting student success into university and career choices. Outreach will continuously be ongoing and include:

- A review of Evangeline Parish student data.
- Meetings with a proposed school leadership team.
- Local community leaders.
- Education leaders.
- A broad scope of business and industry leaders from the economic development group.

As PPC is slated to open until the 2026-2027 school year, the Chief Executive Officer and planning team, consisting of community partners, will focus on early engagement activities on board development, fundraising, school model development, and building and securing industry partnerships for the school. This approach ensures that the model design is completed and ready for students to access the first day of school. The school will open with a K-6 grade configuration and grow to a K-12 model in the years following. To date, our community engagement strategy has included the following community input and

⁴ <https://www.louisianabelieves.com/resources/library/student-attributes>
⁵ [https://app.la.state.la.us/publicreports.nsf/0/a4fa835e5738df42862589420071c04c/\\$file/00000951.pdf?openelement&.7773098](https://app.la.state.la.us/publicreports.nsf/0/a4fa835e5738df42862589420071c04c/$file/00000951.pdf?openelement&.7773098)
⁶ [https://app.la.state.la.us/publicreports.nsf/0/a4fa835e5738df42862589420071c04c/\\$file/00000951.pdf?openelement&.7773098](https://app.la.state.la.us/publicreports.nsf/0/a4fa835e5738df42862589420071c04c/$file/00000951.pdf?openelement&.7773098)
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feedback mechanisms:

- **Charter School Tours:** The leadership team visited a charter school with a similar mission and structure to PPC, gaining insights into effective school models and industry partnerships.
- **Local Educator Input:** Meetings with educators highlighted the need for early career planning and systemic change. Stakeholders emphasized PPC's potential impact in addressing local workforce needs in agriculture, business, science, and education. PPC's CEO and Board President consulted with charter leaders, engaged in professional learning, and used a private consultant to gather community insights through strategic meetings, interviews, and surveys.
- **Local Community Leader Input:** PPC leadership collaborates with local businesses, industry boards, and the Evangeline Economic Development Board to build partnerships. The board has shown strong support and interest in innovative education, with local government officials endorsing Pine Prairie Charter School's development.

See Appendix 1: Support for School

ACADEMIC PLAN

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

The key design elements that reflect the school's mission and vision: Pine Prairie Charter's academic program and key design elements are designed to start as a K-6 educational system that serves students, families, businesses, and industries, with a particular focus on the economically disadvantaged population. The school will eventually grow into a K-12 educational facility to ensure students are both college- and career-ready. This model will align with the business and industry needs of the area, positively impacting the economy of Evangeline Parish.

PPC will begin as a K-6 school, equipping students with literacy skills with an intensive focus on mastering core instructional content. These skills provide the foundation for metrication into a TOPS University or Jump Start diploma. The future goal is for the school to expand and include grades 9-12 in the following years. The high school program will focus on pathways aligned with high-wage, high-demand job opportunities supported by the school's business partners. PPC will focus on the science, business, and agriculture industries, aligning with real-world jobs available to skilled high school graduates or those obtaining a college diploma.

To prepare students for college and careers, PPC will offer early exposure to career pathways beginning in elementary school. The elementary curriculum will introduce information about pathways and diploma options before students' first individual graduation meetings. Elementary students will engage in activities that develop the soft skills essential for successful employment. Elective classes designed to support early vocational training in elementary school will play a crucial role in helping students explore and develop foundational skills related to various career paths. These classes introduce students to a range of practical and creative subjects, such as technology, arts, basic engineering,

entrepreneurship, and life skills, allowing them to discover their interests and talents at a young age. By incorporating hands-on activities and project-based learning, elective courses encourage critical thinking, problem-solving, and collaboration, which are essential skills for future success. Early exposure to vocational concepts fosters a deeper understanding of different professions. It helps students build confidence and a sense of purpose as they envision their potential career trajectories. To achieve our mission and vision, PPC's academic model consists of four critical design elements: (1) rigorous, high-quality instruction, and high-quality core curricula; (2) meaningful career exploration; (3) school connectedness to include strong parental involvement; and (4) effective school scheduling. Each of these elements will impact all students enrolled at PPC.

- **High Quality instruction with high quality core curricula:** All students will have access to a Tier-1, standards-based core curriculum in all subject areas. PPC will follow guidance from the LDOE regarding instructional strategies. High-quality instruction will align with the best practices of NIET and the expectations outlined in the teacher evaluation tool. PPC will align its instructional vision with six critical goals: ensuring all students enter kindergarten ready to learn, work toward mastery on state assessments, graduate on time, complete college preparatory classes, earn credentials or apprenticeship experiences, and graduate eligible for TOPS.
- **Meaningful Career Exploration:** The vision of this innovative school model is to empower every student to graduate with either a TOPS University Diploma or a Jump Start Diploma, specializing in science, business, or agriculture. By embedding career-focused learning experiences early in elementary school, students will develop a strong foundation in these pathways, allowing them to make informed decisions about their academic and vocational futures before entering high school. This early integration is essential to cultivating a skilled, adaptable workforce that supports the parish's economic growth and evolving industry needs. To achieve this, Roy O. Martin will collaborate with PPC to design and implement a dynamic, career-centered curriculum that fosters hands-on, practical learning experiences. Beginning in kindergarten, students will engage in immersive, project-based activities that reflect real-world applications across agriculture, business, and science. These activities are designed not only to build academic knowledge but also to nurture essential workforce skills such as critical thinking, problem-solving, and collaboration. Beyond core academic instruction, PPC will offer a diverse range of vocational electives designed to broaden students' skill sets and spark curiosity about potential careers. Courses such as sewing, gardening/horticulture, banking/finance, home economics, and parliamentary law will equip students with practical life skills while encouraging exploration of diverse career paths. These electives are intentionally designed to engage students of all interests and abilities, fostering a sense of ownership and excitement about their learning journey. Real-world exposure will be a cornerstone of this model. Field experiences will provide students

with a window into various industries and post-secondary opportunities. Whether visiting an airport to explore careers in aviation and logistics, touring a crawfish processing plant to understand local agricultural operations, or stepping onto a college campus to visualize their academic futures, students will gain invaluable insights into the diverse career opportunities available to them. These experiences are designed to break down barriers, expand students' aspirations, and make higher education and meaningful careers feel attainable.

By integrating vocational skill development and career exploration into the earliest stages of education, this model prepares students not only for academic success but for life beyond the classroom. PPC's commitment to this forward-thinking approach ensures that students graduate equipped with the knowledge, practical skills, and confidence to pursue higher education, thrive in the workforce, and contribute to the economic prosperity of their community. This vision for early, intentional career integration lays the foundation for lifelong success — one student at a time.

● **School Connectedness**⁷: School connectedness refers to the belief held by students that adults and peers in the school care about their learning as well as about them as individuals. This concept encompasses various elements such as:

1. **Positive Student-Teacher Relationships**: Students feel respected and supported by their teachers.
2. **Peer Relationships**: Students have positive interactions and feel a sense of belonging among their peers.
3. **School Environment**: The overall atmosphere of the school is welcoming, inclusive, and conducive to learning.
4. **Engagement and Participation**: Students are actively involved in school activities, both academic and extracurricular.

These ideas can have a meaningful impact on education and the development of PPC. Research has shown that school connectedness has a profound impact on various educational outcomes. Those findings are relative to improved academic achievement. Students who feel connected to their school are more likely to achieve higher grades and perform better on standardized tests. A strong sense of belonging encourages students to participate actively in their classes and school activities, leading to better academic performance. Connectivity can also impact behavioral outcomes. Students with a strong sense of connectedness are less likely to engage in disruptive behavior, truancy, school violence, and lower dropout rates. School connectedness may also contribute to the promotion of lower levels of anxiety and depression. The idea of supporting students to have higher self-esteem and overall life satisfaction can be important to improving those college and career readiness outcomes as students become adults ready to enter the business

⁷ <https://edresearchforaction.org/research-briefs/strengthening-school-connectedness-to-increase-student-success/>
Presented to Board of Elementary and Secondary Education on March 31, 2025

and industry world. School connectedness is a critical factor in promoting a positive educational experience. By fostering strong relationships, creating an inclusive environment, and encouraging active participation, schools can significantly enhance students' academic, behavioral, emotional, and social outcomes. Prioritizing school connectedness is essential for the holistic development of students and the overall success of the educational system.

- **Effective School Scheduling:** A forward-thinking approach to scheduling is essential to PPC's success, requiring innovative solutions that maximize instructional time and student engagement. By reimagining traditional scheduling structures, a strategically designed school calendar can enhance efficiency, improve student outcomes, and optimize resource allocation. Flexible scheduling minimizes learning loss by distributing breaks more effectively, providing targeted interventions, and ensuring students receive consistent, high-quality instruction throughout the year.

PPC's flexible scheduling model designates Mondays as a structured yet adaptable learning day. Beginning at 1:00 P.M., students will have access to targeted academic support based on data-driven decisions. This model creates a dedicated space for high-dosage tutoring, utilizing contracted vendors to provide personalized instruction that meets students' specific needs.

Additionally, it allows the instructional leadership team to deliver high-quality, job-embedded professional learning without compromising weekly teacher preparation time. According to research by Biancarosa,⁸ the determining factor was not the quality of the PD itself, but rather the conditions under which it was delivered. It turns out that job-embedded PD can be highly effective, but only when there is a sufficient infrastructure in place to support it.

Beyond academic interventions, this approach integrates opportunities for make-up exams, social-emotional learning, club meetings, guest speakers, athletic interventions, and enrichment activities—ensuring that every minute is used to holistically support student development. A flexible scheduling day promotes equity by ensuring that all students, including those with disabilities or requiring additional support, have access to the resources needed to thrive.

By adopting this model, PPC can operate more efficiently, reduce burnout among both students and staff, and strategically align instructional time to meet the demands of a rigorous accountability system.

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: The rationale for the school model - early access to a college and career pathway K-6 school serving students of the community focused on economic and educational impact to improve post-school outcomes is reinforced by research and evidence of success in

⁸ Biancarosa, G., Bryk, A.S., & Dexter, E.R. (2010, September). Assessing the value-added effects of Literacy Collaborative professional development on student learning. *The Elementary School Journal*, 111(1), 7-34.

comparable learning environments serving a similar student body.

(1) Research-based approach: The school model's real-world relevance, leveraging the connection of high-quality instruction, and school connectedness are proven examples of increased student motivation and academic achievement. Adding in the potential for business and parental partnerships further supports the likelihood of success for the students of PPC. The National Center on Safe and Supportive Learning Environments⁹ has published research-based strategies to support student improvement and learning. This partnership strategy has been used successfully in turnaround schools according to research. Whether through improved relationship skills, higher achievement, or better school or life transitions, students benefit when families, communities, and schools work together on their behalf, the research has found. Building this community of partners will impact academic, personal, social, and emotional learning as essential attributes, inclinations, and abilities necessary for success in school and in life (Patrikakou, Weissberg, Redding, & Walberg, 2005; Zins, Weissberg, Wang, & Walberg, 2004). School directly impacts the student's learning, but it is most successful when it functions as a community. The PPC school model is heavily reliant on this community partnership model including business, industry, families, and school staff. The model will be developed with the intentionality of bridging the partnerships together with accountability to share the belief of inspiring students to be productive and successful adults.

Project Based Learning (PBL)¹⁰ is another core pillar of the PPC model and strategy to make learning relevant. In fact, “several 2021 research studies proved that when project-based learning is implemented in classrooms, it results in increased student engagement, retention of important information, and has an overall positive effect on students of all demographics.” Furthermore, multiple pathways to graduation provide students with a meaningful high school structure that links core and non-core subjects; encompasses personal and connected experiences to the professional world.

(2) Early Evidence of Success:

- **Community Support:** PPC is strongly supported by the community, as evidenced by the enthusiastic responses and inquiries received during the early stages of development. The business community has shown overwhelmingly positive support, with many expressing excitement about the prospect of providing families in the community with educational choices. Conversations about the potential benefits of PPC have sparked enthusiasm and anticipation among local business leaders. Moreover, parents and families have shown keen interest, by completing surveys, and engaged in discussions about the school's vision and mission. Local government officials and civic leaders have also endorsed the project, recognizing its potential to drive economic growth and improve educational outcomes.

⁹ <https://safesupportivelearning.ed.gov/training-technical-assistance/education-level/early-learning/family-school-community-partnerships>; Handbook on Family and Community Engagement, USDOE, 2011.

¹⁰ “Increasing Student Outcomes with Project-Based Learning,” Smartlab, www.smartlablearning.com/wp-content/uploads/2021/11/CLS-Whitepaper-Increase-Student-Outcomes-PBL-1.pdf

The collective support from businesses, nonprofits, families, and community leaders underscores the strong foundation upon which PPC is being built. This widespread endorsement not only validates our efforts but also energizes our commitment to creating a school that meets the needs and aspirations of the entire Evangeline Parish community.

- **Planned Launch Preparation:** Before launching PPC, we established a robust governance board composed of knowledgeable individuals with extensive experience in business, education, and legal affairs. This board includes parental representation to ensure that the perspectives and needs of families are integral to our decision-making processes.

To prepare for the opening of PPC, the board will undergo comprehensive governance training. This training will equip them with the necessary skills and knowledge to effectively support the leadership and operational success of PPC. The training will cover key areas such as strategic planning, financial oversight, regulatory compliance, and best practices in charter school governance.

The board chairman, CEO, and CAO are actively engaged with charter school networks and state nonprofit associations. This engagement ensures that PPC is aligned with the latest educational trends, policy developments, and innovative practices. The CAO will work to develop and implement the academic framework, curriculum, and instructional strategies essential for PPC's success. The CAO will work closely with the board, CEO, and other stakeholders to ensure that all educational programs are in place and meet the highest standards of excellence. By establishing a strong governance board, engaging with relevant networks, and appointing key leadership well in advance of the school's opening, PPC is poised to provide a high-quality educational experience that meets the needs of our students and community.

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.

Curriculum Selected

	K-2	3-5	6-8
Handwriting/Typing	Handwriting w/o Tears	Typing w/o Tears	NA
ELA	EL Education	EL Education	EL Education
Math	Illustrative Math	Illustrative Math	Illustrative Math

Science	Amplify	Amplify	Amplify
Social Studies	Bayou Bridges	Bayou Bridges	Bayou Bridges

Curriculum Alignment to State Standards:

The school has selected high-quality, Tier-1 rated instructional materials for all core subjects across grade levels, ensuring that the curriculum aligns with the Louisiana Student Standards appropriate grade progression. These curricula have been reviewed and approved by the Louisiana Department of Education (LDOE) and are designed to meet the diverse needs of all students, including Students with Disabilities and English Learners.

- **K-2 Curriculum:**

- **ELA:** *EL Education* provides a structured, research-based approach to literacy development. Students will be able to engage in complex texts and demonstrate foundational reading and writing skills necessary for success in higher grades.
- **Math:** *Illustrative Math* ensures students gain a deep conceptual understanding of mathematical principles, including problem-solving and reasoning skills.
- **Science:** *Amplify Science* supports students in mastering science content through hands-on inquiry, critical thinking, and evidence-based reasoning.
- **Social Studies:** *Bayou Bridges* focuses on helping students understand Louisiana's rich history, geography, and civic structures through engaging materials.
- **Handwriting/Typing:** *Handwriting Without Tears* and *Typing Without Tears* are developmentally appropriate programs that align with early literacy standards and help students develop fine motor skills and typing proficiency.

- **Grades 3-5 Curriculum:**

- **ELA:** *EL Education* continues to build literacy skills with a focus on reading comprehension, critical thinking, and written expression aligned to the Louisiana standards.
- **Math:** *Illustrative Math* reinforces state-aligned mathematical standards, focusing on applying math to real-world scenarios and building problem-solving skills.
- **Science:** *Amplify Science* provides interactive and inquiry-based lessons that align with the state's science standards, ensuring students are prepared to tackle complex scientific concepts.
- **Social Studies:** *Bayou Bridges* deepens students' understanding of the social studies curriculum, with a focus on history, geography, and government, aligned to Louisiana's standards.
- **Handwriting/Typing:** *Handwriting Without Tears* and *Typing Without Tears* continue to support the development of writing fluency and typing skills.

- **Grades 6-8 Curriculum:**

- **ELA:** *EL Education* provides students with opportunities to explore diverse texts and enhance

their analytical and written skills, preparing them for high school level standards.

- **Math:** *Illustrative Math* continues to build upon foundational knowledge while aligning with state standards to encourage deep understanding of algebraic thinking and problem-solving.
- **Science:** *Amplify Science* provides a rigorous, state-aligned curriculum that engages students in scientific inquiry and prepares them for more advanced high school science courses.
- **Social Studies:** *Bayou Bridges* aligns with the state's social studies standards, helping students connect past historical events with present-day civic understanding.

Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics:

All materials selected are of a **Tier-1 rating** according to the Louisiana Department of Education's Instructional Materials Review rubric. Tier 1 materials represent the highest quality and meet all criteria on the rubric, including alignment to Louisiana standards, effective scaffolding, and tools for vocabulary acquisition.

- **Support for Diverse Learners:** The selected curricula offer extensive scaffolding and support, which ensures that all students, including those with disabilities and English Learners, can access grade-level content. This is critical in ensuring equity in learning outcomes across student populations.

Flexibility and Integration: The core and supplemental curricula selected provide flexibility for instructors to incorporate unique teaching strategies while maintaining alignment with state standards. Teachers will have the resources to integrate industry-specific lessons, enhance engagement, and ensure that all students meet or exceed the established exit standards

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 focus.

Our selection of Tier-1 rated curricula at PPC adheres to the stringent standards established by the LDOE while allowing for adaptability to align with our unique educational model. This flexibility empowers instructors to incorporate industry-specific insights and practical applications into their lessons, thereby enhancing the relevance and engagement of core academic subjects. Our goal is to provide a comprehensive education that equips students for post-secondary pursuits.

In our elementary schools, a diverse array of engaging electives is offered, encompassing business, agriculture, and preparation for adulthood, ensuring students have a well-rounded learning experience. These electives simulate real-world economic situations and foster financial literacy. Access to community garden clubs, 4-H memberships, and field experiences nurtures students' interests in the agricultural community.

Furthermore, through elective courses, students at PPC gain valuable life skills that parallel home economics. Textbooks, online resources, hands-on activities, and guest speakers facilitate the delivery of these courses. By leveraging the best available resources and practices, we are poised to deliver an education that meets the diverse needs of our students and prepares them for future success.

11. Provide a detailed hybrid learning plan.

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; d. 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: Circumstances may arise during the school year that necessitate a shift to virtual learning due to natural disasters. A comprehensive plan will be detailed in a guidance document specifically for virtual learning. PPC will operate as a 1:1 school, ensuring that all students have access to a device. However, recognizing that not all students may have reliable internet access, the school leadership team will maintain a supply of MiFi devices and establish a system for distributing them as needed. All staff members will be trained in the use of Google applications, with the Google Suite serving as the platform for building and managing virtual classrooms. Throughout the regular school year, students and staff will routinely use these applications, ensuring familiarity with the learning management system (LMS). Consequently, parents should also be knowledgeable about the platform, but additional information will be sent out annually, offering guidance on technology use and opportunities for support if a shift to hybrid learning becomes necessary.

The Google LMS platform will enable staff to track and monitor student attendance and work completion, with the grading system remaining consistent with in-person learning. Teachers and students are expected to maintain the same level of rigor in a virtual environment as they do in face-to-face learning situations. The school leadership will continuously research and implement updated processes for managing a hybrid learning environment. The current model for virtual instruction will be based on the NIET Virtual Learning Handbook. Staff will receive annual training on the practices and expectations outlined in this handbook, as it will be essential for teachers to utilize Google Classroom during both emergency and non-emergency times.

A contingency plan for hybrid learning will also be developed, outlining how the charter will communicate with families, staff, and community members in the event of a rapid transition to hybrid instruction. This plan will include the creation of user-friendly guides and FAQs to help families navigate hybrid learning, including how to access online platforms, submit assignments, and contact teachers. These resources will be made available on the school's website.

ACADEMIC GOALS

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.

a. How the proposed school will establish a baseline date, b. A plan for collecting data in accordance with R.S. 17:3911.

PPC will establish a robust baseline and ongoing data collection system aligned with the requirements of R.S. 17:3911. This system will ensure that all essential student, school, and faculty data is collected, analyzed, and reported regularly. The data will be used to drive instructional decisions, monitor progress, and ensure accountability.

1. Baseline Data Establishment: To set an initial performance benchmark, the school will gather data on the academic and behavioral performance of all students, as well as information on faculty, financials, and school infrastructure. This data will be collected during the initial phase of the school's operations and will provide the foundation for evaluating growth and improvement.

Data	Description	Frequency	Source	Annual Goal
3-12 Assessment Results	LEAP Assessments	Annually	LDOE	Mastery
K-3 Literacy Results	DIBELS	Annually	mClass/LDOE	80% proficient
K-3 Numeracy Results	i-Ready	Annually	i-Ready Platform	80% proficient

2. Ongoing Data Collection Plan: The school will implement a continuous data collection process to track key performance indicators (KPIs). These metrics will be collected on a per-school basis and will include disaggregated data for subgroups such as students with disabilities, race, and socioeconomic status, in accordance with R.S. 17:3911.

Metric	Data Collected	Frequency	Source
K-3 Literacy	Test results	BOY, MOY, EOY	DIBELS
K-3 Numeracy	Test results		i-Ready Diagnostic
3-8 Student Performance (ELA, Math, Science, SS)	Test results	Quarterly	Benchmark Assessments

3. Data Management and Reporting: PPC will use the standardized data collection and analysis system mandated by the Louisiana Department of Education to ensure that data is collected and reported

efficiently. The collected data will be reviewed regularly and used to compile reports on school performance, discipline, and student outcomes. These reports will also be shared with key stakeholders.

What is the plan for establishing student performance goals?

Step 1: Define What Students Should Know and Be Able to Do:

- Begin by reviewing historical student data where available, then identify the key standards that guide what students should learn, using the Louisiana Student Standards or equivalent standards.

Step 2: Identify the Type of SLTs:

- **Tiered Growth Targets:** Organize students into tiers based on baseline performance and assign specific growth expectations for each tier.
- **Targeted Growth Targets:** Focus on specific groups of students with identified skill deficits. This method ensures that the performance goal is responsive to unique student needs and provides measurable improvement in areas such as reading comprehension or mathematics.
- **Individual Growth Targets:** Set individualized performance goals for each student based on their previous performance and baseline assessments.
- **Step 3: Set Baseline Data and Growth Targets:**
- Collect baseline data using high-quality assessments, such as curriculum-embedded assessments or state-approved literacy screeners. This will serve as the foundation for setting performance goals.

Step 4: Monitor and Adjust Goals:

- Throughout the school year, regularly assess whether students are meeting their SLT goals using progress monitoring tools such as formative assessments or curriculum-embedded tasks. Adjust instructional strategies or support plans as needed to ensure continuous student progress.

Step 5: End of Year Assessment and Evaluation:

- Use the final assessments to measure if students met their performance goals. SLTs will be evaluated on a 4-point scale, ranging from insufficient to exceptional attainment, depending on the percentage of students reaching their growth targets.

What are the core components of professional development and how will these components support effective implementation of the educational program?

- **Curriculum Alignment and Implementation:** Professional development helps educators understand and implement a coherent and high-quality curriculum. By offering training on how to deliver content with a logical progression and engage students through diverse learning modalities (e.g., hands-on activities, texts, and real-world applications), educators are better equipped to maintain consistency and depth across grade levels.
- **Data-Driven Instruction and Assessment:** Training in the use of assessment tools empowers educators to regularly measure student progress, diagnose learning gaps, and tailor instruction accordingly. This data-driven approach ensures that the educational program is responsive to

student needs and continuously evolves based on real-time performance data. Professional development focused on assessment practices enables educators to utilize data for setting student learning targets and modifying instruction to support student growth.

- **Enhancing Classroom Practices:** Professional development focuses on improving educators' instructional techniques, including strategies for effective feedback, student engagement, and classroom interactions. When educators receive targeted training in these areas, they can create more dynamic and inclusive learning environments, which directly supports the goals of any educational program.
- **Collaboration and Reflection:** Ongoing professional development provides opportunities for educators to collaborate with colleagues, reflect on their teaching practices, and share best practices. This supports the implementation of the educational program by fostering a culture of continuous improvement and collective problem-solving, ensuring that educators are aligned in their goals and strategies.

To maintain a level of transparency with students, parents, and the community at large, PPC will align its goals for grades 3–8 with publicly available data calculated schoolwide and published annually by the LDOE. PPC will always work to meet or exceed mastery of learning for all students. Goals will be set to achieve the high expectation for all learners to score mastery and above. Reviewing baseline data for the state of Louisiana will assist in the decisions for goal setting within the first five years of operation.

While these goals are ambitious, they are very attainable. Additionally, PPC's goals are aligned with the Charter School Performance Compact. At the foundation, the goals set are in support of the mission of PPC.

Current projected goals are detailed in the table below:

Academic Goals						
District Performance Score (includes all grades)	Evangeline Baseline 2022-23 SY	Year 1	Year 2	Year 3	Year 4	Year 5
	78.3	79	81	92	93	93
<p>Rationale: These goals are projected and or subject to change based on the school's baseline diagnostic and LEAP 2025 testing and the anticipated changes to the accountability process. The goals are set to ensure that the PPC is a B school or better. Strategic interventions and support will be provided to students whose baseline data is lower than grade level by accessing the high dosage tutoring (Accelerate) promoted by the LDOE.</p>						

The first 5 years of the term of the charter coincide with the implementation of the new accountability plan. The projected school scores are estimated using assessment data and growth. Based on these goals, and the expected increased rigor of the SPS scale, PPC will open as a B and achieve an SPS letter grade of 'A' by year 3 of opening. PPC will improve the overall school score by 14 points. PPC's achievement of these projected goals will indicate that the school is providing an educational environment that affords all students opportunities for academic growth and achievement regardless of background, need, or ability.

ASSESSMENTS

13. Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills.

Describe each assessment's purpose, design, format, and rationale for its selection: PPC will use a variety of state-mandated, Tier 1 curriculum-aligned, and teacher-developed formative assessments to ensure students are making academic progress and demonstrating academic achievement to meet the school's mission. PPC will conduct consistent diagnostic, formative, and summative assessments to measure student academic achievement and progress throughout the school year.

	K-2	3-8	9-12
ELA	Diagnostic: DIBELS Summative: DIBELS Formative: *CBAs	Summative: LEAP Formative: CBAs, Interim Assessments	Summative: LEAP (if applicable) Formative: CBAs, Interim Assessments
Math	Diagnostic: DIBELS Summative: i-Ready Formative: CBAs	Summative: LEAP Formative: CBAs, Interim Assessments	Summative: LEAP (if applicable) Formative: CBAs, Interim Assessments
Science	Formative: CBAs	Summative: LEAP Formative: CBAs, Interim Assessments	Summative: LEAP (if applicable) Formative: CBAs, Interim Assessments
Social Studies	Formative: CBAs	Summative: LEAP Formative: CBAs, Interim Assessments	Summative LEAP (if applicable) Formative: CBAs, Interim Assessments

*Curriculum Based Assessments

Diagnostic & Internal Data Collection: Teachers will utilize each entering student's recent LEAP

2025 (LEAP) performance data, a Tier-1 diagnostic assessment, and state required benchmark screeners to establish student baseline data annually. This baseline data will allow PPC to individualize instruction to meet students where they are. Subsequent assessments will be leveraged to follow student academic performance and progress across ELA, Math, Science, and Social Studies.

Formative & Interim Assessment: Teachers will use formative assessments in core academic classes directly aligned with state standards for the course. Students with disabilities will receive grade level assessments using documented accommodations or modifications based on their IEP or 504 Plan.

Summative Assessments: PPC will leverage state-mandated end-of-year exams across all subject areas. Students with disabilities and English Learners will receive accommodations or modifications based on their IEP, 504 Plan, and EL Instructional Support Plan. In addition, parents/guardians will be notified of the administration dates of these tests that will take place throughout the year. See the table below of PPC's comprehensive list of assessments designed to evaluate students' knowledge and skills.

PPC Assessment Table

Assessment	Purpose & Rationale	Design & Format	Frequency
LEAP 2025 or LEAP Connect (Summative)	Assesses students' achievement levels in English I & II, Algebra I, Geometry, Civics & Biology; grades 3-8	Sample online LEAP practice exams. LEAP assessment	Yearly: Fall/spring
ELA Tier-1	Assesses students' achievement levels: ELA; grades K-8	End of unit assessment embedded in curriculum	End of each quarter
Math Tier-1	Assesses students' achievement levels: Math; grades K-8	End of unit assessment embedded in curriculum	End of each quarter
Social Studies-Bayou Bridges and LDOE developed units.	Assesses students' achievement levels: Social Studies K-8	End of unit assessment embedded in curriculum	End of each quarter
Science Tier-1	Assesses students' achievement levels: Science; grades K-8	End of unit assessment embedded in curriculum	End of each quarter

Alignment with LEAP 2025: PPC will provide its students with testing assessments aligned to their 504 and/or IEP assessment and testing accommodations. Special education students have access to LEAP Connect as aligned to their IEP. All students with IEPs and 504 plans will engage in the least restrictive environment offering opportunities to achieve maximum progress within the general education curriculum. These students will participate to the maximum extent possible in benchmark assessments, the progress monitoring process, formative assessments, and summative assessments as indicated on the IEP or 504 plan.

Teachers will use data and input from frequent formative assessments to gauge what students are learning, design continuing assignments, guide the preparation of lessons, and make instructional decisions that result in course corrections and adjustments in scope and sequence throughout the academic year.

Professional growth will come from intentionally planned learning clusters based on the specific challenges identified through a needs analysis conducted yearly. The school day schedule will allow for weekly professional learning opportunities. School leaders will play a huge role in the development of the professional learning cycle and align all content to the best practice standards of NIET.

Student data will be reported to families using grade level standards-based grading. This report will assess the student's knowledge of the standard by using a rating scale of 1-5. At each quarter timeline, families will be invited to attend meetings to discuss the results of the student's progress as indicated on the reporting form. When students are enrolled in grades beyond grade 5, their reporting system will move to a grading system A, B, C, D, F, using the 10-point grading scale required by state law. These grades will reflect their content mastery demonstration in the classroom as rated by the student's teacher(s).

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: N/A

Provide exit standards that clearly set forth what students will know and be able to do.

Academic Competencies Aligned to State Standards:

Exit standards will be aligned with the Louisiana Student Standards, ensuring students meet the expectations necessary for success at the next academic level. These standards define the specific knowledge and skills students must master in core subjects such as literacy, mathematics, science, and social studies.

- **Literacy:** By the end of each grade, students will be expected to read and comprehend a range of texts, both literary and informational, with fluency and accuracy. They will be able to engage in critical analysis of texts, write clear and coherent essays, and demonstrate proficiency in language conventions.
- **Mathematics:** Students will demonstrate proficiency in key mathematical concepts and procedures, including problem-solving, mathematical reasoning, and the application of skills to real-world contexts. By the end of grade-level instruction, they will be able to engage in algebraic

thinking, understand geometric relationships, and apply data analysis techniques.

- **Science:** Students will be expected to apply the scientific method, demonstrate an understanding of core scientific principles, and engage in scientific inquiry. They will be able to construct explanations and models, analyze data, and communicate findings effectively.
- **Social Studies:** Students will demonstrate an understanding of historical events, civic concepts, geographic relationships, and economic principles. They will be able to analyze primary and secondary sources, identify cause-and-effect relationships, and make informed decisions based on their knowledge of societal structures.

21st Century and Soft Skills:

In addition to academic competencies, students will be expected to develop critical thinking, problem-solving, collaboration, and communication skills. These essential 21st-century skills will prepare them to navigate the challenges of higher education and the workforce.

Preparedness for Transition:

At key exit points, such as the transition from elementary to middle school and middle school to high school, students will demonstrate readiness for the next academic phase. Elementary students will be expected to achieve proficiency in foundational reading and numeracy skills, while high school students will be prepared for post-secondary pathways, including college or career options.

Describe how the school will collect and analyze assessment results.

The school will implement a comprehensive assessment system that includes formative, interim/benchmark, and summative assessments, with data collected through platforms such as **mCLASS**, **PEAR assessments**, and the **iReady platform**.

- **Formative Assessments:** Teachers will use formative assessments, including quizzes, exit tickets, and observations, regularly during lessons to assess student understanding. These assessments will be captured using platforms like mCLASS and iReady, allowing teachers to gather data in real-time and make immediate instructional adjustments. Teacher Professional Learning Communities (PLCs) will review this formative assessment data through the analysis of student work, ensuring instruction is responsive to student needs.
 - **Interim/Benchmark Assessments:** Throughout the school year, interim or benchmark assessments will be used to track progress toward meeting exit standards. These periodic assessments provide valuable data on overall student growth and help guide instructional adjustments at both the classroom and grade level. Data will be collected and reviewed by school administrators and educators.
 - **Summative Assessments:** At the conclusion of each instructional period, summative assessments, including state-mandated tests, will evaluate student mastery of the curriculum. These end-of-year evaluations will measure whether students have met the expected exit standards.
- By leveraging data from platforms, the school will ensure that assessment results are collected efficiently, analyzed thoroughly, and used effectively to inform instruction and support student achievement.

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.

All faculty receive professional development before the start of the school year and throughout the school year on Monday afternoon. The focus of professional learning will be on teaching expectations driven by data-based decisions. Approved state vendors will be used to support the school leadership in reviewing data, developing coaching cycles, and developing a structure to support instructional leadership teams, and cluster meetings. A sample professional development schedule is detailed in the table below.

Professional development will be facilitated internally or by LDOE-approved vendors.

Sample Annual Professional Development

PD Focus	Purpose/Description	Audience	Timing
Leadership Retreat	The leadership team will review school goals, community data, historical data, and school accountability requirements to develop annual academic performance goals. The CAO and Vice-Principal will review teacher evaluation system data and tools to be implemented to measure and track success.	CAO Principal Dean of Students Curriculum and Instruction Specialist Special Education Leader	Summer
Summer Training Series	Summer Professional Development: Team Development - Team-building activities School Culture Mission and Vision PBIS Methods and Techniques School Master Plan Evidenced Based Instructional Practices Project Based Learning Teacher evaluation rubric Use of Data and Assessments (ex: Culminating tasks, exit tickets, classroom assessments, universal screeners) Operations, Tech, Human Resources, School Policies, and Handbook Training	All Staff	Summer
Special Education Training	Grade Level Instruction Special Education Playbook	All Staff	On-going

<p>Core Content</p>	<p>Training and development opportunities aligned to core content curricula, assessment, and, implementation including curricula-aligned trainings and LDOE-sponsored trainings</p>	<p>Core Content Teachers</p>	<p>On-going</p>
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DIVERSE LEARNERS AND STUDENT SUPPORTS

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.

PPC will follow the research- and evidenced-based Response to Intervention (RTI) process to identify and support struggling students. The initial phase of development in the identification of struggling students will begin with all staff implementing the Multi-Tiered System of Support (MTSS). PPC will develop a School Building Level Committee (SBLC) utilized to address students with specific needs as it relates to education, social, emotional behavioral or medical needs. The SBLC will use data gathered from universal screeners, formative assessment results, summative assessment results, and teacher observations and feedback to identify and support all the school's diverse learners and those identified as struggling students. The SBLC Team shall review and analyze data, including RTI results, to determine the most beneficial options for a student.

PPC will develop and utilize an RTI guidance document that will define a “struggling student” as a student at risk of academic failure or not making academic progress compared to the student's potential or their peers, or struggles with behavioral, medical, or emotional progress and/or is not on track to meet grade level requirements. The PPC RTI guidance document will be part of the exhibits found at the end of this document.

The process of identifying struggling students begins at the beginning of each school year, when data is available from state or universal screeners.

Step 1: Identify students for each level of RTI through universal screening.

Students that score below proficient in reading and/or math on the universal screener will be placed in a Tier 2 or Tier 3 RTI group. Students scoring above proficient on the universal screener will be in a Tier 1 group.

Step 2: Administer additional required screeners.

To students who score below proficient according to the universal screener to determine appropriate intervention group and consideration for dyslexia characteristics.

Step 3: Make teacher/student assignments.

Match teachers for each group of students at all levels. Assign groups of students to instructors based on level of support and student need. This process is assisted by the school level RTI Leadership Team.

Step 4: Inform families.

If the student scores below proficient on universal screening, families should be informed and made aware of the students' intervention plan.

Step 5: Provide interventions.

On a regular and ongoing basis. For grades K-12 this time should be indicated on the master schedule. Teachers will prepare lessons to align with student needs. Attendance should be recorded, but grades should not be given in RTI.

Step 6: Progress monitor effectiveness of intervention.

A calendar of dates will be provided to each school.

Step 7: Ongoing data-based decision-making.

Data decision-making will take place through regularly scheduled monthly RTI meetings. The school level team will make decisions about the need for referral to SBLC. The RTI team may consist of and be led by the SBLC chair (appointed by the school leader), a general education teacher, a school leader, and the parent. The RTI team will regularly monitor students' academic performance and ability to meet behavioral expectations by reviewing qualitative and quantitative data.

Tier 1 (Universal Level): Universal screenings are given to all students and will be used to identify students who need further intervention services and the next Tier of support. During tier 1 instruction differentiated instruction will be accessed to address the needs of students within the general education setting.

Tier-2 (Targeted Level): For students who require additional support beyond Tier 1, Tier 2 interventions are implemented. These targeted interventions are provided to students who have been identified as at-risk based on screening or progress monitoring data. These interventions may involve small group instruction, specialized programs, or additional support from interventionists.

Tier 3 (Intensive Level): Interventions may include one-to-one instruction/support on specific targeted instructional areas or individually designed interventions according to the concern or student need. The frequency and duration of instructional or behavioral interventions may increase depending on the student's needs. The RTI team will review student data to determine if the student should be referred to the SBLC for an in-depth discussion about the next steps needed for the student.

An RTI leadership team will meet routinely and employ a variety of program monitoring and tracking systems to consistently evaluate the individual student's progress or lack of progress within the three Tiers and evaluate the overall program efficacy. The RTI leadership team will discuss each student's progress or lack thereof compared to the prior week's intervention. This time will also be used to identify and escalate a student to the next Tier (when applicable) and be referred to the SBLC as needed.

In addition, the RTI leadership team will monitor the number of students who exceed or are below the number of students in any of the Tiers. Once this is identified, the Principal and RTI team will research

the cause of any academic challenges, behavioral challenges, and type of current intervention the students may not provide. This research prompts the RTI team to review the current services provided to all students. Findings from the quality review will inform changes made to the RTI program to improve academic and behavioral results for struggling students.

During RTI team meetings, members will monitor all struggling student demographic data to ensure that no one student demographic is being over-identified for the RTI program. If the RTI team discovers that a disproportionate number of struggling students from one demographic are being over-identified, someone from the school leadership team will review class data and teacher observation data to ensure the implementation of the curriculum is being upheld. The tier 1 instructional process will be analyzed deeply, and additional data will be collected to document changes in student progress. If needed, additional coaching of the teacher will be scheduled to prevent the overidentification of students within sub-groups.

PPC will use similar methods and strategies to identify students with exceptionalities as described above for struggling students. PPC will follow LDOE guidelines to identify and serve students with exceptionalities according to Louisiana Bulletin 1508¹¹.

A struggling student in Tier 3 who is not demonstrating progress based on data and observations from multiple interventions will be referred to the Special Education Coordinator for an evaluation. The struggling student's parent/guardian will be called for a school meeting with the SBLC team to discuss the student's academic and behavior profile and decide together if the student should have an initial evaluation to determine if their student has a disability and needs special education or related services.

Once the parent/guardian agrees to the initial evaluation, PPC has 60 days to conduct it. The initial evaluation consists of a comprehensive review of RTI data, classroom observations, parent conversation and interview, universal screeners, previous and recent formative and summative test results, and conducting evaluations contracted through an approved Pupil Appraisal Service as needed. The Special Education Coordinator oversees the evaluation process. The Special Education Coordinator contracts and coordinates a student evaluation to be conducted by LDOE-approved Pupil Appraisal (Pupil Appraisal) personnel or vendor services. Examples of Pupil Appraisal personnel and services are Occupational Therapists, School Psychologists, Speech/Language Pathologists, and School Nurses. Examples of Pupil Appraisal evaluations and assessments are aptitude and achievement test results, parent input, teacher recommendations, and review of RTI data. In addition, all Child Find/Child Identification procedures will comply with Bulletin 1706. The Special Education Reporting System will be used as a monitoring system for all related special education activities.

Lastly, PPC will follow the state mandated protocol for students entering the school with a current evaluation that meets Bulletin 1508 regulations. The Special Education Coordinator will review each

¹¹ Louisiana Division of Administration Louisiana Bulletin 1508 <https://www.doa.la.gov/media/g0jbnrxn/28v101.pdf>
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student's IEP and 504 Plan before the start of the school year and arrange for all students with IEPs and 504 Plans to start receiving their mandated services and/or accommodations within 10 days of receipt, review, and parent notification of the eligibility decision. The goal of the special education program is to provide services deemed appropriate by the IEP team.

At PPC, the services provided may be found in the general education, community, or special education classroom as documented in the IEP. PPC is committed to inclusivity and meeting the needs of all students. To this end, we will train all staff on the Special Education Playbook, a vital resource for designing and implementing specially designed instruction for students with varying learning abilities. The implementation of the Special Education Playbook will be crucial in reducing learning gaps for underserved students.

The special education program personnel are both contracted and full-time: a Special Education Coordinator, a Special Education teacher, and contracted related service providers as needed (approved LDOE-Pupil Appraisal vendor) for part-time personnel and therapeutic services mandated by students' IEP. Contracted services include and are not limited to occupational therapy, physical therapy, and auditory support. The special education team monitors compliance with all special education state, federal, and local requirements.

English Learners:

PPC will use research and evidenced-based methods and strategies to identify and serve English Learners (EL) following the federal and state laws.¹² In a rural charter school with few English Learners (ELs), identifying and serving these students effectively requires a thoughtful approach that goes beyond simply following the letter of the law. The school's methods can be tailored to its unique context while ensuring compliance with federal requirements.

Upon enrollment, the school administers a Home Language Survey and a Family Interview Questionnaire to all students to identify those who may speak a language other than English at home. This initial step helps flag potential ELs for further evaluation. If a student is identified as eligible to be an EL, the contracted ESL teacher has 30 days to administer the English Language Proficiency Screener (ELPS), conduct a parent/guardian interview using the Parent Questionnaire, and notify the parent/guardian of the results of the ELPS per (BESE Bulletin 741, ESEA Section 112(e)(3)(A), 112(e)(3)(B)). Since the school has a small student population, teachers often know their students well. This close relationship allows them to observe language development in real-time and refer students for additional support if they notice any language barriers that might impact learning.

The contracted ESL teacher will use the results from the ELPS to identify the student's English proficiency level and create the EL Instructional Support Plan (Support Plan). The contracted ESL teacher will meet with parents/guardians and provide them with a Support Plan for the school year for review, approval, and immediate implementation. The goal of PPC is to provide EL Support Plans to occur inside

¹²The LDOE ENGLISH LEARNER PROGRAM HANDBOOK School System & Charter School Administrators was used to write this section.
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the classroom as push-in support and services. Once the Support Plan is finalized, the contracted ESL teacher will share the student's Support Plan and (English Language Learner (ELL) Accommodations Checklist for classroom and assessment with all the student's teachers. Annually, the contracted ESL teacher will notify parents/guardians of their student's continuation of services and an individual student report.

All regular education teachers with ELs in their classes will receive support from the contracted ESL teacher as push-in support and pull-out student for small group instruction as needed. The degree of intervention is varied and responsive to each individual student's language instruction needs. Given the low number of ELs, the school may add opportunities for individualized or small-group instruction, ensuring that ELs receive focused support in developing their English skills. Teachers will incorporate language objectives into regular lessons, making the content accessible while promoting language acquisition. The school might offer ongoing professional development focusing on culturally responsive teaching, scaffolding techniques, and language acquisition strategies. PPC will make concerted efforts to contract with a certified ESL teacher. In the event an ESL teacher is not available, PPC will work to contract with a paraprofessional that may be fluent in the spoken language of the student. In addition, if an ESL teacher is employed, he/she will be responsible for all aspects of PPC's ESL program, including school wide EL professional development and training.

Academically advanced students:

Identifying and meeting the needs of academically advanced students requires a flexible, student-centered approach. Teachers would tailor instruction to meet the varying needs of students within the classroom. This might include providing more complex and in-depth assignments, offering accelerated learning options, or grouping students by ability levels for certain activities. The school will use a universal screener as a part of the process to identify advanced students and gifted and talented students.

PPC will follow the policy requirements set forth in Bulletin 1508 for referral and evaluation of students suspected of being gifted or talented. PPC will develop enrichment programs that go beyond the standard curriculum, offering opportunities for project-based learning, independent research, and participation in academic competitions. These enrichment classes will be captured in the schedule labeled as "specials" or use time dedicated on the flexible schedule day. Ongoing professional development would be provided to teachers to equip them with strategies for identifying and supporting academically advanced students. This would include training in differentiation, curriculum compacting, and the integration of higher-order thinking skills into everyday instruction.

BEHAVIOR MANAGEMENT

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

PPC will create a positive school environment for all students, faculty, and staff. The development of a culture where mutual respect, clear expectations, and positive relationships are prioritized will be the core

of the discipline system at PPC. This approach not only minimizes behavioral problems but also creates a positive, productive learning environment where all students can thrive. PBIS will be a part of the behavior system and will be described in detail in Appendix 2.

PPC's approach to student behavior and classroom management will be the use of Positive Behavior Interventions and Supports (PBIS)¹³ to create a positive, safe, and orderly school climate and culture. PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. PBIS centers on affirming positive student behaviors and recognizing and rewarding active participation and exemplary conduct. The goal of the PBIS approach is to eliminate challenging behaviors and replace them with positive social skills. PBIS is a recognized best practice that decreases the need for punitive and invasive intervention practices or discipline procedures. Combining PBIS with a positive school culture will include a focus on the following elements:

1. Clear Expectations and Consistent Enforcement

- **Defined Rules:** Establish clear, understandable rules that are communicated to all students, staff, and parents. Expectations should be consistently enforced across the school.
- **Consistency:** All staff members should apply rules fairly and consistently, ensuring that students understand the consequences of their actions.
- **Positive Reinforcement:** Emphasize positive behaviors by recognizing and rewarding students who meet or exceed expectations.

2. Strong Relationships and Community Building

- **Teacher-Student Relationships:** Encourage teachers to build strong, trusting relationships with their students. When students feel understood and supported, they are more likely to follow rules and respect authority.
- **Peer Relationships:** Foster a sense of community among students through team-building activities, cooperative learning, and peer mentoring programs. A strong sense of belonging reduces conflict and promotes positive behavior.
- **Parent Engagement:** Involve parents in the school community and communicate regularly about their children's progress and behavior. Parents who are engaged can reinforce positive behavior at home.

3. Social-Emotional Learning (SEL)

- **SEL Programs:** Implement social-emotional learning programs that teach students skills such as self-regulation, empathy, conflict resolution, and responsible decision-making.
- **Restorative Practices:** Use restorative practices to address conflicts. Instead of punitive measures, encourage students to take responsibility for their actions and make amends, which helps repair relationships and build a supportive community.

¹³ "What is PBIS," Center on PBIS, <https://www.pbis.org/pbis/what-is-pbis>.
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4. Student Empowerment and Voice

- **Student Involvement:** Give students a voice in creating and upholding school norms. When students are involved in the decision-making process, they are more likely to adhere to the rules they helped create.
- **Leadership Opportunities:** Provide opportunities for students to take on leadership roles, such as student council, peer mediation, or leading school-wide initiatives. Leadership experiences build responsibility and a sense of ownership in the school community.

5. Positive School Environment

- **Safe and Welcoming Atmosphere:** Create a school environment that feels safe, welcoming, and inclusive. This includes ensuring that the physical environment is clean and well-maintained and that the school culture promotes inclusivity and respect for diversity.
- **Focus on Well-being:** Prioritize student and staff well-being by promoting healthy habits, offering mental health resources, and encouraging a balanced approach to academics and extracurricular activities.

6. Proactive and Preventative Approaches

- **Early Intervention:** Identify and address potential behavior issues early through counseling, mentorship, or additional support. Preventative measures are more effective than reactive ones.
- **Data-Driven Decision Making:** Use behavioral data to identify trends and address root causes of discipline issues. Tailoring interventions based on data helps in addressing specific needs and preventing recurring problems.

7. Collaborative and Supportive Staff Culture

- **Staff Collaboration:** Encourage collaboration among teachers, administrators, and support staff to create a unified approach to discipline. Consistent messaging and teamwork among staff members reduce mixed signals and confusion for students.
- **Professional Development:** Provide ongoing professional development focused on classroom management, culturally responsive teaching, and strategies for maintaining a positive classroom environment.

Describe how the school will communicate its approach and related policies to students and families.

PPC will host a parent orientation meeting at the beginning of each school year. Administrators and teachers will explain the school's culture, expectations, and the role parents can play in supporting these efforts at home. During the school year, families will be offered workshops or information nights focused on specific aspects of the school's culture, such as social-emotional learning (SEL), restorative practices, or positive discipline strategies. PPC will also publish a Student and Family Handbook that outlines the school's code of conduct, school policies, and behavioral expectations. The code of conduct will be completed in spring of 2026 and will comply with R.S.17:416.12, R.S. 17:416.13, and Section 4114 of the No Child Left Behind Act of 2001(NCLB).

Explain interventions and consequences the school will use as alternatives to exclusionary discipline.

Interventions for addressing inappropriate disciplinary actions by students should be designed to support a positive school culture by focusing on restorative practices, teaching appropriate behavior, developing school connectedness, and promoting personal growth. At PPC the interventions and approaches implemented will include the following strategies to align with the implementation of PBIS and a positive school culture in the building.

(1) Restorative Practices: Utilizing restorative conversations, peer mediation and restorative circles are engaging activities for students and adults to settle conflicts in a manner conducive to a positive learning environment and develop a skill set to impact positive change in and outside of the school building.

(2) Behavior Reflection and Accountability: The behavior reflection and accountability strategy will cause students to reflect on choices made and how to resolve incidents of disruption in a way that can repair relationships.

(3) Positive Behavior Interventions: These interventions will align with the PBIS process for students falling into the tier 2 category. Students may access the check in/check out process as needed depending on disciplinary actions. During moments of inappropriate behavior, use techniques such as proximity control, gentle redirection, or offering choices to guide the student back to positive behavior without escalating the situation. Incentive programs will also be a part of the positive behavior support put into place.

(4) Alternative Learning Environment: When inappropriate behaviors arise it can be helpful to provide cool down spaces or possibly intervention classes to assist with the focus on resolving these challenges in a setting that allows the student to be open and honest about why the behavior occurred.

(5) Academic Support: Sometimes inappropriate behaviors can be linked to academic struggles. In these cases, the staff will ensure to address any academic challenges that may be contributing to the student's behavior. Offer tutoring, modified assignments, or additional support to help the student succeed academically. The staff will also encourage participation in extracurricular activities that align with the student's interests.

Explain disciplinary policies and procedures for all students, including students with exceptionalities, which incorporate research-based discipline practices, in accordance with R.S. 17.252.

PPC will only deploy exclusionary student discipline practices for expulsion or suspensions consistent with R. S. 17.416 under the following circumstances:

- **Out-of-School Suspension:** A student may be subject to out-of-school suspension per the code of conduct. Suspension is used for repeated and major disciplinary offenses. Suspended students are not permitted to participate in any school activities or be on campus during the suspension.
- **Expulsion from School:** The leadership team will be in direct contact with parents/guardians to do everything possible to prevent offenses from escalating to expulsion. Some disciplinary offenses are

considered to be extreme. An accrual of suspensions is grounds for expulsion and can be made by the principal. Any student expelled from school cannot participate in any school activities or be present on school grounds during their time of expulsion.

These common major offenses could warrant a recommendation for expulsion: 1) students who bring, possess, or use any narcotics, stimulants, or alcohol; 2) students who inflict bodily injury to anyone; 3) students who carry or use any weapon on school grounds; 4) students who engage fire alarms or make fake 911 calls; and 5) students who threaten or endanger the safety of any member of the school community, including students, faculty, and staff.

All PPC students are entitled to due process in resolving disputes between parents/guardians and the school. The procedures for due process are outlined in the school's code of conduct, which will be distributed to parents/guardians at the start of each school year and at the onset of any disciplinary action. If a parent/guardian disagrees with the Dean of Students decision to expel or suspend a student, they may appeal to the CEO within three days of the decision. The CEO will review the appeal, considering all relevant information and circumstances. To gather further details, the CEO may meet with the parent/guardian and a representative from the school team before making a final decision. The CEO's decision is final in the suspension and expulsion process.

For students with special needs, any disciplinary action, including suspension or expulsion, will be determined individually in accordance with the student's Individualized Education Program (IEP) or 504 Plan. Special education students are protected under the Individuals with Disabilities Education Act (IDEA) and related policies regarding disciplinary actions. The code of conduct will include specific guidelines for disciplining students with special needs.

If a student with disabilities is expelled or suspended, and the parent/guardian disagrees with the school's determination that the behavior was not a manifestation of the student's disability, or with the proposed short-term alternative educational setting, the parent/guardian may request an expedited due process hearing. If the Hearing Officer rules in favor of the parent/guardian, the student may remain in their current school placement unless an alternative agreement is reached between the parent/guardian and the school.

PPC is committed to adhering to all requirements under Section 504 of the Rehabilitation Act, IDEA, and state laws related to disciplining students with disabilities. This includes conducting Manifestation Determination Reviews (MDRs) when considering suspension or expulsion for students with disabilities. To ensure compliance with these requirements and the delivery of a Free Appropriate Public Education (FAPE), the CEO and Principal undergo two years of intensive training with an external provider.

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.

The school leader at PPC will monitor and collect data on all student long-term suspensions and

expulsions on a quarterly basis, ensuring an equitable approach to behavior modification. This includes tracking demographic data of suspended or expelled students, which will be accessible through the school's data platform system. The school leader will collaborate closely with the special education team to identify and address any patterns of disruptive behavior among students with an IEP or 504 Plan.

To ensure equity, removal days for students will be disaggregated by subgroups, including gender, race, ethnicity, economically disadvantaged status, and IEP/504 designation, to prevent disproportionate representation in disciplinary actions. Additionally, data on subgroup participation in absenteeism, tardiness, behavior referrals, detentions, and suspensions will be collected and analyzed. When data reveals that a particular subgroup is facing challenges, the response will be tailored to the individual student and the specific circumstances.

If the data indicates disproportionate discipline or over-identification of any subgroup, the CEO will work with the staff to develop and implement an appropriate school-wide action plan. The school leader is also responsible for providing proactive professional development and support to ensure PPC maintains an equitable approach to behavior management. Staff members are encouraged to build strong relationships with students, set clear expectations, utilize restorative practices, and engage counseling support before resorting to punitive measures. These strategies form the foundation of PPC's approach to behavior expectations for all students.

The Supervision Plan for The Alternative Setting of Suspension/Expelled Students

The supervision plan for suspended/expelled students in alternative settings will follow §416.2.¹⁴ PPC students will continue to receive all general and special education services in an alternate setting, as coordinated by the PPC administration. This may include coordination of virtual or on-campus services as needed. PPC will be committed to providing all special education services in a manner which allows full implementation of each student's IEP. Families will be directly engaged in this disciplinary process.

Appendix 2: draft School Model Master Plan (in accordance with RS 17:252)

PARENT AND COMMUNITY ENGAGEMENT

16. How will the school engage parents/guardians and the community once it's open?

The leadership team, faculty, and staff at PPC are committed to establishing programs and practices that promote student independence and ownership of their learning, paving the way for a successful transition to post-secondary pathways. PPC will maintain regular communication with parents/guardians, providing updates on their child's achievements and areas needing improvement. Furthermore, PPC will create meaningful opportunities for parents/guardians to actively engage with the school and support their child's educational journey.

How the school will build strong family-school partnerships to engage parents/guardians throughout the

¹⁴ For description of the law see: <http://legis.la.gov/Legis/Law.aspx?d=81034>.
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life of the charter:

Building strong family-school partnerships is essential for effectively engaging parents and guardians throughout the life of a charter school. To foster these partnerships, a school can implement several strategies. Establishing clear communication channels is a foundational step, involving regular updates through newsletters, emails, or texts to keep parents informed about school events, academic progress, and important announcements. Additionally, setting up regular check-ins at the conclusion of each school quarter through parent-student meetings.

PPC will be a school that welcomes families to the campus for events to strengthen relationships and develop connectedness between the school and families represented. Hosting open houses and orientation events at the start of the school year allows parents to meet teachers, learn about the school's programs, and understand how to support their child's education. Encouraging parents to participate in volunteer programs, such as classroom help and school events, provides various ways for them to get involved based on their interests and availability.

Promoting two-way communication is vital. PPC will use feedback mechanisms such as surveys, suggestion boxes, and focus groups to gather parents' input on school policies, programs, and events, and act on this feedback to show that their opinions are valued. There will be a cycle of feedback implemented for each school year through the use of surveys. Establishing parent advisory committees allows for collaboration with school leaders on important decisions and initiatives. The advisory committee will be instrumental in analyzing the feedback received.

A unique and innovative approach to building sustainable family partnerships in education is integrating healthcare services within the school system. PPC will implement a school-based health center (SBHC) to provide comprehensive medical, mental health, and preventive care services, ensuring that students have access to essential healthcare without barriers. Beyond improving student health, SBHCs serve as a powerful tool for fostering family engagement and strengthening the school-community connection. By embedding healthcare services within the school environment, PPC creates a natural entry point for families to engage with the school in a meaningful way. Families who may face obstacles such as lack of transportation, financial constraints, or limited access to medical providers will benefit from having critical health resources available in a familiar and trusted setting. This increased accessibility helps build a bridge of trust and connectedness between families and the school system, positioning the school as a hub of support beyond academics.

Furthermore, school-based health centers promote social mobility and health equity by addressing the needs of disadvantaged populations and proactively removing barriers to healthcare.¹⁵ Providing routine check-ups, immunizations, mental health support, and chronic disease management within the school setting ensures that students arrive in the classroom physically and mentally ready to learn. When

¹⁵ Arenson, Hudson, Lee, and Lai, The evidence of school based health centers: A review. Global Pediatric Health, February 19, 2019. Presented to Board of Elementary and Secondary Education on March 31, 2025

students' health needs are met, families can shift their focus from crisis management to actively participating in their child's education.

Additionally, SBHCs create opportunities for schools to engage parents in discussions about their child's development, well-being, and academic progress. When schools prioritize holistic student success—including both health and education—families feel valued as partners in the process. As trust grows, parents become more involved in school activities, decision-making processes, and advocacy efforts, leading to a more engaged and empowered school community.

By eliminating barriers to essential services, PPC's school-based health center will not only improve student outcomes but also redefine the relationship between schools and families. This approach strengthens the foundation of trust, promotes a culture of collaboration, and ensures that students have the physical and emotional support needed to thrive academically and beyond.

Families, community organizations, industry partners, and other groups are encouraged to apply to volunteer at PPC. Background checks are required for anyone to volunteer at the school or be in contact with students at any time. The Louisiana Code requires a limited criminal history check to be on file digitally in the school office and resubmitted annually.

Formalized mechanisms to ensure parent/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.

PPC will have formalized mechanisms to ensure parents/guardians and the community are involved in the decision-making process and have opportunities to provide regular feedback to both the school leader and the Board. The school proactively seeks parent voices to inform decision-making, policies, and procedures to support its continuous improvement efforts and client satisfaction.

Volunteering:

Parents will have ample opportunities to volunteer at PPC in support of schoolwide events and to help meet grade level needs. Both at school and at home volunteer opportunities will be available throughout the year. Parents will be encouraged, not required, to volunteer a minimum of 20 service hours for one child, or 30 service hours for two or more children per family each school year (or pro-rated to two hours a month for students enrolling after the school year has begun). To aid in meeting encouraged volunteer hours, parents will receive volunteer time for attending workshops, general parent meetings, and events conducted at PPC. While volunteering on campus, parents will be asked to adhere to dress code and asked to refrain from bringing other children of any age with them to the school.

The PPC Governing Board Meetings:

PPC will hold open board meetings and publish the meeting schedule, along with frequent updates to PPC social media. Parents will have access to the board meeting calendar, meeting announcements, and meeting minutes posted on the PPC website. All parents will receive information on attending PPC meetings through the Student Handbook at the beginning of the school year, posted at the school, and through PPC's website. PPC will utilize multiple modes of communication for families. PPC will also

communicate via mass emails, text/SMS messages for parents who opt-in, PPC's website, printed flyers sent home with students, and the school's social media channels once established (Facebook). Families will be informed of school and board protocol via handbooks and PPC's website which will be updated frequently to publicize school events, important dates, and messages from school leadership. PPC will also host meet and greet with the principal throughout the school year, called Power Hours. These will be structured as open forums for parents to ask questions and address concerns and suggestions.

Grievance policies will be clearly defined and easily accessible via the handbook and PPC's website.

Additionally, PPC will conduct twice annual (fall and spring) staff, parent, and student surveys to gauge implementation of the school's academic plan, areas that impact school climate and culture, and communication. These results will be shared during board meetings to discuss next steps for improvement and track accountability.

See Appendix 3: Draft Grievance Policy

Organizational Plan and Capacity

STAFFING

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.

Pine Prairie Charter Organizational Chart

PPC Governance Board

- CEO Joseph West

CEO

- Chief Academic Officer-Charles Johnson
- Dean of Students
- Office Manager
- Contracted services

CAO

- Principal
- Special Education Coordinator
- Curriculum and Instruction Specialist
- Contracted Professional Services

PRINCIPAL

- Teachers
- Teaching Assistants
- Dean of Students
- Career Coach
- CTE Instructors

SPECIAL EDUCATION COORDINATOR

- Special Education teachers
- Contracted support staff

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.

The PPC staffing plan and corresponding organizational chart were designed specifically to support the proposed school model. The Chief Executive Officer is responsible for all aspects of the school organization. The CEO reports to and is managed by the PPC Governance Board.

Below is a summary of the **Year 1 organizational chart**:

- (1) PPC Governance Board oversees the CEO. The Board is responsible for hiring, firing, and evaluating the Chief Executive Officer, fiscal oversight of the school, fundraising, and ensuring the school meets the terms of its charter.
- (2) The Chief Executive Office is a direct report to the Board and is responsible for the school's academic, operational, and fiscal performance. The Chief Executive Office oversees the school leadership team to include the Chief Academic Officer, Office Manager, and any other contracted providers.
- (3) The Chief Academic Officer is a direct report to the Chief Executive Office and is responsible for the school's academic, cultural, behavioral, and operational performance. The CAO oversees the Principal, teachers (core content), Special Education Coordinator, Curriculum and Instructional Specialists and the Office Manager.
- (4) Principal is a direct report to the CAO and will monitor classroom instruction and supervise the teachers, core content teachers, dean of students, and teaching assistants.
- (5) Dean of Students will be a direct report to the Principal and will oversee student services, discipline, clubs, organizations, and athletics.
- (6) The Special Education Coordinator is a contracted provider that will directly report to the CAO and is responsible for the oversight and compliance of the Special Education Program and 504 Plans, including all contracted therapeutic and academic services delivered for special education and 504 students. The Special Education Leader oversees any ancillary staff hired or contracted to provide services.
- (7) The Special Education teacher is a direct report to the Special Education Coordinator, who is responsible for delivering Special Education services to students with an IEP primarily inside the classroom.
- (8) Curriculum and Instructional Specialist is a direct report to the CAO and Principal and will be responsible for coaching and training staff on the curriculum and instructional best practices.
- (9) The Office Manager is a direct report to the Chief Executive Office and is responsible for daily administrative activities at the school and is responsible for student enrollment and student records.

(10) The teachers directly report to the CAO and Principal and are responsible for delivering the curriculum and instruction at PPC.

(11) Teaching assistants in grades K-2 will be assigned to each class. They will directly report to the Principal.

Below is a summary of the **Year 5 organizational chart with new positions and reporting lines bolded:**

(1) PPC Governance Board oversees the CEO. The Board is responsible for hiring, firing, and evaluating the Chief Executive Officer, fiscal oversight of the school, fundraising, and ensuring the school meets the terms of its charter.

(2) The Chief Executive Office is a direct report to the Board and is responsible for the school's academic, operational, and fiscal performance. The Chief Executive Office oversees the school leadership team to include the Chief Academic Officer, Office Manager, and any other contracted providers.

(3) The Chief Academic Officer is a direct report to the Chief Executive Office and is responsible for the school's academic, cultural, behavioral, and operational performance. The CAO oversees the Principal, Special Education Coordinator, and Curriculum and Instructional Specialists

(4) Principal is a direct report to the CAO and will monitor classroom instruction and supervise the teachers, core content teachers, dean of students, **CTE instructors, Career Coach**, and teaching assistants.

(6) Dean of Students will be a direct report to the Principal and will oversee student services, discipline, clubs, organizations, and athletics.

(7) The Special Education Coordinator is a contracted provider that will directly report to the CAO and is responsible for the oversight and compliance of the Special Education Program and 504 Plans, including all contracted therapeutic and academic services delivered for special education and 504 students. The Special Education Coordinator oversees any ancillary staff hired or contracted to provide services.

(8) Career Coach is a direct report to the Principal and is responsible for collaborating with business partners as it relates to accountability, graduation pathways, academic success for students in high school.

(9) The Special Education teacher is a direct report to the Special Education Leader, who is responsible for delivering Special Education services to students with an IEP primarily inside the classroom.

(10) Curriculum and Instructional Specialist is a direct report to the CAO and will be responsible for coaching and training staff on the curriculum and instructional best practices.

(11) The Office Manager is a direct report to the Chief Executive Office and is responsible for daily administrative activities at the school and is responsible for student enrollment and student records.

(12) The teachers direct reports to the CAO and Principal and are responsible for delivering the curriculum and instruction at PPC.

(13) The **CTE teachers** now report to the Principal and are responsible for delivering the vocational courses needed for industry-based credentials and collaborating with business and industry partners to ensure student success.

(14) Teaching assistants in grades K-2 will be assigned to each class. They will directly report to the Principal.

This approach and organizational structure in Years 1 and 5 builds on and expands the PPC model to meet the school's mission. The lines of reporting ensure there is enough faculty, administrative, and business and operational staff to fulfill PPC's mission so students will excel in their learning style and graduate with a TOPS University diploma or JumpStart diploma, to include industry-based credentials, and professional experiences to pursue a thriving career.

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

The classroom teacher-student ratio will be set at 25:1 in all grades. In grades K-3, teaching assistants will be employed for each class to support instruction, intervention, acceleration, and high dosage tutoring. Special education classes will be staffed according to the policy set forth in Bulletin 1706. The overall adult to student ratio for the campus will be at 14:1 to include leadership and support staff.

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

Detailed job descriptions will be developed, outlining the required qualifications, responsibilities, and expectations for the role. Jobs will then be advertised on various platforms, including the school website, educational job boards, social media, and in some cases, through job fairs or partnerships with teacher preparation programs. Candidates will submit their applications online, including resumes, cover letters, teaching certifications, and other relevant documents. Applications will be screened based on specific criteria, such as educational background, teaching experience, certifications, and alignment with the school's mission and values. The school leadership will review the applications to create a shortlist of candidates who meet the qualifications and show potential to fit well within the school's culture. Initial interviews may be conducted via phone or video to assess candidates' communication skills, teaching philosophy, and general suitability for the position. The next phase for candidates that pass the initial screening will be for the potential hire to demonstrate teaching a lesson to showcase their instructional methods, classroom management, and ability to engage students. References will be called, and a background check will be conducted through the Louisiana State Police to ensure the candidate's qualifications and to confirm there are no legal or professional issues that could impact their ability to perform the job. If the candidate is recommended for hire, an onboarding process will take place to orient the new employee to the school community.

PPC will expect all faculty and staff to adhere to the highest standards of job performance and of

personal conduct. Faculty and Staff may be disciplined, up to and including termination, for unprofessional conduct outlined in an Employee Conduct of Conduct policy that will be board approved. PPC may use a progressive discipline approach for employee management when appropriate. In some cases, this may include the development of an Intensive Assistance Plan (IAP) when behaviors/performance do not meet expectations or anytime an employee receives a rating of Ineffective on their performance evaluation. If the evaluation is determined to be *Ineffective* after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, PPC may initiate termination proceedings following such unsatisfactory performance.

An Intensive Assistance Plan (IAP) shall include:

1. What the evaluatee needs to do to strengthen their performance, including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures.
2. An explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator.
3. The date that the assistance program shall begin and be completed
4. The evaluator and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.).
5. The timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year).
6. An explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and
7. The action that will be taken if improvement is not demonstrated.

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

PPC's recruitment and retention plan is designed to ensure the school is fully staffed with a diverse and well-trained team. PPC will seek to hire high-quality faculty and staff both locally and nationally, with a particular emphasis on expertise in curriculum, instruction, and classroom management. PPC will recruit individuals who are dedicated to, aligned with, and capable of implementing the mission, vision, and core design elements of the school's educational model.

The recruitment plan will start by posting faculty and staff job descriptions on LinkedIn, the school's website, the Louisiana Charter Schools Association webpage, and on job boards at local colleges and universities, including LSUA, Louisiana Christian University, LSUE, and Northwestern State University. PPC's CEO and CAO will also attend local job fairs and industry conferences to recruit faculty. Once staff are hired PPC will ensure a comprehensive onboarding process takes place. Teachers will be paired with mentors to support each other and provide guidance and build capacity in each staff member employed.

The leadership at PPC will track changes and turnover rates to become knowledgeable of root causes so that those causes may be mitigated quickly. By taking these steps, the school can effectively manage teacher turnover, ensuring that student learning continues uninterrupted, and the school environment remains stable and supportive for both students and staff.

SCHOOL LEADERSHIP TEAM CAPACITY

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.

CHARTER BOARD GOVERNANCE

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).

Currently, the PPC Board is composed of six. The seventh member appointment is pending. The board membership is aligned with the residential requirements as stated in Bulletin 126.

Board Member	Role/ Title	Description of Responsibilities	Area(s) of Expertise
Trey Ducote	Chairman	<ul style="list-style-type: none"> ● Supervises and controls all business affairs of the organization. ● Presides over meetings using an agenda that is aligned to the board calendar. ● Keeps meetings on topic. ● Facilitates conflict management among board members if needed. 	Community Relations Management Operations
Matt Marcantel	Vice President	<ul style="list-style-type: none"> ● Takes the place of and performs the duties of the President in their absence. ● See description above. 	Community Relations Finances Management Operations

Brian Ardoin	Member	<ul style="list-style-type: none"> Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public. 	Management Operations Community Relations
Kelly Tate	Member	<ul style="list-style-type: none"> Provide oversight of the meeting procedures particular to Robert's Rules of Order 	Legal Finances Management
Steve McDaniel	Member	<ul style="list-style-type: none"> Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public. 	Community Relations Finances Management Operations Community Relations
Jason Hazelton	Member	<ul style="list-style-type: none"> Provides expertise in the area of all things in school system instruction and leadership Serves in good faith and interest of the school; attends monthly board meetings; and acts as a representative of the school in public. 	Academics Community Relations Management Operations

Appendix 5: Board Member Resumes

23. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code. If partnering with an ESP, specify how the board will identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.

There are no relationships that could pose actual or perceived conflicts if the application is approved. However, to avoid conflicts of interest and to mitigate perceived conflicts of interest, each year, all board members will complete the Annual Board Member Conflict of Interest Statement at the Annual June Board meeting. All board members will ratify that they have received, read, understand, and will

follow the Board's conflict of interest policy as described in the Board Bylaws. Finally, the Board will comply with the Louisiana Board of Ethics' Ethics Code and submit Tier 3 Personal Financial Disclosures to the Louisiana Secretary of State's office. All board members are obligated to disclose actual, potential, or perceived conflicts to the board chair. After any type of disclosure is revealed by a board member, the remaining board members will discuss and evaluate all pertinent information regarding the disclosure. Following this evaluation, the Board will determine by vote whether there is a conflict of interest.

In accordance with the Louisiana Board of Ethics' Ethics Code, the board will implement the following specific steps:

Mandatory Ethics Training: All board members will undergo mandatory ethics training as required by the Louisiana Board of Ethics. The board member shall file a financial disclosure yearly.

Regular Updates: The board will provide ongoing training and updates on changes to the Ethics Code, ensuring that members are informed of any new regulations or requirements.

Adopt a Conflict-of-Interest Policy: The board will adopt a comprehensive conflict of interest policy that clearly outlines what constitutes a conflict, how to identify potential conflicts, and the steps required to address them.

Public Access to Information: The board will make conflict of interest policies and disclosure statements publicly accessible, allowing stakeholders to review the measures in place to prevent conflicts.

Recusal from Decision-Making: Board members with an actual or perceived conflict of interest will be required to recuse themselves from discussions and voting on matters related to that conflict. This will prevent any undue influence on board decisions.

By implementing these steps, the board will proactively prevent actual conflicts of interest and mitigate perceived conflicts, maintaining the highest standards of ethical conduct and public trust in accordance with the Louisiana Board of Ethics' Ethics Code.

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 the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.

The board shall participate in training and opportunities for education as prescribed by the board policy and policy according to Bulletin 126 and in compliance with ACT 198 to receive training inclusive of special education policy. After each training course, the Board will complete a short evaluation to answer questions about what they learned and identify areas for further training.

Safeguards put in place for board members will allow the school and its leadership to effectively run the institution, while the board will be responsible for policy making and carrying out the provisions of

the charter. The board will adopt a governance handbook that clearly outlines the roles and responsibilities of board members, the school leader, and administrative staff. The board will delegate operational responsibilities to the school leader (CEO) through formal policies and a clear job description. The school leader will have the authority to manage daily operations, hire and supervise staff, implement the curriculum, and make decisions on school management. The board will establish regular reporting mechanisms, such as monthly or quarterly reports from the school leader on key performance indicators (KPIs), including academic performance, financial health, and operational metrics. These reports will allow the board to fulfill its oversight role without intervening in daily operations. Board meetings will focus on strategic planning, policy review, financial oversight, and long-term goals rather than operational issues. The board chair will ensure that agendas are structured to keep discussions aligned with governance responsibilities, and operational matters will be referred to the school leader.

The governance structure of the charter school board will include the key elements such as developing and approving policies that guide the school's operation, including academic standards, financial management, and compliance with state and federal regulations. The board will evaluate the performance of the school leader annually, ensuring that leadership aligns with the school's goals and meets performance expectations. The charter board will establish the following committees and advisory bodies to support its governance role. Executive and finance committees will be selected, and board members will serve on these committees in addition to the full board appointment.

The executive committee will handle urgent matters between board meetings and set the agenda for full board meetings. This committee will also monitor and maintain board-wide adherence to governance best practices and guarantee consistent board leadership and goal setting. This committee will consist of the president of the board, the CEO and two board members. The finance committee will oversee the school's budget, financial reports, and audits. It will also work on fundraising strategies and ensure financial transparency. It will recommend a budget aligned to the school's strategic priorities, oversee financial resources, drive progress toward financial goals, ensure financial compliance, identify actions needed to resolve complex financial issues. This committee will consist of the president of the board, CEO, and two board members.

The proposed governance structure will ensure accessibility to staff, community, and families through the use of open meetings as required by law and public forums as needed. The board members will build the school's public standing and serve as ambassadors for the school. By implementing these processes, structures, and safeguards, the charter board will effectively govern the school, maintain strategic oversight, and remain accessible and responsive to the needs of its stakeholders.

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.

Pine Prairie Charter has set the following measurable organizational and financial goals for its first

five years of operation and feels confident in achieving them. They are in alignment with the Charter School Performance Compact.

Organizational and Financial Goals

Indicator	Standard Expectation	PPC's Annual Goals for SY 2025 - 2030
Enrollment	PPC enrolls and serves all students through prioritizing equity in their enrollment and discipline policies and procedures.	
Achieves enrollment targets and maintains a waitlist	Meets required percentage.	100% (plus waitlist)
Re-enrollment of students	At least 80% of student population returns each year	Retention rate of at least 80% after Year 1
Suspensions	Lower than the national average PPC does not appear on the Urgent Intervention Required (UIR) List for Discipline.	Less than 5%
Enrollment Policies and Adherence	School does not receive a Notice of Concern nor Notice of Breach relative to Student Enrollment Practices	No Notices of Concern nor Notices of Breach.
Student Record-Keeping and Data Reporting (including of PEP and other Student Information Systems Requirements)	School does not receive any. Notice(s) of concern nor Notice(s) of Breach to Student Records and Data Reporting.	No Notices of Concern nor Notices of Breach.
School does not discriminate and complies with all laws and authorizer policies. pertaining to student admissions, attendance, truancy, and discipline.	Adheres to laws, policies and contract terms pertaining to, enrollment, discipline, and attendance. PPC does not receive any. Notice(s) of Concern nor Notice(s) of Breach related to these areas.	Meets laws, policy, and contract terms. No Notices of Concern nor Notices of Breach.

<p>The school sets and follows an admissions policy that adheres to federal and state laws, as well as district policy, related to students with disabilities.</p>	<p>School does not receive any. Notice(s) of Concern nor Notice(s) of Breach related to admissions of students with disabilities.</p>	<p>No Notices of Concern nor Notices of Breach.</p>
<p>Special Populations</p>	<p>All special student populations receive the services and support they need to ensure academic success in accordance with applicable law and policy.</p>	
<p>Evaluations for Students with Disabilities</p>	<p>100% of evaluation timeline compliance</p>	<p>100% of evaluation timeline compliance</p>
<p>Compliance with IEP Timelines</p>	<p>< 5% of IEP's out of compliance</p>	<p><5% of IEP's out of compliance</p>
<p>Least Restrictive Environment (LRE)</p>	<p>> 80% of all students with disabilities in the school are served in LREs</p>	<p>>80%% of students with disabilities populations are served in LREs</p>
<p>Subgroup Performance</p>	<p>School has not been identified as “Urgent Intervention Required” in more than two reported subgroups.</p>	<p>School is not identified as UIR in more than two subgroups.</p>
<p>Economically Disadvantaged & Federal Programs</p>	<p>The school operates in compliance with Title 1 and other federal funding policies. School does not receive any. Notice(s) of Concern nor Notice(s) of Breach pertaining to Title I and other federal funding programs implementation.</p>	<p>Favorable district monitoring checklist reports. No Notice(s) of Concern nor Notice(s) of Breach.</p>
<p>All special student populations receive the services identified as necessary to support academic success in accordance with</p>	<p>Complies with law and policy requirements regarding special student populations. School receives no Notice(s) of Concern nor Notice(s) of</p>	<p>Complies with laws, policy, and contract terms. No Notice(s) of Concern nor Notice(s) of Breach.</p>

applicable law and policy.	Breach.	
Law and Policy	PPC and its governing board follow all laws, policies, and contractual obligations.	
PPC complies with the state policies regarding governance.	No evidence of non-compliance with state or federal governance policies. School receives no Notice (s) of Concern nor Notices (s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice (s) of Breach
PPC complies with Louisiana Ethics Law	No evidence of non-compliance with the Louisiana Code of Governmental Ethics. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice(s) of Breach.
PPC does not have any violations of legal, contractual obligations	No evidence of significant, intentional or repeated non-compliance legal and contractual obligations. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice(s) of Breach.
PPC does not have any evidence of violations of required test procedures	No evidence of non-compliance with state testing policy and/or local test security policy; district investigation found evidence of cheating by school staff and/or significant or repeated violations of district or state testing policy. School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.	No evidence of non-compliance. No Notice(s) of Concern nor Notice(s) of Breach.

<p>PPC adheres to Louisiana Public Schools approved policy</p>	<p>No evidence of non-compliance with the Louisiana state law, state policies, and/or applicable local district policies.</p> <p>School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.</p>	<p>No Notice(s) of Concern nor Notice(s) of Breach.</p>
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Financial Goals

PPC will manage its finances to ensure a compliant, logical, and effective use of funds. The following goals will be used to determine the schools' annual fiscal health of the school. See below:

Indicator	Goal	PPC's Annual Goals for Year 2025-2030
<p>Fund Balance</p>	<p>The school maintains a fund balance within recommended ranges according to state guidance.</p>	<p>Fund balance over 2% at year 1; reaching 5% or greater at year 5 as shown on annual audits</p>
<p>Annual Audits</p>	<p>No evidence of significant or consecutive material findings in the annual audit.</p> <p>School receives no Notice(s) of Concern nor Notice(s) of Breach relative to the audit</p>	<p>No material findings</p> <p>No Notice(s) of Concern nor Notice(s) of Breach</p>
<p>Fiscally Responsible and Legal Use of Federal and State Funds</p>	<p>No evidence of significant, intentional, or repeated misuse of funds.</p> <p>School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.</p>	<p>No misuse of funds</p> <p>No Notice(s) of Concern nor Notice(s) of Breach</p>
<p>Submission of Financial Reports</p>	<p>No evidence of significant, intentional, or repeated noncompliance related to the timely submission of financial reports requested by district staff or required by contract.</p> <p>School receives no Notice(s) of Concern nor Notice(s) of Breach relative to these areas.</p>	<p>No evidence of noncompliance</p> <p>No Notice(s) of Concern nor Notice(s) of Breach</p>

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.

The Board will monitor academic and organizational performance goals in three main ways: 1) The

CEO and CAO will analyze student and teacher evaluation data at mid-year to identify performance and the alignment with the expected results on LEAP. Should the reported data trend lower than the expectation a “School Action Plan” will be developed with specific goals and performance metrics as well as specific actions that the school will take to accomplish the assessment goals. The Board will receive a briefing at mid-year and end-of-year on the school's progress and success in accomplishing the goals. The metrics tied to the School Action Plan are part of the evaluation of the CAO and Vice Principal. 2) The CEO will provide an update at each Board meeting on student academic achievement and the improvement of the quality of instruction. 3) The Board will evaluate the CEO annually using agreed-upon performance goals. 4) By practice, the board will be briefed on student achievement, the quality of instruction, or other performance goals at the end of each 9 weeks. This keeps the focus on the main thing.

Per the Charter School Performance Contract (CSPS), the Board will utilize the CSPS Annual Review process, which outlines all academic, organizational, and financial performance measures.

to create an oversight plan for the upcoming year.⁴⁹ Each set of academic, organizational, and financial performance measures is rated as “meets all expectations,” “meets most expectations,” or “does not meet expectations. If PPC receives a rating of “meets most expectations” or “does not meet expectations,” on any performance measures, the board will require the CEO to create an improvement plan to address areas of underperformance. If an area of underperformance is acute or unattended for a longer than anticipated period, the CEO may be asked by the Board to propose faculty and/or staff changes to correct areas of underperformance. In addition, committees receive reports from the CEO at each board meeting on each set of PPC's current academic, organizational, and financial performance measures that are part of the Annual Review. This consistent sharing of performance measures at each board meeting ensures the Board and CEO are always aware of PPC's performance in real time and can briskly take next steps, as described above, to address concerns as needed.

The Board will monitor Financial Goals as the CEO, and the business team will complete annual financial and compliance reports and submit them to the LDOE, as necessary. The PPC Board will employ a Certified Public Accounting firm to conduct an independent financial audit of the financial records and the annual financial and compliance report. The Board may accept the recommendation of the CEO or request another audit from a different accounting firm. The annual audit will be published on the school's website. The CEO will also work with the leadership team to ensure all leaders in the organization who have access to funds follow best practices of internal financial controls. The PPC Board will adopt strong financial policies and procedures and will post them on the schools' website to comply with financial transparency requirements. The CEO will produce monthly financial statements that the Board will review. The PPC Board is ultimately responsible and accountable for the financial oversight and success of the school. The PPC Board will ensure financial policies and procedures are up to date. The PPC Board will review financial statements no less than quarterly. The PPC Board will

work with the contracted accountant and CEO to approve the budget annually and approve budget revisions as necessary. The Board will conduct all its meetings in public and abide by open meeting regulations. The Board will also adopt appropriate policies and procedures to ensure the resources are allocated and expensed to enable the school to achieve expected outcomes. The CEO and private accountant will stay on top of expenditures to ensure the school does not go over budget.

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.

The Board of Directors will evaluate the CEO annually and monitor his/her progress toward meeting PPC's annual academic, organizational, and financial goals, including meeting renewal and all required standards as determined by the contract and authorizer.

The information the Board will collect, The specific measures and metrics to be used; and The timeline and frequency of evaluation.

The CEO’s evaluation includes annual assessment of SMART goals and core competencies: Commitment to Results, Business Expertise, Effective Leadership, and Inspiration. The board conducts the evaluation using student achievement data and staff/parent culture surveys, with surveys distributed twice yearly. If deficiencies arise, the CEO must submit a corrective action plan with a resolution timeline and reporting structure. Strategies may include leadership changes, resource allocation, training, or system improvements. The board will monitor progress at each meeting, and if issues persist, they may implement a Performance Improvement Plan or consider termination.

Month	Stage	Description
June	Evaluation Preparation	Board evaluation committee selected. Collectively review and revise the ED evaluation tool for the following school year, ensuring core competencies align with CEO's current job description. Collectively review and discuss SMART goals for improving academic performance, organizational performance, and fiscal well-being. Board approves CEO evaluation tool.
July	Formal Goal Setting	The CEO presents updated annual organizational SMART goals to the Board. The full Board reviews and approves annual organizational SMART goals.

Oct	Monitoring & Feedback	Quarter 1 (July - September) Goal Update presented to the Board by the CEO. This update should include prior-year standardized test data.
Jan	Monitoring & Feedback	Quarter 2 (October - December) Goal Update presented to the Board by the CEO. The CEO discusses progress toward meeting goals and other areas of performance management.
Apr	Monitoring & Feedback	Quarter 3 (January - March) Goal Update presented to the Board by the CEO. The CEO discusses progress toward meeting goals and other areas of performance management.
May	Monitoring & Feedback	The CEO completes a core competency self-assessment. Board members complete the CEO core competency assessments.
June	Final Annual Evaluation	Quarter 4 (April - June) Goal Update presented to the board by the CEO. The Board compiles the final evaluation data, discusses it with the CEO.

28. Describe the management and accounting practices to be employed for financial planning, accounting, purchasing, and payroll that the school and board will utilize. 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.

The PPC school and Board have set sound financial planning, accounting, purchasing, and payroll policies and procedures. The Board will have ultimate oversight and accountability for the school's financial health and legal compliance, but the school staff will implement the day-to-day management working with a private accounting firm. These policies will be finalized in Spring 2026 once the CEO, and Finance Committee, which includes the Board President, and the contracted accountant and staff meet and finalize the PPC Policy and Procedures Handbook. The policies and procedures below are designed and safeguarded to sustain the financial health of the entity and school and ensure legal compliance with any requirements and restrictions of the use of public funds.

(1) **Financial Planning:** PPC has created a five-year budget that reflects the school's income sources as reported by the LDOE. This five-year budget will be reviewed monthly by the outside accounting source and the board. All planning will be in alignment with the accounting guidance. Contractors working with grants will have knowledge of the allowable and unallowable expenses according to the grant.

(2) **Accounting:** PPC will follow generally accepted accounting principles (GAAP) accounting. PPC's contracted accounting firm and CEO will handle all accounting functions.

(3) **Purchasing:** PPC faculty and staff may request to purchase authorized items as outlined in the Policy

and Procedures Handbook. Specifically: goods and services are purchased only with proper authorization; goods or services purchased represent allowable costs for reimbursement in accordance with the terms of that contract or grant agreement; goods or services received are recorded correctly as to account, amount, and period; recorded acquisitions are for goods and services received; adjustments to vendor accounts are made in accordance with management's authorization; only authorized goods and services are accepted and paid for; access to purchasing, receiving, and accounts payable records is adequately controlled to prevent or detect duplicate or improper payments; and the purchasing process is not controlled by one individual. Purchasing duties, from initiation of requisition through paying for the purchase, are properly separated among employees.

(4) **Payroll:** PPC's private accounting firm will handle payroll, and therefore, set up the payroll system with all of PPC's employees. PPC will be responsible for funding the cost of salary, wages, and premiums paid, as provided for in an approved budget. The private accounting firm and CEO will complete the following related to payroll: a) Processing of New Employee Forms; b) Complete Retirement Reporting; c) Voluntary Deductions; d) Distribution of pay warrants and direct deposit administration; e) Distribution of W2's and 1099's; f) Processing of Worker's Compensation; g) Salary adjustments; h) Verify Budget Numbers, Dates and Rates of Pay; i) Prepare and Maintain Annual Calendars; and j) Process Exit Forms (resignations, terminations, etc.). A private accounting firm will work with the Board and CEO in developing internal controls to include general governmental accounting policies, financial reporting, budgeting, cash receipts and deposits, purchasing and cash disbursements, capital assets, and payroll.

The PPC Board will approve the school's budget on an annual basis and conduct budget management throughout the year using a three-part process: Review and approval of financial statements at the board meetings, Review of budget vs. Actual variances, and Forecasting of future results, including budget amendments, as required.

a. Identify how the Board will monitor the school's financial position.

The Board of Directors plays a crucial role in monitoring the school's financial situation. As the entity ultimately accountable for the school's financial health, the Board approves the school's budget and any budget revisions. The Board then monitors the school's progress in adhering to the budget by reviewing reports containing budget-to-actuals at every board meeting. There are several components to internal control, including control environment, risk assessment, control activities information and communication, and monitoring. These components are used to establish the internal control policies and procedures.

The Board will approve the school's budget on an annual basis and conduct budget management throughout the year using a three-part process: Review and approval of financial statements, review of budget vs. actual variances, and forecasting of future results, including budget amendments, as required.

The Board will have a Finance Committee that will meet monthly with the private accounting firm and

the CEO to review the monthly financial statements, budget, cash flow projects, and enrollment. The highlights from those meetings and any approvals needed then roll up and are presented at the board meetings. The private accounting firm provides continuous support in analyzing, reconciling, and adjusting the budget, cash flow projections, and account balances to ensure the records are maintained according to GAAP. In addition, the Board will contract with an outside auditing firm to conduct an independent financial audit of the school. The Board intends to have a clean audit each school year.

b. Describe what financial controls the organization will have in place at the central and school level to ensure long-term financial viability.

PPC will use the proposed financial controls to ensure the school's long term financial viability:

Annual Review and Training on the Policies and Procedures Handbook. Each year, the Board, the private accounting firm, and the CEO, will review the Handbook together and decide if any changes are to be made to the polices or additional policies should be added. The Board will adopt and ratify any new changes or revisions to the Handbook.

Level: Board and School

Review of Financial Statement: The Board will review the following financial documents monthly to track financial performance and sustainability. Actual-to-budget comparisons will be reviewed quarterly.

Level: Board

Finance Committee Meetings: The Finance Committee will meet monthly to review and track the above-mentioned financial material. Upon the Finance Committee's approval, monthly statements will be sent to the Board before monthly meetings.

Level: Board

Budget Development and Approval: The Finance Committee, CEO, and the contracted accounting firm will start the annual budget development process in February of each year and share a draft budget with the Board for feedback in April. The Board will approve the budget each June.

Level: Board and School

Audit: At the end of each fiscal year, the Board will contract with an auditing firm to conduct an independent audit of PPC's financials. This audit will be reported to the local school district and the State on a required timeline and post the audit on PPC's website. The Finance Committee will ensure the auditor has access to all records and documents available and maintained by the school. At the auditor's request, these documents may include income cash flow statements, balance sheets, budget vs. actuals statements, and other relevant financial documents. The Board will select an auditor by March 1 before year end (June 30th). The board will contract for the services of an independent certified public accountant to perform an annual fiscal audit.

Level: Board

Financial Leadership Training: Each year, the Board and school leadership team will participate in

yearly charter finance training to ensure the Board, and the school leadership team continue to develop capacity and excellence in charter school and non-profit management.

Level: Board and School

29. Describe plans for increasing the capacity of the charter board. Include the plan for training and development of new members and continuing members.

Some board members have nonprofit experience, and all will receive annual training to enhance their governance skills. A yearly self-assessment will identify strengths, weaknesses, and training needs. PPC will seek professional support, including a potential partnership with the Louisiana Association of Public Charter Schools (LAPCS), to strengthen board effectiveness.

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.

As best practice, 4 meetings will be held annually at 6pm on the first Monday of the quarter at 1527 Railroad St., Pine Prairie, LA. All public board meetings are properly noticed and held in compliance with La. R.S. 17:3996 and La. R.S. 42:12 requirements for open meetings. PPC currently has a board member with legal expertise in Open Meeting and Open Records requirements. The board will look to the members' guidance to ensure compliance with the laws are maintained.

Appendix 6: Draft proposed charter boards' bylaws.

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.

The applicant team’s diverse expertise ensures effective implementation of the Operations Plan. Members bring skills in staffing, professional development, performance management, and facilities. Leaders will focus on recruitment, retention, and instructional improvement, while performance experts will enhance student outcomes and teacher effectiveness. The CEO’s facility management experience will ensure a safe learning environment, supporting efficient operations and high educational standards.

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.

The CEO will be responsible for oversight of the operational aspects of the school to include transportation, food services, purchasing process, student records, and school safety. The CEO will ultimately delegate responsibilities to other staff members for these areas, with his oversight.

Non-Academic Service	Manager	Responsible for Oversight
----------------------	---------	---------------------------

Transportation	Transportation will be contracted out to a transportation provider. Within The provider contract special transportation for disabled students will be available	The Dean of students will oversee the transportation system for the students
Food Service	Lunches will be delivered to school by a contracted food service provider	The Business Manager will be responsible for managing the food service system for the students
Facilities	The facilities maintenance crew will have one full time employee and other maintenance needs will be taken care of by a contracted maintenance crew.	The CEO will manage the facility needs.
Purchasing Process	The Business Manager along with the contracting accounting firm will manage the purchasing process.	The Business Manager and Office Manager will work to ensure the purchase process is handled appropriately.
Student Records	The Office Manager will manage all student records	The Business Manager will oversee the system for student records.
School Safety	School Safety will be the managed by the Dean of Students	The CEO will oversee the work of school safety.

STUDENT ENROLLMENT AND RECRUITMENT

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.

PPC will have a full year to recruit students for its 2026 launch, focusing on underserved and at-risk students in Evangeline Parish. Outreach efforts will include community engagement, local media, and a website to share application details and track demographics. If applications exceed the 25-student capacity, a lottery will be conducted, with a waitlist for those not selected. Admissions will follow a non-discriminatory policy to ensure fair access for all.

FINANCIAL PLAN

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.

PPC will receive a donation of property for the proposed facility site. The land donation is the only expected philanthropic source known. PPC, if approved, will apply for the Charter Schools Program Grant from LDOE.

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.

PPC's approach to budget management is a comprehensive three-part process that includes: (1) the review of financial statements, (2) analysis of budget vs. actual variances, and (3) forecasting of future financial outcomes.

1. Preparation and Review of Financial Statements: The first step in this process involves the preparation of the school's monthly financial statements. These statements are meticulously prepared according to Generally Accepted Accounting Principles (GAAP) specific to governmental entities. Once prepared, the financial statements are distributed to both the school leadership and the board. Each statement includes a comparison of actual results against the approved budget, facilitating a thorough review of budget vs. actual variances.

2. Analysis of Budget vs. Actual Variances: The monthly financial statements allow for an in-depth analysis of any variances between the budgeted figures and actual expenditures or revenues. This review is critical in ensuring that PPC remains aligned with its financial plan and can quickly identify areas where adjustments may be necessary.

3. Forecasting and Decision-Making: Pine Prairie Charter (PPC) is focused on maintaining financial stability, especially during its first year. PPC uses conservative budgeting, closely monitoring enrollment to match expenses. Compensation, the most significant expense, will align with actual enrollment numbers. Alternative scenarios will be prepared before opening to manage potential shortfalls.

If revenue falls short, PPC will reduce non-essential expenses while preserving critical educational quality. With the help of an accountant, PPC's leadership will implement a financial tracking system to review monthly finances, compare results with the budget, and adjust forecasts.

If enrollment dips, PPC will submit a revised budget to the Louisiana Department of Education, adjusting variable costs like staffing to match revenue changes, ensuring financial balance, and minimizing educational disruption.

36. Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as Appendix 7.

PPC will contract with an individual financial manager to handle operations and financial services at the school. PPC is in the process of sourcing a provider.

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

Who will be involved, how needs will be identified and weighed.

The CEO and private accounting firm will lead the annual budget process starting each February.

Projections will be set based on actual costs and strategic priorities. The draft budget will be reviewed by staff, then the Finance Committee, and adjusted accordingly. It will then be presented to the Board of

Directors in April for feedback and revised again before final approval in June. This timeline ensures a

preliminary budget is in place for staffing offers. The final budget will be approved in August, with adjustments based on October enrollment counts. Specifically, PPC aims to meet the following goals for every year of the initial charter term:

- 70% of general revenue funds in instructional costs annually
- Fund Balance over 2% at year 1, reaching over 7.5% past year 5.
- Audit - unqualified with no findings annually
- Timely reporting: AFR, Annual budget, audit, all quarterly reports on time annually

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.

High School Addendum

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.

PPC will expand course offerings through Fast Forward Pathways, providing access to Jumpstart Courses and Registered Apprenticeships in high-wage, high-demand fields in Evangeline Parish. By addressing gaps in career planning, PPC aims to equip students with college credit and vocational training while still in high school. These academic collaborations will provide students with a head start in their higher education journey, reducing financial and time barriers to obtaining post-secondary qualifications. Partnerships with post-secondary institutions and businesses will offer work-based learning and internships, ensuring students are both college- and workforce-ready. This approach empowers graduates to pursue higher education, enter the workforce, or blend both, driving economic and social growth in the community.

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

The CEO and board are partnering with South Louisiana Community College, Progressive Tractor Implementation, and Roy O. Martin to advance PPC's mission by creating credentialing and hands-on learning opportunities for students. These collaborations bridge academics with real-world experience, ensuring career readiness. PPC will have its first enrollees into programs at community colleges that will allow students to explore one of the following certification areas leading to Certificates of Technical Studies: Certification for Manufacturing at Central Louisiana Technical Community College, Industrial Mechanics Apprentice at South Louisiana Community College, and Carpentry Technician I at Sowela Technical Community College. We will also offer the Emergency Medical Technician Certificate through

SLCC.

a. Describe the plan to ensure that all students can meet the requirements of the given college and/or career preparatory program in four years or less (five for Transitional 9th-grade students);

The career coach will manage data collection using each student's Individual Graduation Plan (IGP), established in 9th grade. The IGP outlines coursework for the TOPS University or Jumpstart Pathway and is reviewed annually to align with students' evolving goals.

b. Describe the reasoning for choosing the college and/or career 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.

The programs implemented at PPC are specifically designed to align with career opportunities prevalent within the surrounding region. A primary objective of the school is to cultivate a skilled workforce to meet the talent needs of local businesses. Whether students pursue post-secondary training or transition directly into the workforce with credentials earned during high school, PPC is committed to preparing them for successful career pathways that contribute to the economic growth of the community.

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

The career coach will guide students and families in choosing career pathways, ensuring continuous engagement throughout high school. Using the Fast Forward Planning Template, the coach will meet with families in 10th grade to select a pathway aligned with the student's goals, with a signed agreement required. Career planning is integral to PPC's culture, supported by early vocational exposure in K-6. Partnerships with businesses and organizations will enhance workforce development, providing equitable access to post-secondary courses, internships, and career pathways, particularly benefiting underserved students.

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.

3. Identify the Advanced Placement course offerings, International Bachelorette, 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.

PPC will provide students with a well-rounded education that prepares them for college, career, and beyond. As a result, the following programs will be offered.

Advanced Placement (AP) Course Offerings

- **AP Human Geography**
- **AP World History**
- **AP U.S. History**

- **AP English Language and Composition**
- **AP English Literature and Composition**
- **AP Government**

Rationale: These courses align with college readiness standards and allow students to earn college credit while developing critical thinking and analytical skills. AP courses also enhance students' competitiveness for college admissions and scholarships.

International Baccalaureate (IB) Program

- **IB Theory of Knowledge**
- **IB Extended Essay**

Rationale: The IB program fosters critical inquiry, global awareness, and interdisciplinary learning, preparing students for success in higher education and international career pathways. The Theory of Knowledge course enhances students' understanding of how knowledge is acquired across disciplines, while the Extended Essay develops research and writing skills essential for college.

Dual Enrollment (DE) Courses

- **College Algebra**
- **General Biology**
- **General Chemistry**
- **Business Communications**
- **Intro to College Writing**

Rationale: Dual Enrollment allows students to earn college credits while still in high school, reducing future college tuition costs and giving them a head start on degree completion. These courses are aligned with in-demand career fields and general education requirements for most universities.

ACT Preparation

- **ACT Prep Foundations (9th Grade)**
- **ACT Prep Strategies (10th Grade)**
- **Intensive ACT Prep (11th & 12th Grade)**

Rationale: ACT preparation is essential for college admissions and scholarship eligibility. A structured ACT program helps students build test-taking strategies and improve performance, increasing their chances of earning competitive scores that open more postsecondary opportunities.

Career and Technical Education (CTE) Pathways

- **Introduction to Manufacturing**
- **Introduction to Health Sciences**
- **Carpentry Technician I**
- **Industrial Mechanics Fundamentals**
- **Industrial Mechanics Apprentice**
- **Emergency Medical Technician (EMT) Certification**

- **Certification for Manufacturing**
- **Advanced Carpentry**

Rationale: CTE courses provide students with industry-recognized credentials and hands-on training in high-demand, high-wage fields such as manufacturing, healthcare, construction, and industrial mechanics. These programs ensure that students who choose to enter the workforce immediately after high school have marketable skills and certifications that increase their employability.

Appendix 10: Using a table, identify the Advanced Placement course offerings, International Bachelorette, 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.

4. What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide rationale for these selections. Additionally: a. Describe the reasoning for those selections including the alignment to in-demand occupations; b. How those selections will result in career opportunities for the proposed student population; c. The use of community resources (if applicable); and d. How the budget will support the additional training and/or certifications needed.

Industry-Based Certificate (IBC) Assessments for Jump Start 2.0 Pathways

PPC will offer Certificates of Technical Studies in the following areas:

- Certification for Manufacturing (Central Louisiana Technical Community College)
- Industrial Mechanics Apprentice (South Louisiana Community College)
- Carpentry Technician I (Sowela Technical Community College)
- Emergency Medical Technician (EMT) Certificate (South Louisiana Community College)

Rationale for Selections

The selected Industry-Based Certifications align with Louisiana's in-demand occupations and high-wage, high-skill careers. These certifications ensure students gain technical skills that prepare them for immediate employment or further specialized training.

a. Alignment to In-Demand Occupations

Each certification was chosen based on labor market demand and regional workforce needs:

- Certification for Manufacturing: Prepares students for jobs in advanced manufacturing, a high-demand sector in Louisiana due to industrial expansion.
- Industrial Mechanics Apprentice: Supports Louisiana's growing need for skilled industrial maintenance technicians, particularly in refineries and manufacturing plants.
- Carpentry Technician I: Addresses the construction industry's workforce gap, providing students with practical skills for immediate employment or apprenticeships.
- Emergency Medical Technician (EMT) Certificate: Prepares students for entry-level healthcare positions, responding to the demand for first responders and healthcare professionals.

b. Career Opportunities for the Student Population

These certifications will enable students to graduate with workforce-ready skills, positioning them for high-wage jobs in their respective industries. By obtaining these credentials, students can either:

- Enter the workforce immediately in well-paying, skilled positions, or
- Pursue further education (e.g., associate degrees, apprenticeships) for career advancement.

Additionally, these pathways provide economic mobility for students from diverse backgrounds by ensuring they have tangible credentials that meet employer expectations.

c. Use of Community Resources

To maximize opportunities for students, PPC will leverage local partnerships with technical colleges, industry leaders, and community organizations:

- Technical Colleges: Provide hands-on training, facilities, and certification programs.
- Local Businesses & Industry Partners: Facilitate internships, apprenticeships, and mentorship programs, ensuring students gain real-world experience.
- Workforce Development Boards: Help align training with regional job market needs and provide additional funding or scholarship opportunities.
- Healthcare Providers (for EMT Program): The school based health center will collaborate to provide clinical rotations and field experience.

d. Budget Support for Training and Certifications

PPC will allocate funds from Supplemental Course Allocation, CDF, General Fund, and Federal Funds (if applicable) to prioritize the following:

- Instructor Training & Certification Fees: Ensuring that PPC staff can support student learning.
- Student Certification Exam Fees: Covering costs associated with tuition, testing and credentialing.
- Equipment & Materials: Purchasing industry-standard tools, machinery, and safety gear for training.
- Transportation & Dual Enrollment Support: Assisting students with travel to technical colleges and ensuring access to dual-enrollment courses.

PPC will ensure that students graduate with the skills and certifications necessary for high-demand, high-wage careers in Louisiana’s workforce.

Appendix 1
Letters of Support and Community Interest Survey Results

October 1, 2024

Dear Charter School Authorizer:

It is my pleasure to submit this letter in support of the proposed charter school that is slated for establishment within our community. As a lifelong resident of Evangeline Parish and father to two (2) school-aged children, I believe the establishment of a charter school will provide students with an alternate pathway to successful development and the provision of positive impacts to our area.

Access to diverse educational opportunities is important, given the pace in which we are evolving as a society. Benefits of charter schools can include:

- the opportunity for specialized focus, providing flexibility to deliver curriculums specific to areas such as STEM, the arts, and vocational training.
- prioritized parental involvement, which is crucial from an accountability perspective and can assist in fostering shared responsibility for the success of students.
- a higher degree of responsiveness to the ever-changing needs of students, such as the necessity to update and implement curriculum changes or teaching methods.
- the opportunity for increased test scores and higher graduation rates, which can bolster the effectiveness of schools parish wide.
- the opportunity for higher numbers of students to transition to and complete post-secondary programs of study.

It is because of these potential benefits to the youth of our area that I wholeheartedly support the establishment of the proposed charter school.

Sincerely,

A handwritten signature in blue ink that reads "Jason J. Fontenot". The signature is fluid and cursive, with the first name being the most prominent.

Jason J. Fontenot, M.B.A.

Board Member / Evangeline Economic Development Authority

Dear Charter Authorizer,

As a young child growing up in Pine Prairie, I took immense pride in our community school. There was a real sense of belonging and community. After graduation, I went off to college to obtain a degree in education with the hope of returning home to teach and coach at my alma mater. I served as a teacher for 13 years and later became the principal of Pine Prairie High School. My sincere hope was to finish out my career at the place I loved so dearly. Sadly, our school board and leaders were not adapting quickly enough to meet the ever-changing educational landscape. Thus, I felt it was best to end my career after 25 years.

I did decide to walk away from education, but my love for our community, school, and its children did not change. Our kids deserve an opportunity to attend a school that is challenging, safe, and one that fosters an environment in which all kids can receive an education that will prepare them for life. Our graduates now face a postgraduate world that is vastly different. I can attest, without any ill intent, that our parish public schools are just not meeting the needs of our kids. Our kids are graduating without the critical skills they need to compete and thrive in today's world.

I have seen the impact that well run Charter schools can have on a community and its children. The proposed Charter school is desperately needed and will provide students with an opportunity that they heretofore have not had. They will have a real opportunity to attend a dynamic, technology driven school.

I have been out in the community and can attest that there is real excitement. I can tell you, without any reservations, that there is not only a need, but there is real hope that this school will come to fruition. I support the formation of a Charter school and am excited for the opportunities that it will provide.

Sincerely,

Charles Johnson
Former Principal

**SENATE
STATE OF LOUISIANA**



**Heather Cloud
State Senator ~ District 28**

P.O. Box 269
7674 US Hwy 167
Ville Platte, LA 70586
(337) 461-2595
(833) 924-1008
sen28@legis.la.gov

COMMITTEES
Finance, Vice Chairwoman
Judiciary C
Health and Welfare
Transportation, Highways and
Public Works

September 18, 2024

To whom it may concern:

I am writing to express my support for the proposed charter school in Pine Prairie. As the State Senator for this area, I believe this school will offer much-needed educational options in our region, where charter opportunities are currently limited.

Charter schools provide the flexibility and autonomy to meet students' individual needs in ways that differ from traditional public schools. This proposal presents a chance for parents and students to benefit from a more tailored approach to education, helping students succeed in a setting designed for their specific learning styles and needs.

I encourage the Charter Authorizing Board to give serious consideration to this application, as it has the potential to make a meaningful impact on our students and community.

If you have any questions regarding this matter, please do not hesitate to call my office.

Sincerely and respectfully,

A handwritten signature in black ink that reads "Heather Cloud".

Heather Cloud
Senator, District 28

Village of Pine Prairie

Mayor
James Quint West

Village Clerk
Kristan Bordelon

P. O. Box 380
1006 Edwin Elliot Drive
Pine Prairie, LA 70576

Email: villageofpineprairie@yahoo.com

Phone: (337) 599-2904 or 599-2708

Fax: (337) 599-3093

Council Members
Tammy Hammond
Gilbert Bordelon
Kevin Rodriguez

Police Chief
L. C. Deshotel

Dear Charter Authorizer,

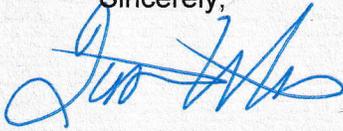
As a long-time resident of Pine Prairie, I strongly advocate for the proposed charter school in our community. Having witnessed the transformative impact of quality education, I firmly believe in its potential to shape the lives of our children. As a retired educator, I recognize the crucial role education plays in stimulating the economic and business sectors of our region.

In today's rapidly changing world, access to diverse educational opportunities is essential to prepare students for the future. Alternative educational models, such as charter schools, are increasingly recognized as valuable options for families seeking the best educational environment for their children. Charter schools often have more flexibility and autonomy compared to traditional public schools, enabling them to be more innovative and responsive to students' needs.

The proposed charter school in Pine Prairie would be a valuable addition to our community. It would provide students with a high-quality education that equips them for success in college, career, and beyond. I am confident that this charter school would be an excellent investment in the future of our city and our children.

I support the development of the proposed charter school. It represents an opportunity to transform the educational landscape of Pine Prairie and positively impact the lives of our young learners.

Sincerely,



Quint West
Mayor, Pine Prairie

Home of Boggy Bayou Festival



LOUISIANA HOUSE OF REPRESENTATIVES

5592 Vidrine Road
Ville Platte, LA 70586
Email: hse038@legis.la.gov
Office: 337.363.3900
Fax: 337.363.3903



COMMITTEES:
Ways and Means
Natural Resources and Environment
Agriculture, Forestry, Aquaculture
and Rural Development

RHONDA BUTLER State Representative ~ District 38

September 5, 2024

To Whom It May Concern:

As a proud member of the Pine Prairie and Evangeline Parish community, I am thrilled about the potential establishment of a charter school in the Pine Prairie area, with an anticipated opening in the year 2026. This exciting opportunity has the potential to transform the educational landscape of our region and provide our children with a world-class education that prepares them for success in college, career, and life.

Pine Prairie Charter School represents a forward-thinking approach to education, empowering parents with the choice to select the best learning environment for their children. This choice is not only a matter of individual preference but also a recognition that different students thrive in different settings. By offering multiple educational options, we can ensure that all students have the opportunity to reach their full potential.

The mission and vision of the proposed charter school are particularly noteworthy. The school aims to educate students in a manner that not only imparts knowledge and skills but also fosters critical thinking, creativity, and problem-solving abilities. Additionally, the school's focus on economic development is commendable. By collaborating with local businesses to create a pipeline of workforce talent, the charter school can contribute to the long-term prosperity of our region.

I firmly believe that Pine Prairie Charter School has the potential to be a beacon of educational excellence, offering our children an innovative, challenging, and rigorous learning experience. The proposed curriculum, which emphasizes foundational literacy and numeracy skills, emphasis on graduation outcomes, and project-based learning, is designed to prepare our students for the demands of the 21st-century workforce.

I am confident that the governing board and administration of the school will provide our children with an exceptional educational experience. Their commitment to academic excellence, coupled with their passion for serving the community, makes them the ideal stewards of this important endeavor.

I offer my full support for the establishment of Pine Prairie Charter School in the community in 2026. I am confident that this school will play a vital role in shaping the future of our children and our region.

Sincerely,



Rhonda Butler
State Representative
District 38

RB/dl

From: Joey West joey.west61@yahoo.com
Subject: Fwd: External Relations Entry - Receipt
Date: October 2, 2024 at 4:37 PM
To: Roxane West roxane.west@rbwconsulting.org



Sent by Joey West

Begin forwarded message:

From: MachForm <mailer@forms-db.com>
Date: October 2, 2024 at 1:49:52 PM CDT
To: joey.west61@yahoo.com
Subject: External Relations Entry - Receipt
Reply-To: MachForm <mailer@forms-db.com>

Submitted by	Carleen Sylvester
Date of Call/Contact	Oct 01, 2024
Name of External Contact	Joseph West
Company Name (if no company, put N/A)	Jseph West Construction
Email	joey.west61@yahoo.com
Address	10299 Veterans Hwy Ville Platte, LA,

Comments (This is the most important section. Please include what was discussed, as well as next steps.)

Mr. Joseph West and a group of team members from Pine Prairie are in efforts to start to start a new charter school. They are seeking a strong partnership with SoLAcc to play a key role throughout the process. This collaboration aims to leverage the college's expertise to provide students with a high-quality education that prepares them for careers in these critical industries (Business, Agricultural, Advanced Manufacturing, Construction, etc). The group is committed to building a successful charter school that will serve the community and enhance local workforce development. Involved leaders includes, Heather Cloud, Rhonda Butler, Quint West, and more.

This team have acquired land for new construction and is at the final stages of the application process.

Proposal: K-8th, end goal is K-12

Time frame: 2 years

Follow up: In 2-3 weeks (submission of application)

March 19, 2025

Dear Charter Authorizer,

I am writing to express RoyOMartin's support for the establishment of Pine Prairie Charter, LLC in Evangeline Parish. This proposed charter school is dedicated to prioritizing college and career readiness by providing comprehensive academic support to students in grades K–8. We believe that its innovative approach will greatly benefit both our business and the wider community.

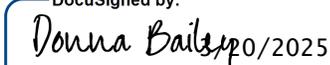
Pine Prairie Charter's commitment to hands-on learning experiences will create a collaborative educational ecosystem that fosters student engagement, reinforces academic achievement, and builds lasting community connections. At RoyOMartin, we understand the vital role that collaboration between businesses and educational institutions plays in driving innovation, economic growth, workforce development, and social progress.

Our previous partnerships with local school districts have consistently demonstrated the positive impact of such collaborations. This new initiative presents an invaluable opportunity to further strengthen our collective efforts in enhancing the workforce skills of future generations. By combining our resources and expertise, we can equip students with the necessary competencies to become successful and contributing members of society.

As a dedicated business and industry partner, we are committed to aligning with the vision and goals of our educational collaborators. We stand ready to provide our support, share our knowledge, and leverage our network to contribute to the success of Pine Prairie Charter.

Thank you for your consideration. We look forward to working alongside you on this transformative initiative. Please do not hesitate to reach out if you require any additional information.

Sincerely,
DocuSigned by:

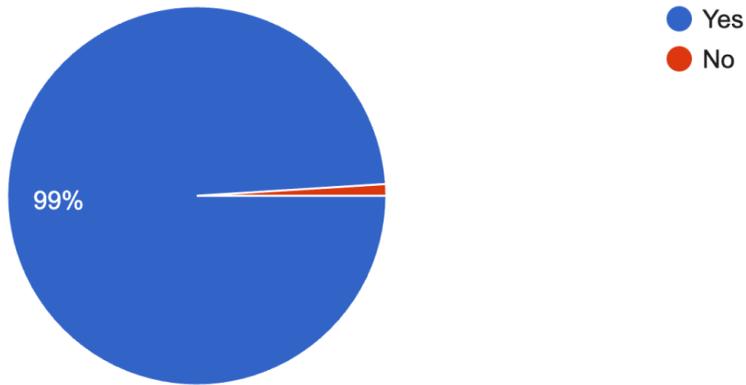
 3/20/2025

E2C0593B06CF420
Donna P. Bailey, EdD, MS, SPHR, SHRM-SCP
VP of Human Resources
RoyOMartin

Community Interest Survey Results

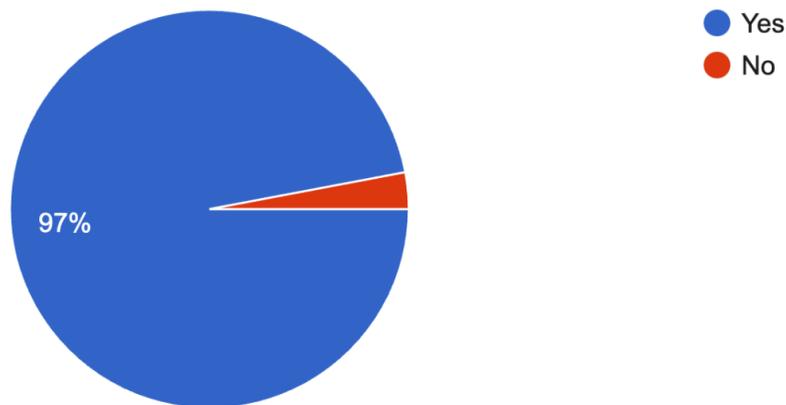
Would you be in support of having a choice for your child's education?

101 responses



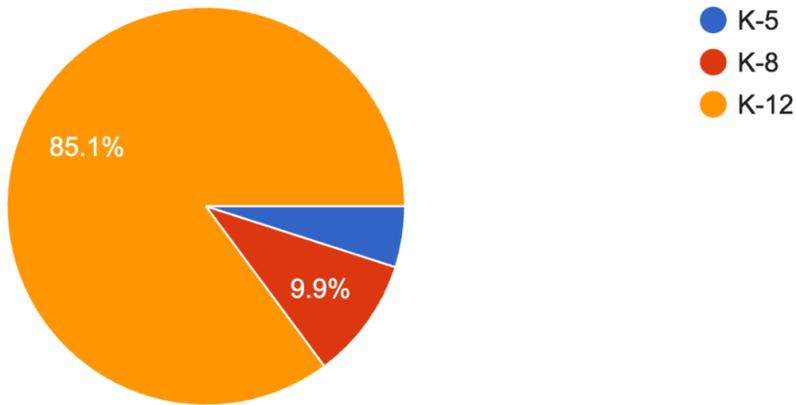
Would you apply for admission to the charter school for your child/children?

101 responses



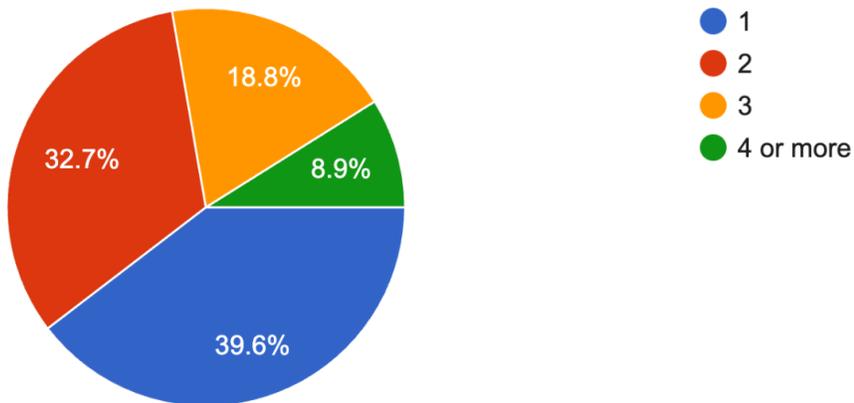
What is your preferred grade configuration for the school?

101 responses



How many of your children are attending school now?

101 responses



Appendix 2

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

Positive Behavior Intervention Support

In order to assure classroom management using positive behavioral intervention supports and effective disciplinary tools, Pine Prairie Charter, LLC School will identify data-driven academic, career and technical, and discipline/behavioral performance results. Pine Prairie Charter, LLC School will establish and use an Instructional Leadership Team (ILT) to meet on a regularly scheduled basis to review data and guide the positive behavior process. This ILT shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselor, and identified stake-holders.

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

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

The ILT will conduct the current Code of Student Conduct of Pine Prairie Charter, LLC School to ensure compliance. Pine Prairie Charter, LLC School ILT will monitor, evaluate and modify the school master plan, as needed throughout the school year.

Safe School Planning

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

Pine Prairie Charter, LLC School has established a plan in accordance to 4106(e)(2)(D) of Every Student Succeeds Act (ESSA), to guarantee the safety and well being of every student by implementing programs and activities that foster safe, healthy, supportive, accessing family strengthening programs. Pine Prairie Charter School shall seek to make connections through a variety of local methods to facilitate parents' access to local family and drug-free environments, including direct student services and professional development and training for school staff.

Parental and Community Involvement

Pine Prairie Charter, LLC School is committed to parental/community involvement. As set forth in R.S. 17:252(e), providing better assistance to parents in knowing about and strengthening programs available in the community, e.g, Families Helping Families and Families in Need of Services).

Student Records

Pine Prairie Charter, LLC School shall provide the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, children in the custody of the state, and education facility operated within any other state approved facility, whether within or outside the state of Louisiana, whether mail or otherwise, shall occur not later than **10 business days** from the date of receipt of the written request.

A student or their parents may inspect the education record of that in accordance with the Family of Education Rights and Privacy Act.

Any student seeking admission to Pine Prairie Charter, LLC School who has been suspended or expelled from any public, nonpublic, charter school, or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason for which the student was suspended or expelled.

Pine Prairie Charter, LLC School Instructional Leadership Team Membership:

Member's Name	Member's Title	Member's Phone	Member's Email

To Be Determined

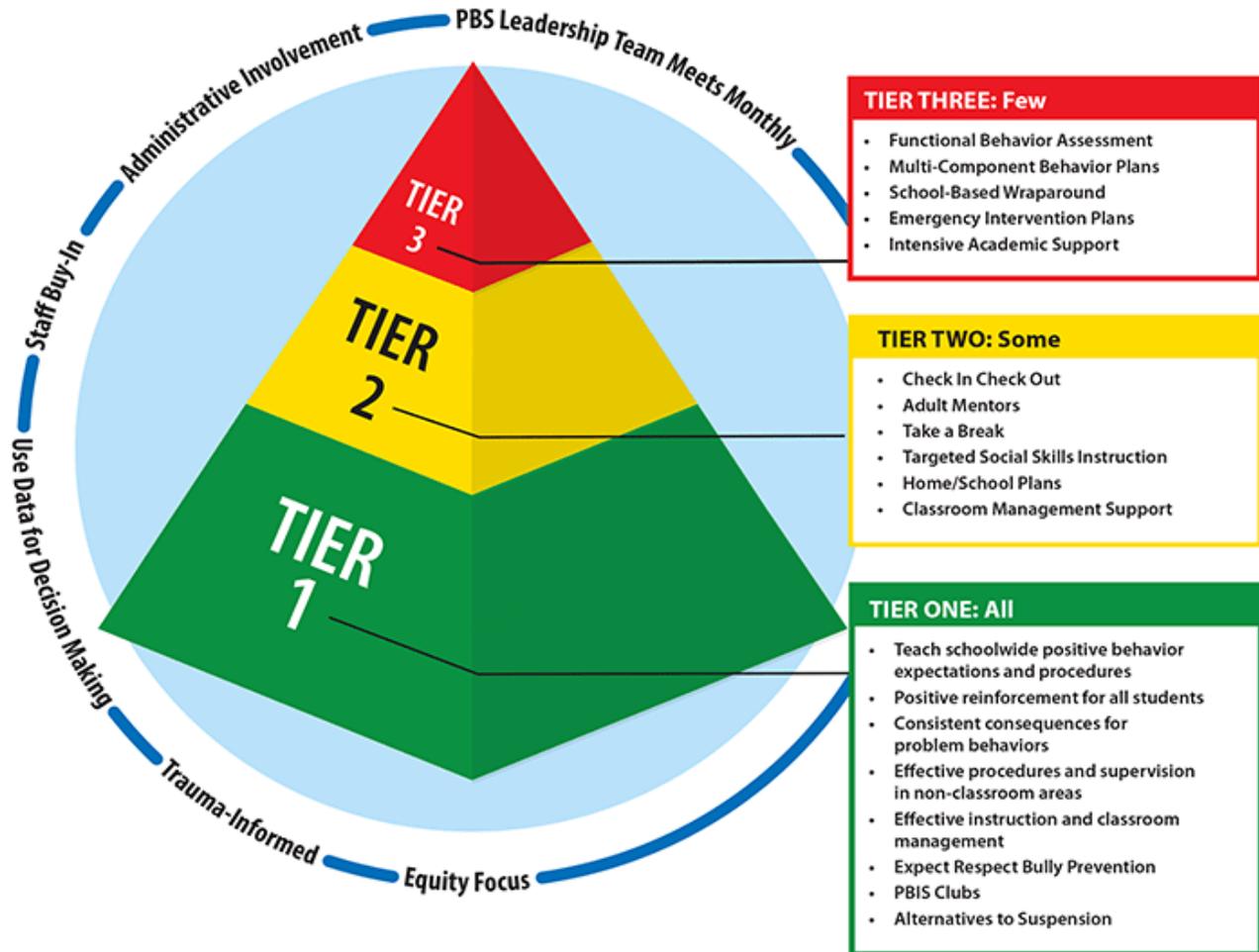
Role of Positive Behavioral Intervention Supports

A well managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any school. Established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing the behavior of students. Positive reinforcement of correct behaviors exhibited by students also serves to impact the behaviors of all students. See PBIS chart below:

Each teacher will establish appropriate procedures/expectations in their classroom based on these guidelines.

- Students are expected to respect the authority of school personnel at all times. This includes but not limited to administration, teachers, staff, substitutes, and bus drivers.

Three-Tiered Model of Positive Behavioral Interventions and Support



- Malicious destruction of school properties will result in the replacement, repair or payment for damages by either the student/parent/guardian. The placement of stickers or graffiti is prohibited.
- Students shall always help to keep the school clean. There is no gum chewing in the school building or grounds.
- Items such as water pistols, matches, handheld game devices, weapons of any extent are strictly prohibited on campus.
- No items will be permitted that carry pictures or slogans referring to drug or alcohol culture.
- No profane, abusive, or slang language is to be used.
- There is zero tolerance for aggression, drugs, and alcohol at school. Students that push, hit, bite, kick, harass, bully, or negatively use the internet will be assigned an appropriate consequence, up to and including suspension or dismissal from the school, and/or referred to law enforcement.

Each teacher will establish appropriate procedures/expectations in their classroom based on these guidelines.

- Students are expected to respect the authority of school personnel at all times. This includes but not limited to administration, teachers, staff, substitutes, and bus drivers.
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Teacher/Staff Interventions:

Pine Prairie Charter, LLC School is required to have a documented Major/Minor Infraction Policy in accordance with the School Wide Positive Behavior Intervention Support Implementation Plan.

The following classroom interventions may be utilized but are not limited to the following actions to correct student behavior:

- Restating of desirable behavior and verbal reminder
- Reteaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent
- Reflective activity/behavioral contract
- Individualized PBIS Behavior Management Plan
- Denial of special privileges/work assignments
- Referral for counseling session(s)
- Peer mediation/conflict resolution
- Parent conference

Student Empowerment and Voice:

- **Student Involvement:** Give students a voice in creating and upholding school norms. When students are involved in the decision-making process, they are more likely to adhere to the rules they helped create.
- **Leadership Opportunities:** Provide opportunities for students to take on leadership roles, such as student council, peer mediation, or leading school-wide initiatives. Leadership experiences build responsibility and a sense of ownership in the school community.

Positive School Environment

- **Safe and Welcoming Atmosphere:** Create a school environment that feels safe, welcoming, and inclusive. This includes ensuring that the physical environment is clean and well-maintained and that the school culture promotes inclusivity and respect for diversity.
- **Focus on Well-being:** Prioritize student and staff well-being by promoting healthy habits, offering mental health resources, and encouraging a balanced approach to academics and extracurricular activities.

Proactive and Preventative Approaches

- **Early Intervention:** Identify and address potential behavior issues early through counseling, mentorship, or additional support. Preventative measures are more effective than reactive ones.

- **Data-Driven Decision Making:** Use behavioral data to identify trends and address root causes of discipline issues. Tailoring interventions based on data helps in addressing specific needs and preventing recurring problems.

Collaborative and Supportive Staff Culture

- **Staff Collaboration:** Encourage collaboration among teachers, administrators, and support staff to create a unified approach to discipline. Consistent messaging and teamwork among staff members reduce mixed signals and confusion for students.
- **Professional Development:** Provide ongoing professional development focused on classroom management, culturally responsive teaching, and strategies for maintaining a positive classroom environment.

Pine Prairie Charter, LLC School's Behavioral Expectations:

Pine Prairie Charter, LLC Schools Behavioral Expectations				
Assembly	Stay in one spot Sit with feet in front and hand in personal space	Attending to speaker Participate when asked Listen	Listen to Learn Show school pride	Use appropriate applause Come in and exit quietly Be considerate towards each other
Bus	Walk to your bus line	Stay in line and keep all belongings in your possession Board bus in a single file	Keep hands, feet, and objects to yourself Follow the bus driver's expectations	Collect all of your belongings Use kind words
Cafeteria	Walk to, in and out of cafeteria Keep hands, feet, and objects to yourself	Eat and use quiet talk Use time wisely No technology	Clean your space before being dismissed Follow adult directions	Keep your area clean Eat your food quietly
Car	Always walk Be aware of traffic	Listen to adults in charge Enter or exit vehicle at appropriate time	Wait patiently Stay in line Move with efficiency	Respect everyone's personal space Use kind words
Classroom	Use seating appropriately Keep hands, feet, and objects to yourself	Follow teacher's directions Work from bell to bell Use technology appropriately	Stay prepared with materials Give your best effort on all tasks Ask for assistance when needed	Listen and learn Keep your area neat and clean Cooperate with others Use kind words
Hallway	Walk using the right side, eyes looking forward Keep hands, feet, and objects to yourself	Use time wisely Get to class on time	Walk directly to your destination	Listen to adults in charge Use nice words and quiet voices Be considerate

				towards each other
Restroom	Report issues to adults Always walk and wait	Use the restroom and exit Take care of business and return to class	During class period, restroom pass must be issued by an adult Wait patiently Dispose of trash properly Keep floors dry	Respect others' privacy Use kind words Be considerate towards others

Discipline Policy

Discipline is the process of changing a student's behavior from inappropriate to exemplary. Pine Prairie Charter, LLC School is never satisfied with eliminating poor behaviors. Students need to be directed in appropriate behaviors.

Levels of Disciplinary Action:

Pine Prairie Charter, LLC School works collaboratively with all stakeholders to provide an optimal learning environment for all students. However, there may be times that students become disruptive, disrespectful, and non-compliant. To better deal with these types of behaviors, administrators and teachers will work collaboratively to implement a progressive discipline plan as an alternative to suspension. The severity of the offense, academic placement, age, pattern of misconduct, and degree of cooperation by the student/parent-guardian, and any other circumstance will be considered in determining what action(s) may occur. Pine Prairie Charter, LLC will utilize the Three-Tiered Model of Positive Behavioral Interventions and Support.

Administrative Interventions and Definitions:

The following table provides a written description of the disciplinary interventions(consequences) that may be assigned to a student that commits a behavior infraction:

Restorative Practice Classroom	A designated area that will serve as an in-school suspension setting assigned by an administrator for the student to refocus and return to class.
Positive Behavior Support Behavior Plan	A student specific plan that is aimed at improving problem behavior(s). Parents/guardians, students, and school staff work together to develop and implement this plan.
Confiscation	Drug/Drug paraphernalia-turned over to law enforcement agency. Cell phones and electronics (Refer to Policy). For all other items (i.e. toys, fidgets, games): at the principal's discretion
Loss of Privileges	Revocation of the right to participate in social/extracurricular/athletic activities.
Suspension	A suspension from campus for a specified amount of time <u>not to exceed 10 days</u> . Parents will be notified of disciplinary action within 24 hours of

	behavior infraction. The student is marked suspended. The student must complete all assignments and shall receive full credit for such work if it is completed satisfactorily and timely No student will be readmitted to school without a parent conference.
Parent Contact	Phone calls, notes home, letters, text messages, and emails
Parent Conferences	Meetings with parents/guardians.
Expulsion	<p>Students may be recommended for expulsion for extreme first-time offenses (drugs, weapons, or other serious offenses) or, on the 4th offense that results in suspension and must be recommended for removal prior to the 11th day of out of school suspension. This may be a result of habitual violations of school rules or other serious one-time infractions. A parent/guardian may waive their right to a due process hearing after meeting with a member of the ILT to discuss the problem behavior, and select placement at homebase school in district, or homebound program facilitated by district. If agreement between the parent/guardian and school cannot be reached, a due process hearing will be conducted by the Regional Director who reviews the students discipline record, allows testimony from the student, the school staff, and decides if the student is removed from school or if other disciplinary action will occur. The Principal of Pine Prairie Charter, LLC may recommend to Pine Prairie Charter, LLC School's Board after the due process hearing to expel a student for any of the following in accordance with the Code of Conduct:</p> <p>Prior to suspension or expulsion, the student has the right o a fair hearing as outlined by the Code of Conduct. Offense include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Fighting or other dangerous and/or disruptive behavior (hitting, kicking, harassing, pushing, or biting) ● Possession or use of illegally obtained drugs or tobacco ● Being under the influence or having alcoholic beverages on school grounds ● Defacing or vandalism of school property ● Igniting any flammable substance ● Continual disruption of class ● Emotional Outburst ● Profanity ● Insubordination ● Disrespect ● Peer Conflict
Referral to Student Services or Mental Health Professional	School Based counseling or mental health services aimed at improving student behavior/well being. Students will receive conflict management counseling, self-control tips, effective communication training, anger management counseling, and other counseling as needed. Written parental consent is required for mental health services.
Social Emotional Learning (SEL)	Implement social-emotional learning programs that teach students skills such as self-regulation, empathy, conflict resolution, and responsible decision-making.

Restitution or Repair	Payment or repair for damages to personal or school property.
SBLC	The School Building Committee may be composed of teachers, parents, school counselors, school personnel specializing in student services and administration. The purpose of this committee is to identify and prescribe services to students who require additional support in the area of grades, attendance, and/or social emotional well being.
School Specific Interventions	Interventions that Pine Prairie Charter, LLC School is utilizing for certain academic/behavior situations.
Seclusion and Restraint Guidelines and Procedures	According to Louisiana RS 17:416:21 https://legis.la.gov/Legis/Law.aspx?d=762879
Threat Assessment	Multidisciplinary assessment as outlined by Behavior Threat Assessment Management (BTAM) https://www.schoolsafety.gov/resource/behavioral-threat-assessment-and-management-btam used to validate a verbal, nonverbal, or written threat by a student. This may include student, parent/guardian interviews if necessary.

Authority of School Principal:

The school principal shall have both the authority and the duty to take disciplinary action whenever the behavior of any student(s) interferes with or substantially disrupts instructional time and/or maintenance of a proper atmosphere for learning within the atmosphere for learning within the classroom or other parts of the school or school sponsored activities. Depending on the severity of the offense committed by the student, the principal retains the right and responsibility to use any appropriate form of discipline available including suspension, recommending expulsion, and/or law enforcement.

Authority of Classroom Teachers:

- Teaching of Behavioral Expectations and appropriate remediation of deficits
- Each teacher shall at the beginning of each school year and periodically throughout the school year provide their students the rules of the school and how those apply in the classroom. The teacher should teach the behavioral expectations and provide a system to acknowledge appropriate behavior.
- Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (re-teaching, remediation, brief time-out in classroom, calls to parents, notes home, PBIS behavior plans, and intervention strategies) to removal from class is encouraged. In addition, counseling alternatives (school counselor and social worker) are encouraged.

Failure to attend Restorative Practice Classroom or Lunch Detention will result in a one-day suspension in which parents must attend a re-admit meeting with administration before the child will be allowed to return to school.

If uniform violations persist after Level III, a parent conference will be held, and a possible expulsion hearing may occur.

Levels of Disciplinary Action:

Pine Prairie Charter, LLC School works collaboratively with all stakeholders to provide an optimal learning environment for all students. However, there may be times that students become disruptive, disrespectful, and non-compliant. To better deal with these types of behaviors, administrators and teachers will work collaboratively to implement a progressive discipline plan as an alternative to suspension. The severity of the offense, academic placement, age, pattern of misconduct, and degree of cooperation by the student/parent-guardian, and any other circumstance will be considered in determining what action(s) may occur. Pine Prairie Charter, LLC will utilize the Three-Tiered Model of Positive Behavioral Interventions and Support.

Discipline will be categorized in Three Levels: **Level 1** (Minor Disruption to the Learning Environment), **Level 2** (Major Disruption to the Learning Environment), and **Level 3** (Compromises Safety of School Community).

Level 1 Offenses disrupt the learning environment. Discipline that should be **managed by the teacher**. These infractions will be addressed with consequence(s) that will **NOT** include removal from school (out of school suspension).

Infraction	Definition of Infraction	Consequences
<i>Uses profanity or obscenities</i>	Vulgar verbal messages, words or gestures that include swearing/cursing or name calling used to another. Including writing or drawing images that are obscene and profane.	Multiple interventions/consequences may be used depending on individual student needs. This is not meant to be an exhaustive list. Assign consequences appropriate for the type and number of infractions. <u>1st offense:</u> <ul style="list-style-type: none"> ● Reteach the behavioral expectation ● Provide a reflective activity ● Letter of warning (Minor infraction form) ● Parent Contact ● Teacher assigned consequence <u>Subsequent Offense(s):</u> <ul style="list-style-type: none"> ● Student Conference ● Loss of Privilege ● Seat Change ● Referral to School Counselor ● Restorative Placement Classroom or Short term removal from classroom setting
<i>Disturbs the School</i>	Behavior causing major disruption of instruction or any school related activity that includes, but is not limited to, sustained loud talking, yelling, or screaming and/or sustained out of seat behavior	
<i>Violates traffic and safety regulations</i>	To break any rule or law that pertains to the obstruction and flow of traffic and/or safety regulations within the school jurisdiction: This includes any extracurricular activities in which the school is being represented.	
<i>Improper Dress</i>	See Dress Code Violations Policy	

<i>Code Violation</i>		<ul style="list-style-type: none"> • Lunch Detention • Parent Contact
<i>Academic Dishonesty</i>	Cheating that occurs in relation to a formal academic exercise may include plagiarism, fabrication, or deception.	<p><u>Upon 4th Offense (Minor Infraction Referral)</u></p> <ul style="list-style-type: none"> • Referral to Administrator
<i>Misusing the internet or other forms of technology</i>	Violating the Internet Use Policy. Altering another's profile, work, or account. Using technology for purposes other than those assigned by school personnel.	<ul style="list-style-type: none"> • Administrator will make an appropriate determination for intervention. • Teachers must provide appropriate documentation that manifests to administrator referral.

Level 2 Offenses seriously disrupt the learning environment. Discipline that should be **managed by the teacher with possible assistance from an administrator.** These infractions will be addressed with consequence(s) that will **NOT** include removal from school (out of school suspension).

Infraction	Definition of Infraction	Consequences
<i>Willful disobedience</i>	Deliberate choice to break a rule or disobey a directive given by a person in authority	<p>Multiple Interventions/consequences may be used depending on individual student needs. This is not meant to be an exhaustive list. Assign consequences appropriate for the type and number of infractions.</p> <p><u>Offense:</u></p> <p>Level I consequence may be assigned as well:</p> <ul style="list-style-type: none"> • Parent Contact • Student Focus • Loss of Privilege • Seat Change • Referral to School Counselor • Short Term removal from classroom setting <p>Subsequent Offense: Administration to determine appropriate disciplinary intervention/consequence:</p> <ul style="list-style-type: none"> • Parent Contact • Reflective Activity • Lunch Detention • Restorative Practice Classroom

		<ul style="list-style-type: none"> ● Out of School Suspension (Administration to determine using Behavior/Consequence Referral Progression Chart). Conduct a parent conference upon return from suspension.
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Level 3 offenses compromise the safety of the school community. Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions.

Infraction	Definition of Infraction	Consequences
<i>Makes an unfounded charge against authority</i>	Accusing a member of a school staff of an act that is unlawful and/or a violation of school rules or policy not supported by evidence. False statement(s) or representation about individual(s) that harm the reputation of the individual(s) by demeaning them or deterring others from associating with them.	<p>1st Step- Step 1 (may be repeated at the discretion of the administrator) Level 1 and 2 consequences may be assigned as well.</p> <ul style="list-style-type: none"> ● Parent Contact ● 1-2 Day Out of School Suspension ● Conduct Parent Conference Upon Return from Suspension <p>2nd Step:</p> <ul style="list-style-type: none"> ● Parent Contact ● 3 Day Out of School Suspension ● Conduct Parent Conference Upon Return from Suspension <p>3rd Step:</p> <ul style="list-style-type: none"> ● Parent Contact ● 4 Day Out of School Suspension/Recommendation expulsion ● Conduct Parent Conference Upon Return from Suspension <p>4th Step:</p> <ul style="list-style-type: none"> ● Parent Contact ● 5 Day Out of School Suspension/ administrator) Level 1 and 2 consequences may be assigned as well. ● Parent Contact ● 1-2 Day Out of School Suspension ● Conduct Parent Conference

		Upon Return from Suspension
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Level 4 offenses involve law enforcement interventions. Discipline incidents that require immediate response from administration, crisis team, and/or community support.

Infraction	Definition of Infraction	Consequence
<i>Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law.</i>	The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, purchase, or being under the influence of any drug, narcotic, synthetic drug, legally defined controlled substance or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles.	Consequence: <ul style="list-style-type: none"> ● Referral to Law Enforcement ● Recommendation for Expulsion
<i>Use or possesses alcoholic beverages</i>	The possession, use, purchase, intent to distribute, concealment, distribution, sale, or being under the influence of alcohol products on school grounds, at school sponsored events, or on school transportation vehicles.	
<i>Possesses weapon(s) as defined by Section 921 of Title 18 of the US code</i>	Possessing weapon(s) designed to expel a projectile by action of an explosive	
<i>Possess firearms (not prohibited by federal law), knives, or other implements with may be used to inflict harm or injury</i>	Possesses firearms, knives or blades, which may be used to inflict bodily injury or damage to property. This includes any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage space.	
<i>Leaves school premises without permission</i>	Exiting Pine Prairie Charter, LLC without explicit permission of the instructor	
<i>Commits any other</i>	Any other serious offense not	

<i>serious offense</i>	covered by any other of these codes resulting in need for law enforcement intervention.	
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**Administration may replace any consequence on the Levels of Discipline Chart at their discretion. Additional actions may include, but are not limited to: Additional Out of School Suspension Days, Lunch Detention, Loss of Technology, Campus Clean-Up, PBIS Behavior Plan, Referral to Student Services, Loss of Privileges (extra-curricular, school sponsored activities), and Recommended Expulsion.

Due Process in the disciplinary process:

Every student must be afforded due process in the disciplinary process. Procedural due process includes an individual's right to be adequately notified of charges or proceedings, and the opportunity to be heard at these proceedings. When a student has a formal reprimand the following must occur:

1. The student must be told what they are accused of and by whom (faculty member).
2. The student must be given the opportunity to tell his version of the facts.
3. The student must be allowed to provide any witnesses to the event/situation.
4. The student must be informed of the administrator's action.
5. Parents/Guardians must be notified by personal phone call at the numbers provided if the consequence is one of the following: Lunch Detention or Out of school suspension. Documentation will be sent home with the student on the day that parental/guardian contact was made.
6. Parents/Guardians are not present during the principal's investigation or interviewing of the student.

The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other mitigating circumstances will be considered in determining which actions should be taken. The process is intended to be instructional and corrective, not punitive.

Dress Code Policy:

A higher standard of dress encourages greater respect for individuals, students, and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days for every student. Pine Prairie Charter, LLC School reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines.

Belts:

A black, navy blue, or brown belt must be worn with any article of clothing as belt loops are essential. It should be fitted around the waist so that excess length can be tucked in loops and NOT hanging. Belts cannot have jewels, dangling items, large buckles, or logo/written items.

Hair and Makeup:

Hair must be neat and clean with no “unnatural” colors i.e. fluorescent, pink, bright green, etc. Extreme hairstyles (i.e. symbols and words, mohawks) and hair that is distracting to the educational setting will not be allowed. Changes will be left to the administrator's discretion. No hats, hoodies, scarves, or bandanas may be worn. Headbands should be flat, solid in one color and no larger than ½ inch. No makeup will be worn in grades K-5. If a student in one of these grades wears makeup to school, they will be asked to remove it. Administration reserves the right to make changes to this policy as deemed necessary.

Jewelry:

Students may not wear body piercing other than one earring per ear may be worn. Bracelets need to be limited to one per wrist to eliminate unnecessary noise/distractions. Smart watches are prohibited.

Outerwear:

Navy blue jackets and sweatshirts and without hoods are the only outerwear permitted to be worn inside the building. Approved outerwear is required to bear Pine Prairie Charter, LLC School's logo.

Pants:

All pants should be navy or khaki. Cargo pants are not approved uniform pants. When students are permitted to wear jeans, they must be traditional blue or black. Faded, torn, frayed, patterned or ripped jeans are not permitted. Pant legs should not be rolled up and capris are not allowed.

Shirts:

All shirts must be tucked in with Pine Prairie Charter, LLC School's logo. All students are required to wear polo shirts bearing the school logo. These shirts must be worn every day to school (except Spirit Shirt Days). Only one solid white, short-sleeved t-shirt may be worn underneath uniform shirts.

Shoes:

Students must always wear shoes with a closed-toe and back. It is highly recommended that students wear tennis shoes due to the amount of movement inside and outside the building (P.E., recess, etc.). The following shoe types are not permitted: Boots (cowboy boots, "Ugg" style boots, heavy military type boots or shoes with metal tips, stacked or pumped shoes, slippers, or light up shoes.) Administration deems the right to make changes or additions to this policy at any time.

Dress Code Violation**Level I-** Reteach expectation and Parent Contact

- Teacher will contact the parent to bring the correct uniform to school.
- Teacher will complete the Uniform Violation Form.
- Teacher will send white copy home with the student.
- Teacher will send a yellow copy to the Administrator/Designee for record keeping.
- Teacher will keep the Master Copy for later use, if needed.

Level II- Warning and Parent Contact

- Teacher will contact the parent to bring the correct uniform to school.
- Teacher will complete the Uniform Violation Form.
- Teacher will send white copy home with the student.
- Teacher will send a yellow copy to the Administrator/Designee for record keeping.
- Teacher will keep the Master Copy for later use, if needed.

Level III- Restorative Practice Classroom Placement or Lunch Detention and Parent Contact

- Teacher will contact the parent to bring the correct uniform to school.
- Teacher will complete the Uniform Violation Form.
- Teacher will send white copy home with the student.
- Teacher will send a yellow copy to the Administrator/Designee for record keeping.
- Teacher will keep the Master Copy for later use, if needed.

Failure to attend Restorative Practice Classroom or Lunch Detention will result in a one-day suspension in which parents must attend a re-admit meeting with administration before the child will be allowed to return to school.

If uniform violations persist after Level III, a parent conference will be held, and a possible expulsion hearing may occur.

Pine Prairie Charter LLC, School Data System Requirements:

Requirement	Number	Collection Tool
Average Referrals per Day per Month		
Referrals by Problem Behavior		
Referrals by Location		
Referrals by Time		
Referrals by Student		
Referrals by Staff		
Referrals by Grade Level		

Emergencies:

Illness: The importance of regular attendance cannot be stressed enough, but students should not be sent to school if they are ill. Students will be sent home if they have a temperature of 99 degrees or above. For a child to return to school, he/she must be free of the following: fever, diarrhea, and vomit for a minimum of 24 hours. If a student becomes ill during the school day, and it appears that they would be best cared for at home, the parent will be contacted. School personnel must be notified of any student's chronic illness (i.e. asthma, diabetes, heart conditions, seizures, etc.). This heightens awareness in case of an emergency. **All parents are reminded that it is your responsibility to maintain current contact information and should be updated immediately as changes occur.** Students will not be permitted to take calls from parents to see how they are feeling. If necessary, the school will contact parents/guardians when necessary.

Emergency Evacuation:

Your child's safety is one of Pine Prairie Charter, LLC School's major concerns. For this reason, the school needs to be prepared for unexpected situations. The school will conduct regular drills, fire drills, lockdowns, and extreme weather procedures to prepare for these possibilities. Under extreme circumstances, should the school need to evacuate the building, all faculty, staff, and students will follow Pine Prairie Charter, LLC School's Crisis Plan.

Pine Prairie Charter, LLC School will assure the following:

1. School will consistently and uniformly utilize the two BESE approved forms.
2. School has addendum to two BESE-approved forms to assist with data collection.

3. School has a Zero Tolerance Policy.
4. The Instructional Leadership Team has reviewed policies for handling suspension and expulsions to ensure compliance with R.S.17:416.
5. Instructional Leadership Team will review procedures for handling suspensions and expulsion to ensure consistent and fair execution and to ensure that alternative interventions are used.
6. The Instructional Leadership Team will review the current Code of Student Conduct to ensure compliance with R.S. 17:416.13 and 4106(e)(2)(D) of Every Student Succeeds Act (ESSA).
7. The Instructional Leadership Team will create a procedure/protocol to ensure the consistent delivery of the reward/incentives program.
8. The Instructional Leadership Team has defined consequences for rule violations that are clear and reasonable, that will be consistently enforced, and that will support maximum time in instruction.
9. The Instructional Leadership Team has identified the clearly defined behavioral expectations in a small set of school rules (5 or fewer).
10. The Instructional Leadership Team will work with teachers to develop lesson plans that teach these expectations across each school setting.
11. The Instructional Leadership Team will work with teachers to establish a schedule for direct instruction to be provided at the beginning of the school year and reinforced throughout the year.
12. The Instructional Leadership Team has developed a plan/continues to develop a plan to improve and strengthen parental and community involvement at Pine Prairie Charter, LLC School.
13. The Instructional Leadership Team will work with counselor(s) and other mental health professionals to develop a plan to identify the mental health needs of its students and to match needs with available local resources.

**Appendix 3
Draft Grievance Policy**

**Grievance Procedure
(Draft)**

If a student or their parent feel that they have a grievance or complaint, they should do the following:

1. Carefully analyze the problem and be sure you have all the facts.
2. Ensure that your problem is valid and you are willing to discuss the problem with a rational attitude.
3. Contact the administration to schedule a meeting with the teacher/staff member to discuss the situation.
4. If you believe that the problem is not resolved, please explain your concerns in writing and turn in to the administrator
5. If left unresolved, please contact Pine Prairie Charter, LLC School's Governing Board. Please call the school for contact information.
6. All inquiries will be addressed within 24 hours.

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.



JOSEPH KIRK WEST

Pine Prairie, LA 70576 337-224-2166, joey.west61@yahoo.com

PROFESSIONAL SUMMARY

Accomplished General Contractor equipped to manage construction projects in line with budget, schedule and code demands. Skilled in end-to-end project management with well-coordinated resources and teams. Works well with clients and subcontractors to achieve project targets.

SKILLS

- Permitting and Inspections
- Plumbing system
- Drawing plans
- Budgeting
- Electrical Systems
- Hiring & managing personnel
- Financial planning
- Roofing installation
- Developing land
- Estimating & bidding

EXPERIENCE

- Building Contractor June 1981 - Current
Self-Employed | Pine Prairie, LA
- Investigated accidents or incidents on job sites, implementing corrective actions as needed.
 - Scheduled daily work assignments for crew members and monitored progress.
 - Oversaw all onsite construction activities, ensuring compliance with safety regulations.
 - Managed construction projects from conception to completion.
- CEO - R & W Development March 1999 - February 2016
Self-Employed | Oakdale, LA
- Obtained organizational status and outlook from submitted reports and forecasts.
 - Facilitated business continuity, negotiating contracts and agreements with partners.
 - Chaired internal meetings on different company activities and interests.
 - Bolstered internal operations through improved decision-making and workflows.
- CEO- M & W Coatings February 2008 - April 2017
Self-Employed | Ville Platte, LA
- Submitted budgets for approval at shareholder and board meetings.
 - Facilitated business continuity, negotiating contracts and agreements with partners.
 - Reduced duplication of roles with clear responsibilities, policies and procedures.
 - Executed policies and mandates to achieve organizational goals and objectives.
- Carpenter April 1979 - February 1981
Vanderhider Enterprise | Mamou, LA
- Determined repair and maintenance needs of existing structures with thorough inspections.

- Supported both new work and renovations with door, trim and floor installation.
- Created bathroom partitions, toilet room accessories and hand rails.
- Minimized wasted materials and rework, carefully planning and carrying out detailed tasks.

Board Member -Citizens Bank December 1999 - May 2018
 Ville Platte, LA
 Chairman of Audit Committee

Louisiana Home Builder's Association President January 2001 - December 2002
 Alexandria, LA

Entrepreneur & Business Owner -West Store & Lock & Rentals February 1995 - Current
 Self-employed | Pine Prairie, LA

EDUCATION

High School May 1979
 Pine Prairie High School, Pine Prairie, LA

attended June 1980
 Louisiana State University, Eunice, LA

Charles Johnson

2531 Elliott Street

Alexandria, LA 71301

225-436-0947

charles.johnson@brightway.com

Professional Summary

Dedicated and results-driven educational leader with extensive experience in instruction, coaching, and administration. Proven track record in teacher development, student achievement, and school accountability. Adept at fostering a culture of excellence through strategic leadership, data-driven decision-making, and collaborative professional development. Passionate about improving educational outcomes and preparing students for success.

Professional Experience**Principal Iberville High School, Pine Prairie High School**

4 Years

- Led all aspects of academic and operational management for a K-12 school, ensuring high standards of instruction, student support, and accountability.
- Implemented data-driven strategies to improve student performance and teacher effectiveness.
- Developed and executed professional development programs to enhance instructional quality.
- Strengthened community partnerships to support student success and school initiatives.

Assistant Principal Evangeline Central School

2 Years

- Supervised faculty and staff in an alternative school setting, focusing on student discipline, academic intervention, and teacher coaching.
- Developed and enforced policies that improved student behavior and academic engagement.
- Led teacher evaluations and provided targeted feedback to enhance instructional practices.
- Facilitated professional learning communities to support faculty growth and student achievement.

High School English Teacher & Basketball Coach Vidrine High School, Pine Prairie High School

14 Years

- Designed and delivered engaging English curriculum, fostering literacy and critical thinking skills.
- Developed differentiated instruction strategies to meet diverse student needs.

- Coached and mentored student-athletes, instilling discipline, teamwork, and leadership.
- Organized training programs and competitive strategies, leading the team to multiple successful seasons.

Key Skills & Competencies

- **Educational Leadership & Administration**
- **Teacher Development & Mentorship**
- **Student Achievement & Academic Accountability**
- **Data-Driven Decision-Making**
- **Curriculum Development & Instructional Best Practices**
- **Positive Behavior Interventions & Supports (PBIS)**
- **Athletic Coaching & Team Leadership**
- **Community & Stakeholder Engagement**

Education & Certifications

- **B.S. in English and Physical Education** | Louisiana State University | [1993]
- **Masters in Education** | Northwestern State University | [2006]
- **Educational Leadership Certification** | [2007]

References

Available upon request.

**Pine Prairie Charter School
Leadership Chart**

Leadership Role	Name	Expertise	Rationale
Chief Executive Officer	Joseph West	<ul style="list-style-type: none"> ● Possesses a wealth of experience and a track record of success in the business realm. Has a profound understanding of market dynamics, strategic planning, and operational efficiency and is able to lead teams and drive growth in various industries. ● Adept at navigating complex business landscapes, identifying opportunities, and implementing innovative solutions to achieve organizational goals. ● Ability to create accurate budgets, manage expenses, and project revenues. The CEO is also skilled at preparing financial statements and reports, including income statements, balance sheets, and cash flow statements. ● Served on several boards related to education access which has provided a unique perspective on the challenges and opportunities facing our educational system. Through the work on these boards, valuable insights into policy development, resource allocation, and curriculum design has been obtained. ● Has a strong family history of working in education which has instilled in me a deep appreciation for the transformative power of learning. Understands the unwavering commitment of teachers to their students and 	<ul style="list-style-type: none"> ● Business Acumen: Successful business people often have a strong understanding of financial management, strategic planning, and operations. These skills are essential for running a charter school effectively and efficiently. ● Leadership Experience: Business leaders are accustomed to making tough decisions and managing large teams. This experience can be invaluable in leading a charter school, which often faces unique challenges and opportunities. ● Networking Opportunities: Successful business people often have a wide network of contacts in the community. This can be beneficial for a charter school, as it can help to build partnerships and secure resources. ● Fundraising Ability: Business people are often skilled at fundraising. This can be helpful for a charter school, as it can help to secure the funding needed to operate and grow. ● Community Involvement: Successful business people are often

		<p>this has inspired him to pursue involvement in a role that would be instrumental in making a positive impact on the lives of young people.</p> <ul style="list-style-type: none"> ● Possess the knowledge in the area of cash flow management: to ensure the school has sufficient liquidity to meet its obligations and identify and mitigate any potential financial risks ● Work to build a human resource management team with expertise in recruiting, hiring, training, and managing staff. 	<p>active members of their community. This can be beneficial for a charter school, as it can help to build relationships with parents and other stakeholders.</p>
<p>Chief Academic Officer</p>	<p>Charles Johnson</p>	<ul style="list-style-type: none"> ● Possess a superior level of experience in both the knowledge and implementation of high-quality curriculum within the core content areas. This experience should encompass a deep understanding of the various educational frameworks, pedagogical approaches, and instructional strategies that are essential for creating an effective and engaging learning environment. ● Demonstrate a track record of successfully leading and managing curriculum development initiatives, ensuring that all students have access to rigorous and relevant educational opportunities. ● Possess a strong understanding of the latest research and best practices in curriculum design and implementation, and be able to incorporate these findings into their work. ● Have the ability to effectively 	<ul style="list-style-type: none"> ● Ensure that the school's curriculum is aligned with state standards, research-based best practices, and the school's mission and vision. ● A strong understanding of curriculum allows the chief academic officer to make informed decisions about the selection and implementation of instructional materials, professional development opportunities for teachers, and assessment procedures. ● A chief academic officer with curriculum expertise can provide leadership and support to teachers in developing and implementing effective instructional strategies. ● A strong oversight of instruction and curriculum alignment has proven to impact student

		collaborate with teachers, administrators, and other stakeholders to ensure that the curriculum is aligned with the overall mission and goals of the school.	outcomes on accountability measures that supports the expectations of the school's mission and vision
Principal	Not Named	<ul style="list-style-type: none"> ● Ability to lead a staff and provide successful management to create a culture that supports student success and school pride. ● Experience in curriculum development and implementation that aligns with mission and vision of the school ● Ability to grow staff in the areas of high leverage practices to promote student learning for all. ● Ability to work effectively with leadership, teachers, parents, and the community in developing a robust academic space that is in line with the missions and vision of the school. ● Strong communication and interpersonal skills which supports effective implementation of instructional practices in the classrooms. ● Dedicated commitment to all students in promoting academic success inside and outside the classroom 	<ul style="list-style-type: none"> ● Sets a clear vision and direction for the school. The principal is seen as the person to create a positive and supportive school culture ● Develops and implements effective instructional programs with support staff in other leadership roles ● Works with Human Resources to recruits and retains high-quality, highly effective teachers ● Ensures that all students have access to a high-quality education using high quality materials and having access to highly effective teachers ● Provides leadership and support to teachers and staff as needed in classroom management, curriculum implementation, family communication, and teacher evaluations ● Build strong ties to the community and families as well as developing a communication system that keeps all informed with information appropriately. Works to keep parents informed about their children's

			<p>progress, providing opportunities for parents to be involved in their children's education, and building relationships with community members and organizations.</p> <ul style="list-style-type: none">• Works well with support staff in identifying classroom supports needed and developing professional learning tailored to the unique needs of the staff.
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Job Description
Chief Academic Officer

POSITION SUMMARY: Reporting directly to the Chief Executive Officer, the Chief Academic Officer (CAO) sets the strategic vision and direction for the instructional framework and pedagogical approach to Pine Prairie Charter's academic programs and is a key lever to accomplish the school's academic goals. The CAO is the leader, spokesperson, and resident expert on curriculum, instruction, pedagogy, and learning. This role develops the short- and long-term instructional vision and works to establish a culture of high expectation and shared responsibility for equitable access to high quality and culturally relevant instruction. The CAO works to create authentic partnerships between the school and the state department of education to ensure closer alignment of resources with school needs, to implement an instructional plan for the school that ensures effective teaching in every classroom, and to create conditions that ensure systemic improvement of practice over time in every classroom. The CAO is responsible for all instructional functions including curriculum and instruction, professional development, special education, and family engagement.. This position requires a strong instructional foundation; requiring the incumbent to stay current on instructional administration techniques and programs throughout the state and nation, incorporating findings into the local organization where appropriate.

MINIMUM REQUIREMENTS EDUCATION: • A master's degree with an emphasis in curriculum, instruction, and school leadership is required.

CERTIFICATION/LICENSE:

- Must possess or be able to obtain a Louisiana EDL approved Leadership Certification.
- Valid driver's license and availability of private transportation, or the availability to get to off-site meetings.

WORK EXPERIENCE:

- 10 years of progressively responsible experience at campus level and central administration required.

KNOWLEDGE, SKILLS & ABILITIES

- Thorough knowledge of the LDOE teaching and learning guidance and the accountability system.
- Thorough understanding of curriculum and instruction and other student-related services.
- Proven ability to supervise multiple functions with full accountability for effective operation and results.
- Ability to use computer technology in administrative and educational settings.
- Excellent organizational ability.
- Demonstrated oral and written communication skills.
- Problem-solving and consensus-building expertise.
- Excellent human relations skills.

Job Description Principal

POSITION SUMMARY: The Principal's primary job is to drive academic goals and serve as the instructional and operational leader of the school. The principals will provide a clear vision for learning for all students; ensure a safe, secure and orderly learning environment; and cultivate strong relationships with and act in service to diverse stakeholders, including families and communities.excellence. The school leader is expected to spend the majority of their time on instructional leadership, specifically on the activities involved in leading and developing teachers to improve their instruction and drive student achievement. The principal is expected to promote high-quality instructional practices, passionately enjoy working with children, and believe that all students can achieve. Principals are responsible for selecting and assigning staff, supporting differentiated professional growth and building the leadership capacity of staff. The principal must collect, analyze and use multiple sources of data to guide continuous improvement in student achievement, manage school operations, and effectively evaluate and develop staff.

MINIMUM REQUIREMENTS EDUCATION: Bachelor's Degree required. • Graduate Degree preferred. with EDL Certification

WORK EXPERIENCE:

- 5 years of work experience in education to include classroom experience and/or experience as an assistant principal
- 2 years managing a team is preferred.

KNOWLEDGE, SKILLS & ABILITIES

- Promote high-quality instructional practices that consistently allow for excellent instruction school-wide
- Provide teachers with timely and constructive feedback on classroom instruction to develop teacher practice
- Clearly communicate learning and development goals that reflect high expectations for learning and growth, a belief that all students can learn, and a commitment to meet each student's educational needs • •
- Develop a culture of collegial and professional relationships among staff and students that promote critical reflection, shared accountability, and continuous improvement
- Deliberately build leadership capacity among staff
- Collect, analyze, and use multiple sources of data to guide continuous improvement in student achievement, student and staff well-being, and professional development for staff
- Manage the school budget, requisitions, and all school funds
- Possess knowledge of Louisiana's accountability system
- Clear understanding of policies and law affecting special populations
- Ability to model an exemplary work ethic

Appendix 5
Board Members and their Resumes at Pine Prairie Charter School

Steve McDaniel grew up in a rural area just outside of the village of Pine Prairie. His father attended and graduated from Pine Prairie High School, and his mother spent her entire professional career as a teacher and elementary school principal at the school. Steve attended kindergarten through twelfth grade and graduated from Pine Prairie High School in 1979. Throughout his high school and subsequent college career, Steve worked as a laborer in the construction industry and in the local oilfields, in jobs that included roustabout, roughneck, pumper, welder, surveyor, and draftsman. Steve graduated from LSU in 1984 with a Bachelor of Science Degree in Petroleum Engineering, where he served as student chapter president of the Society of Petroleum Engineers.

Steve began his professional career with Conoco (now ConocoPhillips) where he spent 13 years in various engineering, operations, engineering management, and business development roles. His assignments included drilling and completions engineering, production engineering, offshore facility engineering and construction, reservoir engineering, and acquisitions/divestitures. He gained experience in both domestic and international operations. During his time at Conoco, he developed a novel process for economically enhancing production from oil and gas wells and was awarded U.S. Patent #4972906 for this work. In the latter part of his Conoco career, Steve was assigned to an international corporate business development role. While serving as Vice President of Business Development for Conoco Overseas Oil Company, he was recruited into the financial services industry.

Steve spent almost a decade as an energy investment banker where he gained experience in both corporate finance, mergers and acquisition advisory work, and principal investing. During his tenure as an investment banker, Steve developed innovative techniques for integrating fundamental engineering analysis with financial data analytics as an integral part of the financing and M&A mandates of numerous public and private energy companies. He spent the majority of his investment banking career with Merrill Lynch, where he was directly involved in some of the largest M&A and capital markets transactions in the energy industry, including transactions with Chevron, Shell, BP, ConocoPhillips, Unocal, Apache, Baker Hughes, and others.

Steve left his investment banking career in 2004 as a Managing Director in Merrill Lynch's Global Energy and Power Group to dedicate his time and efforts to building Midstates Petroleum Company, a "bootstrapped" oil and gas company that he founded. With Midstates Petroleum Company as his sole focus, Steve built the company from a self-funded start-up in 2004 to an enterprise value of approximately \$1 billion at the company's initial public offering on the New York Stock Exchange in 2012. The company grew organically during this time, without the benefit of material acquisitions or taking on material debt. The company created high skilled, high paying jobs (including many employee/owners of the company) in the Pine Prairie community. Steve stepped down as Chairman of Midstates following the company's successful initial public offering.

Steve currently serves as founder, CEO, and board member of Sentinel Energy LLC, a self-funded, employee-owned private energy company that owns an oil and gas company, an oilfield service company,

an environmental services company, and a natural gas gathering and processing company. The company is a growth-oriented energy company with employee/partners in Louisiana, Texas, and Oklahoma.

In addition, Steve is a founding investor and serves on the board of Encino Energy, a multi-billion dollar private exploration and production company based in Houston. The company is currently the largest oil producer in the state of Ohio. Steve is also a founding investor and serves on the board of Bazean Corporation, an energy focused technology company based in Houston, TX.

Steve's past board experience includes service on four additional boards of directors, including three publicly traded companies and one non-profit organization. He served as chairman of the Board of Midstates Petroleum Company, and a director of Ultra Petroleum Company, both New York Stock Exchange listed companies. In addition, he served as chairman of the board of Sundance Energy, a Nasdaq listed company. He also served as executive chairman of the board of the Dallas, Texas based non-profit organization, Big Brothers Big Sisters Lone Star, the largest Big Brothers Big Sisters affiliate in the country.

Steve lives in Houston, TX with his wife Kristen and son, William. They are members of St. Luke's United Methodist Church. In his free time, he enjoys spending time with family and friends on his hunting and cattle ranch and coaching his son's little league baseball team.



JASON HAZELTON

Safety and Risk Management Professional

PROFILE

CONTACT

337-831-0006
hazeltonjason@gmail.com
www.linkedin.com/in/jasonhazelton

LANGUAGES

English
Spanish (B1 Level Proficiency)

SKILLS

- Risk Assessment & Mitigation
- Hazard Identification & Control
- Regulatory Compliance (OSHA, EPA)
- Project Management
- Incident Investigation & Reporting
- Crisis Management
- Team Leadership & Team Building
- Critical Thinking & Problem Solving
- Strategic Planning & Execution
- Emergency Response Planning
- Data-Driven Decision Making

CERTIFICATIONS & LICENSES

Certified Safety Professional (CSP)

- [CSP-42186 Board of Certified Safety Professionals - Jason Hazelton CSP](#)

Private Pilot License – FAA

Ministerial License - State of Louisiana

Certified Safety Professional (CSP) with over 15 years of experience in risk management, occupational safety, and project management. Proven expertise in reducing incidents and implementing effective safety protocols across multiple industries in both the private and public sectors. Adept at fostering a culture of safety and compliance, ensuring adherence to industry standards, and mitigating risks in dynamic environments. Currently pursuing a Master of Science in Occupational Safety Management to further enhance leadership and technical proficiency in the safety field. Military veteran with 8 years of honorable service in the US Air Force.

EDUCATION HISTORY

Master of Science in Occupational Safety Management (In Progress)

University of Central Missouri, Warrensburg, MO

Bachelor of Arts in Human Resource Management (2014)

Saint Leo University, San Antonio, FL

High School Diploma (2000)

Bayou Chicot High School, Bayou Chicot, LA

WORK EXPERIENCE

Safety Consultant | LWCC (Louisiana Workers' Compensation Corporation)

June 2021 – Present

Providing comprehensive risk assessments, safety management, and consultations to policyholders across industries such as construction, manufacturing, and utilities. Conducting thorough site assessments to identify hazards, assess vulnerabilities, and recommend industry-specific best practices. Developing tailored safety solutions designed to mitigate risks and improve operational efficiency. Ensuring ongoing compliance with OSHA, EPA, and other regulatory standards through continuous monitoring, follow-up assessments, and corrective actions. Collaborating closely with management teams to implement safety programs, track and analyze incident trends, deliver targeted training, and foster a proactive, safety-first culture that drives long-term performance improvements.

GOALS & INTERESTS

- Enhance safety and risk management practices across Louisiana.
- Provide expert safety consultations to improve workplace conditions.
- Lead initiatives that promote safety awareness in underserved areas.
- Offer pastoral care and counseling to support spiritual and emotional well-being.
- Organize community events that foster engagement and spiritual growth.
- Community outreach and volunteer work.
- Playing guitar.
- Aviation and flying.

Facilities Operations Specialist | Red River Bank

October 2019 - December 2020

Led safety and maintenance initiatives across 24 facilities in Louisiana, driving key improvements in operational efficiency and compliance. Spearheaded an \$85,000 fire pump replacement, ensuring full compliance with state fire marshal regulations. Successfully implemented the 'eMaint' Computer Maintenance Management System, cutting repair response times by 35%. Conducted quarterly safety assessments to maintain regulatory compliance and proactively address facility risks.

Maintenance and Operations Facilitator | Evangeline Parish School Board

March 2017 - October 2019

Supervised activities and operations related to maintenance, repairs, and renovations throughout the Evangeline Parish School District. Managed a team of over 50 maintenance and custodial personnel across 14 campuses. Implemented a district-wide campus safety auditing program, resulting in an 80% reduction in workers' compensation claims. Developed safety training materials and conducted training for custodial and food service employees.

Teacher | Evangeline Parish School Board

September 2014 - March 2017

Developed and implemented comprehensive daily lesson plans for high school Social Studies courses, including Civics, History, and Psychology, tailored to meet diverse student learning needs. Utilized pedagogical techniques that emphasized active learning, fostering critical thinking and student engagement through interactive discussions, group projects, and real-world case studies. Designed curriculum-aligned assessments to measure student progress and understanding, while adapting instructional strategies to accommodate varying learning styles. Consistently integrated multimedia tools and hands-on activities to enhance student participation and retention of complex concepts. Played an active role in creating a positive classroom environment that encouraged inquiry, collaboration, and the development of analytical skills.

Aircraft Mechanic & Safety Professional | United States Air Force

July 2000 - June 2008

Ground Safety Professional for the 20th Fighter Wing, Shaw AFB, SC. Ensured compliance with safety regulations and the prevention of workplace hazards in a high-risk military environment. Conducted comprehensive incident investigations to identify root causes of mishaps, implementing corrective actions to prevent recurrence. Led facilities and operations safety audits to assess potential risks and ensure adherence to safety protocols. Delivered quarterly safety training to personnel, covering a wide range of topics including hazard recognition, emergency procedures, and risk mitigation strategies. Collaborated with cross-functional teams to enhance the safety culture and reduce incidents across the installation.

Richard I Ducote III

Ville Platte, LA 70586

318-452-2239

7pitcher@gmail.com

Qualified Individual with documented history of meeting and exceeding sales goals. Known for strong relationship-building skills and commitment to maintaining loyal customers. Excellent record of expanding market share, retaining customers and promoting new initiatives.

Skills

- Relationship Building
- Public Speaking
- Financial Management
- Competitiveness
- Determination
- Time Management
- Financial Document Preparation
- Business Development
- Goal Driven
- Consistency

Work History

Salesperson

Progressive Tractor & Implement, Lafayette, LA

March 2023 - Current

- Worked to build relationships with customers and built potential for additional sales.
- Gained customer trust and confidence by demonstrating compelling, persuasive and composed professional demeanor.
- Fielded customer complaints and facilitated negotiations, resolving issues and reaching mutual conclusions.
- Set and achieved company defined sales goals.

Team Member

State Farm, LA

July 2021 - March 2023

- Consistently looked for ways to go above and beyond job requirements
- Upheld high standards of productivity and quality in operations consistently day in and day out
- Collaborated with peers to meet strategic objectives and consistently deliver on productivity and profitability targets
- Developed positive customer relationships through friendly greeting and excellent service
- Trained new team members using approved training materials and information

Agent

Southern Farm Bureau Casualty Insurance, LA

January 2020 - July 2021

- Responded promptly to customer service calls and inquiries from diverse groups of individuals
- Created and used media to inform clients about industry opportunities
- Distributed electronic submissions and hard copy materials to promote clients
- Identified and cultivated potential industry leader relationships to accomplish industry goals
- Expanded client base and increased profitability through recruiting and training

Client Service Representative

- Helped clients with accounts and money movement
- Set up meetings with clients to talk about investment planning and long term goals
- Trading and moving of money from active accounts in the open market
- Setting up future plans to help client investment planning strategy

Education

Louisiana College at Pineville, LA

Bachelor of Science in Economics And Finance May 2018

- Double Majored in Marketing and Management
- Pitcher for Louisiana College, 2014 to 2018
- Business Start up and development, Capstone Project: I was the head for our team capstone project my senior year of college. This gave me the opportunity to use the knowledge and resources of myself and other students to organize and implement a business plan for a start up company. Our over all success rate for our new business took first place and was deemed the business model to base how a business should be organized and ran to be successful.

MATT MARCANTEL

5150 Beaver Road Oakdale La. 71463

318-715-0440

EXPERIENCE

DATES FROM – JULY 2010 - CURRENT

JOB TITLE, INVESTAR BANK

Retail Market Manager – oversee three branch offices in Evangeline Parish with \$250,000,000 in loans and deposits.

DATES FROM – OCTOBER 1988 TO – JULY 2010

JOB TITLE, BEL FEDERAL CREDIT UNION

Manager – Managed everything from loans, deposits, marketing and served on the Board of Directors.

EDUCATION

Upon request

SKILLS

- Supervising multiple departments and employees
- budgeting
- developing new products
- public speaking

ACTIVITIES

I have served on many public boards and foundations
Coached and taught sports at several high schools
Active in my community on social events

KELLY P. TATE
Compliance Officer,
The Evangeline Bank and Trust
Company

EDUCATION

Attended Louisiana State University-Eunice (1990-1991).

Attended Louisiana State University-Baton Rouge and earned a
B.A. in Political Science (1991-1994).

Attended Paul M. Hebert Law Center- Baton Rouge and earned a
J.D. (1994-1997).

Received License to Practice Law in Louisiana (April 1999).

EXPERIENCE

Attorney, Law Office of David Carriere, Opelousas, St. Landry
Parish, LA (November 1997-March 2004)

Attorney, Law Office of A. Bruce Rozas, Mamou, Evangeline
Parish, LA (May 2004-December 2009)

Adjunct Faculty LSU-E, Paralegal Program, Eunice, LA
(approximately 2005-2007)

Attorney, Kelly P. Tate Law Firm, LLC, Mamou, Evangeline
Parish, LA and Opelousas, St. Landry Parish, LA (January 2010-July 2020)

Indigent Defender, Evangeline Parish IDB Board, Juvenile
Defender (2007)

Indigent Defender, Evangeline Parish IDB Board, Felony and
Misdemeanor Defender (2007- February 2015 and August 2018-July 2020)
And

Assistant District Attorney, Evangeline Parish, Ville Platte,
Evangeline Parish, LA (February 2015-July 2018)

Magistrate, Town of Mamou Mayor's Court, Mamou, LA
(May 2017-July 2020)

**Compliance Administrator, The Evangeline Bank and Trust
Company**, Ville Platte, LA (August 2020-September 2022)

Assistant Compliance Officer, The Evangeline Bank and Trust Company, Ville Platte, LA (September 2022 – February 2023)

Compliance Officer, The Evangeline Bank and Trust Company, Ville Platte, LA (February 4, 2023 to present)

LAW PRACTICE AREAS

Family Law and Adoptions – Handled cases involving divorce, custody, child support, spousal support, community property partition proceedings, and private adoptions and which includes consultation with and interviewing of clients and witnesses, drafting of pleadings, legal research, writing legal briefs, correspondence with clients, attorneys, and judges, court appearances, preparing for and handling judge trials, and appellate work.

Successions – Handled cases involving testate and intestate succession which includes consultation with and interviewing of clients and witnesses, drafting of wills and pleadings, legal research, writing legal briefs, correspondence with clients, attorneys, and judges, court appearances, preparing for and handling trials, and appellate work.

Property, Real Estate Transactions and Notarial work– handled cases involving property which includes issues involving ownership, usufruct, servitudes, prescription; drafting of sale, donation, conveyance documents, and contracts; drafting of mortgage and other security devices; title work and title opinion services.

Criminal Law- Handled criminal cases where prosecuted defendants on behalf of the State and defended criminal defendants which involve interviews of clients and witnesses, drafting and filing of motions, attendance at motion hearings, negotiation and plea bargaining, preparation for and handling of criminal jury trials, traffic court, revocation hearings, and reviewing criminal files.

MAGISTRATE

Experience as Magistrate conducting trials for traffic violations and violations of the ordinances for the Town of Mamou.

COMPLIANCE

Researched and reviewed federal regulations involving consumer protection issues in areas concerning deposits and lending, such as Reg B, UDAAP, Reg Z, RESPA, Reg D, Reg CC, Reg E, and other federal regulations; Attended numerous webinars and training regarding federal consumer protection regulations involving lending, deposits, and enterprise wide issues; Researched and reviewed Louisiana laws regarding banking; performed monthly audits for compliance with federal regulations in areas of lending and deposits which involved reviewing various documents and records, noting any exceptions, informing the appropriate personnel of the exceptions and offering education, training, and corrective action; provided education and support to employees regarding compliance with federal regulations and Louisiana banking law. Provided support for bank employees in lending, deposit, and consumer regulatory areas and

training. Chair of Compliance and Fair Lending Committee, Compliance Committee, and the CRA Committee. Reports to the Board regarding compliance issues and answers questions raised by the Board and reports the results of Compliance Dept. audits to the Audit Committee and answers questions.

Brian J. Ardoin, M.S.
2675 Pine Point Road, Ville Platte, LA 70586, (337) 322-3362
Brian.ardoin7@gmail.com; <https://www.linkedin.com/in/brian.ardoin>
topcopdrivingacademy.com

Summary of qualifications

- Ph.D. student, Criminal Justice Administration, concentration in Leadership, Walden University.
- Military Senior Enlisted Advisor, Marine Forces Northern Command, USMC (Retired VETERAN).
- Louisiana State Police, Senior Trooper (Retired).
- 23 years of experience in public service within security and law enforcement.
- 20 years of direct management and supervision experience of personnel.
- 18 years of academic experience in higher education, Louisiana State University-Eunice.
- 10 years experience in operations management, administrative/human resources field.
- 8 years Small Business Owner, seven team members, Top Cop Driving Academy, Ville Platte, LA
- 3 years Interim-Director of Public Safety & Protection, Louisiana State University-Eunice.
- 2 years Volunteer Firefighter, Frilot Cove Fire Department, Opelousas, LA 70570

Notable Highlights

- St. Landry-Evangeline United Way, Board President 2022-24
- Rotary Club of Ville Platte, Board President 2023-24
- Louisiana National Guard Mentor-of-the-Year (Camp Beauregard) 2021/22
- Evangeline Parish Man of the Year Nominee 2020
- LSUE Faculty Excellence Award, Nominee 2018
- LSUE Teaching Excellence Award, Nominee 2017
- Recruiting Station of the Year-Lafayette 2013

Education

- Ph.D. student, anticipated graduation, 12/2024
 - Criminal Justice Administration, concentration in Leadership, Walden University, MN
- M.S., Criminal Justice 05/2006
 - Concentration: Criminal Investigations, Southern University A&M, Baton Rouge, La
- B.S., Criminal Justice 05/2001
 - Minor: Sociology, McNeese State University, Lake Charles, LA

Certifications

- Lean Six Sigma Certification Green Belt Certification
- Command and Staff Course (part one) Completed
- Senior Enlisted Advisor Course Certified
- Infantry Unit Leader Course Completion/Cert
- Anti-Terrorism Officer Certified Level I and II
- North American Standard Inspector w/hazmat Certified-Level I and II
- Louisiana Notary Public Certified
- DoD Unit Prevention Leader (Drug Analysis) Certified
- DoD Marine Career Recruiter/Supervisor (Sales) Certified

- Louisiana State Police Master Taser Instructor Certified
- DoD Conventional Physical Security/Crime Prevention Course Certificate
- DoD Unit Public Affairs Representative Certified
- DoD Casualty Officer Certified
- Top Secret Clearance

Experience

08/2015 -Current Top Cop Driving Academy, LLC Ville Platte/Mamou/Opelousas

Owner of the premier driving school in Evangeline and Saint Landry Parish.

- Oversee and participate in the management and administration of the operation of Top Cop Driving Academy.
- Built and designed Website and social media page
- Oversee, direct, and coordinate the work of lower-level staff.
- Select, supervise, train, and evaluate staff.
- Participate in the development and administration of company goals, objectives, and procedures.
- Prepare and administer large program budgets sponsored by Workforce Commission.
- Prepare clear and concise administrative and financial reports.
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals.
- Interpret, apply, and ensure company compliance with federal, state, and local policies, laws, and regulations.
- Operate office equipment, including computers and supporting software applications.
- Prepare complex bids and specifications.
- Prepare clear agenda items for staff meetings.
- Research, analyze, and evaluate new service delivery methods and techniques.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.

08/2022 – Current South Louisiana Community College Lafayette, LA

- Conducted online course development
- Training incoming Adjunct Instructors
- Develop course curriculum
- Instruct/Teach courses in Criminal Justice, Sociology, Criminology, Forensic, etc..
- Plan and coordinate educational trips.

02/2019-05/2021 Louisiana State University-Eunice Eunice, LA

Interim-Coordinator of Public Safety and Protection; Instructor of Criminal Justice, Public Safety, Fire Science (Full-time).

- Serviced on Hiring committee for Student Affairs/Student Success Center Academic Advisor and Retention Specialist.
- Developed and organized an Advertising and Recruitment Campaign for Public Safety.
- Served on the LSUE Graduation Commencement Committee where we discussed implementation of security and safety policies for Graduation ceremonies.
- Managed Public Safety and Protection Departmental budget.

- Conducted an Assessment on the Criminal Justice and Fire Science Program.
- Reviewed and updated SACSCOC Learning Outcomes for Criminal Justice and Fire & Emergency Service Programs
- Developed a new course curriculum and obtained approval from the Course and Curriculum Committee to implement Fall 2020. The curriculum now has three areas of concentration.
- Developed an LSUE Criminal Justice Committee to collaborate with LSU Online. A program newly proposed and is in the developmental stages of implementation.
- Advised over 150 students in Criminal Justice and Fire Science.
- Began implementation stages of restricting Adjunct faculty.
- Conducted an inventory of over \$250,000.00 in equipment and assets. Includes fire truck.
- Presented at the Louisiana Fire Chief Conference on the LSUE Fire & Emergency Service Program.
- Began the inventory of course textbooks, with a projected replacement of textbooks and material.
- Attended Faculty Senate meetings to develop knowledge of upcoming events and identify any faculty issues.
- Provided project budget to Ms. Joseph Cilano, Director of Grant. AY- 2020/2021 for Public Safety and Protection (PSP)
- Generated course lists for upcoming academic courses in Criminal Justice and Fire & Emergency Services for SU and FA 2020.
- Developed an Interview Committee and interviewed 08 candidates for Adjunct vacancies in Public Safety and Protection.
- Increased enrollment for FA2020 in Criminal Justice and Fire & Emergency Services by 2%
- Increased graduation rate for Spring 2020, by conducting an academic inventory of all PSP students.
- Conducted a preliminary introduction and expectations evaluation of all Adjunct faculty.
- Coordinated a conference with Administrator from the Lafayette Police Department and Lafayette Sheriff's Office to discuss reimplementing the LSUE ride-along-program and provide a facility to conduct courses at the ALETA Training Center, LA.
- Reviewed and submitted articulation of ACE/JST military transcripts
- Reviewed accreditation for Fire & Emergency Service through IFSAC, but decided to
- Coordinated a complimentary booth at the 2020 Louisiana Firefighter Association, in Lake Charles, La, for recruitment purposes.
- Discussed the reimplementation of the Eunice Fire Department, Volunteer Firefighter internship program.

06/2016-06/2019

Louisiana State University-Eunice

Eunice, LA

Interim-Coordinator of Public Safety and Protection; Instructor of Criminal Justice, Public Safety, Fire Science (Full-time).

- Taught face-to-face, online, and virtual courses to undergraduate students in Associate degree and Dual Enrollment programs.
- Developed over ten courses ranging from PBSA to Fire Science to Criminal Justice.
- Course development on Moodle, and Blackboard.
- Provided training to various staff and faculty. Most recent: Student Success Center regarding Fire Science Articulation agreements and Student Enrollment Section: Joint Service Transcripts refresher course.
- Served on the Louisiana State University- Eunice, Faculty Professional Development Committee
- Established the Louisiana State University-Eunice Criminal Justice Society.
- Managed departmental tasks (i.e., textbook adoptions, curriculum reviews and updates, etc....)
- Reviewed and developed SACS-COC Learning Outcomes.

- Managed full-time faculty members and six adjunct instructors.
- Advised over 150 students in departmental programs: Criminal Justice, Forensics, and Fire & Emergency Services.
- Attended numerous career fairs and recruiting events.
- Managed departmental budget.
- Maintained accountability of over \$250,000 in equipment and assets by conducting bi-annual inventory.

10/2003 -10/2013

Louisiana State Police (Retired)

Lafayette, LA

Highly Trained law enforcement professional: Supervised, trained, evaluated, developed, counseled, and led police officers in all functions of policing to include police intelligence operations, detention operations, law & order operations, security and force protection operations, and maneuver support and combat security;

- State Trooper/Patrolman.
- Audit Inspector.
- DOTD Commercial Vehicle Inspector
- Taser Instructor/Training Officer.
- Executive Protection Services
- Narcotic Drug Interdiction
- Operations Analyst with Governor's Office of Homeland Security & Emergency Preparedness (Hurricane Katrina)
- Enforced local, state, federal laws and ordinances.
- Provide security during minor and large-scale events.
- Managed/directed traffic situations; search and seize property and persons.

12/1996-02/2019

United States Marine Corps Reserve

New Orleans, LA

(experience over 23 years)

Senior Advisor, 4th Marine Division, Inspector General Office, G/7, (Involuntary Activation Orders)

- Served as the Interim-Deputy Inspector General, 4th Marine Division, Inspector General Office, G/7 (nine months)
- Managed an extensive staff of Subject Matter Experts and office staff members (40 Marine Reserve Officers and 7 Active Duty Staffers).
- Facilitated and conducted staff and facility assessments at over 177 Reserve and Active Duty sites across the country.
- Coordinated all logistical requirements and collaborated with Commanding Officers at remote locations.
- Reviewed and maintained a \$6.5 million-dollar annual travel and training budget.
- Developed and reviewed DoD operating policies ranging from travel authorization to Security Threat protocol levels.
- Investigated and assigned critical investigations ranging from financial and administrative inquiries to criminal investigations.

- Supported MARFORNORTH G-3/5/7 with current and future operations in support of MARFORNORTH's mission in executing antiterrorism programs and force protection responsibilities.
- Planned, coordinated, executed USNORTHCOM-sponsored national-level exercises.(i.e.- National Defense Support Civil Authority (DSCA symposium)
- Managed MARFORNORTH IMA Detachment consisting of 22 Marine Officers, O-5 and O-6.
- Assisted in the monthly training in the form of Blue Dart Exercises.
- Coordinate all annual training requirements for all Marine Forces North Marines.
- Coordinated with Theater Security Cooperation for Mexico, Bahamas, and Canada.
- Manage the ordering and shipment of ammo and other training assets to Mexico.
- Managed and coordinated the application process for staff member's official passports.
- Coordinated with DSCA Officers with program management and policy implementation.
- Planned and Assisted in the movement of equipment via commercial air and mil air for training equipment and resources in Carpizo, Mexico and surrounding areas.
- Provided critical information to MARFORNORTH's Anti-Terrorist Officer by accessing the Operational Data Store Enterprise (ODSE) to identify specific military family members residing in restricted areas of Mexico.

DoD Contract Specialist

- Provided contracting support and advised on business standards in accordance with federal/state/agency/local laws, policies, and/or regulations to cognizant activities supported by MFR.
- Determined best procurement strategy in order to fulfill the needs of the government.
- Prepared contract solicitations, modifications, determinations, justifications, and awards to ensure adherence with mandatory Federal Acquisition Regulations and policies.
- Reviewed vendor proposals and determined what is most advantageous in meeting government needs in terms of best value, cost savings, past performance, and timely delivery. Managed Procurement Acquisition Lead Time (PALT), established priorities to meet PALT goals and customer expectations, and briefed the Procurement Chief on workload status.
- Performed Contract Administration duties including tracking progress and delivery of ordered supplies, evaluating contractor performance for adherence with contract terms, initiating corrective actions if deficiencies are noted, and tracking their progress.
- Generated and reviewed contracts created in the best interest of the government.
- Investigated and processed unauthorized commitments.
- Planned, negotiated, and administered procurements of goods and services.
- Performs procurement planning, pre-award/post-award, and contract administration functions.
- Ensured adequacy of purchase descriptions and supporting documents.
- Prepared and issued written and oral requests for quotations for a variety of equipment, supplies, and services.
- Evaluated offers, determined price reasonableness, processed awards and conducted discussions with vendors as necessary.
- Monitored contractor compliance regarding performance and delivery, resolved procurement problems, issued modifications, and processed contract close-outs.
- Reviewed & interpreted procurement-related regulations, policies, and procedures.

Additional Military Jobs and duties:

- Casualty Officer (OIF II, Operation Enduring Freedom)
- Infantry Riflemen
- Tow Gunner
- Infantry Scout
- Infantry Platoon Sergeant
- Director of Toys for Tots, Acadiana
- Marine Canvassing Recruiter
- Marine Recruiter Detachment Commander
- Honor Guard Marines, Platoon Sergeant
- Marine Forces Northern Command, Anti-Terrorism Officer

Professional Affiliations

- Ordained, Deacon.
- Member, Academy of Sciences in Criminal Justice
- Member, National Sheriff Association
- Member, Fire Department Instructor Conference (FDIC Int'l)
- Member, Louisiana Notary Public Association
- Member, American Legion Post #123
- Member, Acadiana Marine Corps League
- Saint Landry/Evangeline United Way, (President)
- Member, Evangeline Parish Chamber of Commerce, (Board member)
- Member, Ville Platte Rotary Club, (President)

Professional Development

US Dept of Homeland Security (FEMA)., “Emergency Management for Higher Education”	2020
DoD Unit Prevention Leader (Drug Analysis)	2018
Nonresidential Command and Staff War College(Phase 1)	2018
FEMA: National Fire Academy Professional Development Symposium	2016
FEMA: Terrorism and WMDs in the Workplace	2016
Infantry Unit Leader's Course	2015
FEMA: Virtual Active Shooter	2015
FEMA: Working with the Media as Emergency Responders	2015
FEMA: Isolation and Quarantine for Rural Public Safety Personnel	2014
FEMA: Isolation and Quarantine for Rural Communities	2014
DoD Inter-service Non-lethal Individual Weapons Instructor course	2013
JTF GITMO: Media Engagement Training	2013
DoD Public Affairs Correspondent (USMC)	2003

SPECIAL INTERESTS, VOLUNTEER, AND OTHER EXPERIENCE

- Evangeline Parish Sheriff, Candidate (run-off/finalist)
- Top Cop Driving Academy, Owner
- Founder of Revelation Outreach Inc./Vice-President, (non-profit)
 - Food Bank Distribution every second Saturday of the month

- Grant funded Teen Leadership Academy
 - Elementary Physical Education Substitute Teacher (Pre-K – 7th grade)
 - Louisiana State University Eunice (LSUE) High School Literary Rally, Volunteer
 - Louisiana State University Eunice (LSUE) High School Drama Rally, Volunteer
 - Louisiana National Guard, Youth Challenge Program, Mentor-of-the-Year (21-22)

Appendix 6
Draft copy of the charter board's governing bylaws

Bylaws of Pine Prairie Charter School, LLC

Article 1-Name

Section 1-1

The name of the LLC shall be Pine Prairie Charter School, LLC, a non-profit school located in Pine Prairie, LA.

Section 1-2

The address of Pine Prairie Charter School, LLC is Edwin Elliott Drive, Pine Prairie, LA 70576.

Article 2-Purpose

Section 2-1

The purpose of Pine Prairie Charter School, LLC is to open and operate a school of choice for students in Evangeline Parish. The charter school will be a school of high quality educational practices preparing students for success as an adult.

Article 3-Membership

Section 3-1

Pine Prairie Charter School shall not have any members

Article 4-Governing Board

Section 4-1

General Powers

The governing board of the school is responsible for overseeing and managing the operations of the school. This includes making decisions on a wide range of matters, such as educational policy, curriculum development, and financial management. The governing board is also responsible for hiring and evaluating the school's Chief Executive Officer. In carrying out its duties, the governing board is guided by the school's mission statement and educational philosophy. The governing board typically meets on a regular basis, such as monthly or quarterly, to discuss school business and make decisions. The governing board may establish standing or ad hoc committees to support its work. A committee may be formed by a majority vote of the board, with a clear description of its purpose, scope, and duration. Each committee will include at least one board member who will act as the liaison between the committee and the full board.

Committees will present progress reports at each regular board meeting. The governing board retains the authority to dissolve any committee by a majority vote if the committee has fulfilled its purpose or is no longer necessary.

The governing board will comply with the open meeting law of Louisiana. The governing board is an important part of the school's governance structure, and it plays a vital role in ensuring that the school operates effectively and efficiently.

Section 4-2

Directors

The number of board members shall be seven (7), or as subsequently amended by majority vote. Board members need not be a member of Louisiana. However no fewer than 60 percent of its members may be residents of Evangeline

Submitted to Board on 9/26/2024

Parish or a neighboring parish. The governing board will conduct an annual self-assessment to evaluate its effectiveness in fulfilling its duties and advancing the school's mission. This assessment will include a review of board member participation, decision-making processes, and overall governance performance. Based on the results, the board will develop an action plan to address areas for improvement. Additionally, the board will ensure accountability by setting measurable goals, regularly reviewing progress, and maintaining transparency with the school community.

Section 4-3
Election of Directors

A person who meets the qualifications required by law and policy and/or as determined by the Board to be a director shall be elected by the vote of the majority of directors. Each director shall hold the office until a successor is elected and qualified. The director may be elected to succeed himself/herself as a director.

At any meeting where a vacancy occurs a director may nominate a person with a second from another director. All vacancies must be filled by an affirmative majority vote.

Section 4-3
Resignation of Director

A director may resign by submitting a letter of resignation to the chairman of the board.

Section 4-4
Removal of Director

A Director may be removed with or without cause by a majority of the Directors then in office.

Section 4-7 -
Prohibition of Compensation -

Directors will not receive compensation for services rendered in their capacities as Directors. The board will follow Section Louisiana charter school policy in regard to no compensation for board members of a charter school.

Article 5-Officers

Section 5-1
Officer Positions and Term

The officers of the LLC shall be President, Vice President and Secretary/Treasurer. The Corporation may also have at the discretion of utilizing the CEO to serve in the capacity of the secretary/treasurer for the Governing Board,. Officers shall be selected from the current Directors of the board. The officer positions shall be elected annually at the first meeting of the calendar year.

Article 6-Meetings

Section 6-1
Regular Meetings

All meetings of the Governing Board are declared public meetings open to the public at all times, and no resolution, rule or formal action shall be considered binding except as taken or made by such a meeting. The Governing Board shall meet at least four times each year, each such meeting being approximately three months from the date of the previous regular or annual meeting.

Section 6-2
Quorum

In order to conduct business, at least fifty-percent plus one (50% + 1) current Directors must be present or attend virtually and be able to be counted in order to constitute a quorum of the Governing Board. When meetings are being conducted using Communications and Media Technology, individuals participating electronically may be counted as quorum. If such criteria are Submitted to Board on 9/26/2024

not met, an individual must be present in person to be counted toward meeting quorum requirements. To ensure equitable participation and prevent governance gaps, virtual attendees must have access to all meeting materials in advance, the ability to engage in real-time discussion, and full voting rights equal to in-person attendees. The board chair will ensure that virtual members are acknowledged and heard during discussions and that technology issues do not prevent participation.

Section 6-3
Special Meetings

Special meetings of the Governing Board may be called at any time by the Chairman of the board or two directors. The persons calling the special meeting must notify the secretary of the information for calling the meeting in order to include this in the notice of the meeting. The secretary shall give notice to each director no less than 2 days prior to the meeting date and shall post the notice to the general public as required.

Section 6-4
Posting

All meeting notices must be in writing and posted at least 24 hours prior to the scheduled time of the meeting.

Article 7-Committees of the Board

Section 7-1
Committees

There are no committees at this time.

Article 8-Indemnification of Governing Board

Section 8-1
Indemnification

The Corporation shall indemnify a director or officer of the corporation who prevails in the defense of any proceedings to which he or she was a party because he or she is or was a director or officer of the Corporation against reasonable expenses incurred by him or her in connection with the proceedings. Any person made or threatened to be made a party to any action or proceeding, whether civil or criminal, by reason of the fact that he or she is or was a director, officer, or agent of the Corporation, may be indemnified by the Corporation and the Corporation may advance his or her related expenses, to the fullest extent permitted by law. A director, officer, or agent shall have no right to reimbursement, however, in relation to matters as to which he or she has been adjudged liable to the Corporation from gross negligence or willful misconduct in the performance of his or her duties to the corporation. Any indemnification provided shall not extend to matters arising from conflicts of interest or breaches of fiduciary duties, ensuring ethical accountability.

Article 9-Fiscal Matters

Section 9-1
Fiscal Year

The fiscal year shall end on June 30th of each year. The governing board will ensure rigorous financial oversight to maintain the school's fiscal health. This includes:

- **Annual Audit:** An independent, certified auditor will conduct a comprehensive annual audit of the school's finances, with results presented to the board and made publicly available.
- **Internal Financial Controls:** The board will establish and regularly review internal financial control policies to safeguard assets, prevent fraud, and ensure accurate financial reporting.
- **Budget Development and Review:** The board will review and approve an annual budget before the start of the fiscal year. Quarterly financial reports will be reviewed to monitor expenditures and ensure alignment with the budget. Any significant deviations must be addressed promptly with a corrective action plan.

Section 9-2
Transactions and Contracts

The board may authorize the CEO to enter into contracts or execute and deliver any instrument in the name of or on behalf of the Corporation. All funds of the Corporation shall be deposited to the credit of the Corporation in banks, trusts, or other depositaires that the board selects.

Section 9-3
Gifts

The board of directors on behalf of the Corporation may accept any gifts, contributions or bequests for the general purposes or any special purpose of the Corporation.

Article 10-Books and Records

Section 10-1

Required Books and Records

The Corporation shall keep all books and records of accounts. This shall include:

- a. A filing with the Louisiana Secretary of State for the LLC.
- b. Copies of the bylaws and amended versions,
- c. Minutes of the proceedings and special meetings
- d. A list of directors
- e. Financial statements showing assets, liabilities and net worth
- f. All rulings, letters, and other documents related to the federal, state, and local tax status

The governing board will establish a records management policy to ensure the secure storage, access, and retention of all essential records, including financial documents, meeting minutes, and policy decisions. Records will be stored securely, whether in physical or digital form, and access will be limited to authorized personnel. A designated records custodian will oversee the organization and accessibility of records, ensuring compliance with legal requirements and promoting operational transparency.

Article 11-Miscellaneous Provisions

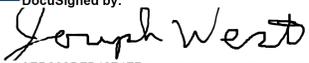
Section 11-1

Liquidation

At the expiration of this charter, or upon earlier dissolution of this corporation for any cause, its affairs shall be liquidated by one or more liquidators to be appointed by the members. In case of death, disability, or resignation of one or more liquidators, the vacancy shall be filled by the surviving liquidators. The liquidators will manage all outstanding liabilities, ensure proper communication with stakeholders, and oversee the fair distribution of remaining assets. Upon dissolution of the corporation, the assets shall be distributed to one or more exempt purposes within the meaning of section 501(c)(3) of the IRS code of 1986, or corresponding section of any future codes, or shall be distributed to federal, state, or local government for a public purpose.

Certificate of Secretary I certify I am duly elected and acting secretary of Pine Prairie Charter LLC and that the forgoing bylaws constitute the bylaws of the Corporation.

These bylaws were adopted at a meeting of the board of directors on September 26, 2024

DocuSigned by:

 9ED202BFD0427NET...

 Joseph West, CEO/Secretary

9/24/2024

 Date

Submitted to Board on 9/26/2024

**Appendix 7
Business Back Office Service Provider**

Back Office Service Provider

Pine Prairie Charter will hire a business manager with an accounting background and also contract services from a virtual operations and finance back office service provider. PPC is currently in conversation with local CPA firms that support this type of work and would be an organic fit for the organization. Description of service areas are listed below:

- Support the business manager on site in budgeting, financial reporting, and forecasting
- Support the business manager on site in accounting and bookkeeping
- Human Resources
- Support the business manager on site in the payroll process and retirement reporting
- School compliance and data management
- Setup and implement financial and operational policies, procedures, and internal controls
- Create Financial and Policy and Procedure Handbook
- Participate on committees as needed
- Support the business manager on site in training administration in regard to financial best practices

**Appendix 8
Insurance Coverage**

Insurance Coverage

Below is the proposed list of the types of insurance coverage Pine Prairie Charter, LLC will secure. Insurance coverage is aligned to best practice requirements and LDOE charter school opening requirements. Coverage will be adjusted to align with any changes in state guidance. The school will source an insurance provider in Fall of 2025. The information provided below is in alignment with the LDOE Charter School Pre-opening Insurance Requirements.

Type	Detail	Coverage Level
Comprehensive General Liability Insurance	Minimum combined single limit of each occurrence	\$1,000,000
Commercial General Liability	Each occurrence Damage to premises (each occurrence) Medical expense (one person) Personal/advanced injury General aggregate Products for comprehensive, operational, and aggregate	\$1,000,000 \$1,000,000 \$5,000 \$1,000,000 \$3,000,000 \$3,000,000
Workers Compensation and Employer's Liability (WCEL)	Each accident Disease (each employee and policy limit)	\$1,000,000 \$1,000,000
Automobile Liability: only hired and non-owned autos	Combined single limit for each accident	\$1,000,000
Crime	TBD	\$1,000,000
Fiduciary	TBD	\$1,000,000
Security Risk Management	TBD	\$1,000,000
Property Insurance	TBD	\$1,000,000
Errors and Omissions Liability Insurance (E&O)	TBD	\$25,000 (min. limit per claim/annual aggregate)
Employee Dishonesty Insurance	TBD	\$250,000 (min. limit per claim/annual aggregate)
Employment Practices Liability Insurance	TBD	\$550,000 (min. limit per claim/annual aggregate)

**Appendix 9
Course Offerings by Diploma Type**

Course Offerings by Diploma Type

Students will have the option of participating in one of three pathways: Fast Forward Jumpstart 2.0, Fast Forward TOPS University, or Fast Forward Registered Apprenticeship. The course offerings for all three pathways will be consistent for grades 9 and 10 students and will include the following:

	8th Grade HS Course Offerings	9th Grade Course Offerings	10th Grade Course Offerings
English		English I	English II
Math		Algebra I	Algebra II
Science		Physical Science	Biology I
Social Studies		World Geography	Civics
Health/Physical Education		Physical Education	Health
Foreign Language		Spanish I	Spanish II
Elective Offerings	Keyboarding, Quest for Success	Band, Art, Cheer, Journalism,	Band, Art, Cheer, Journalism, Financial Literacy

Appendix 10

Using a table, identify the Advanced Placement course offerings, International Bachelorette, 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.

**Advanced Placement, International Bachelorette, Dual Enrollment, ACT preparation, and Career
and Technical Education course offerings**

Grade Level	Advanced Placement (AP) Courses	International Baccalaureate (IB)	Dual Enrollment (DE) Courses	ACT Preparation	Career and Technical Education Courses (CTE)
9th	AP Human Geography	N/A	Intro to College Writing	ACT Prep Foundations	
10th	AP World History	N/A	College Algebra	ACT Prep Strategies	
11th	AP U.S. History	IB Theory of Knowledge	General Biology, Emergency Medical Technician (EMT)	Intensive ACT Prep	Semester 1: Introduction to Manufacturing, Introduction to Health Sciences Semester 2: Carpentry Technician I, Industrial Mechanics Fundamentals
12th	AP English Literature, AP Government	IB Extended Essay	General Chemistry, Business Communications	Intensive ACT Prep	Semester 1: Advanced Manufacturing, Industrial Mechanics Apprentice Semester 2: Certification for Manufacturing, Advanced Carpentry

Pine Prairie Charter Application Review Response

ES.3.2 The school will ultimately serve up to 650 students in grades K–12. During the first five years of operation, enrollment will include students up to grade 10, with the addition of grades 11 and 12 planned by year seven.

EPC.6.2 PPC’s educational model is designed to more effectively serve local students by combining research-based practices with strategic innovations currently absent in the community. Centered on personalized learning, the model integrates project-based learning, extended instructional time, and job-embedded professional development to create a cohesive and rigorous framework.

Students engage in real-world, skills-based learning from an early age, fostering critical thinking and career awareness. Elective pathways in agriculture, business, and science align directly with regional workforce needs, bolstered by a unique partnership with Roy O. Martin provides mentorship and applied learning not available in area schools.

Unlike the traditional four-day LEA schedule, PPC’s five-day calendar supports instructional continuity, flexible interventions, and enrichment for all learners. Staff development is embedded outside of instructional hours and guided by the NIET framework.

Rather than replacing current models, PPC builds upon them—addressing critical gaps with a student-centered, workforce-aligned approach that prepares students for success beyond graduation.

EPC.8.1 A parent survey was distributed to gather input and support for the proposed charter school, and the results were included in the initial application. In addition to survey participation, parents were actively involved in the application development process. They were invited to, and have attended, scheduled board meetings throughout the planning phase. Numerous parents have also personally contacted board members, the CEO, and other community leaders to share positive feedback and express strong support for the establishment of the school. These interactions have consistently highlighted a clear desire for increased educational choice in the community.

EPC.9.2 The PPC educational model is grounded in the principles of access and expeditionary learning—two research-based approaches that promote student engagement through project-based instruction, community-connected learning experiences, and a “learn-by-doing” philosophy. This model is designed to provide students with meaningful access to the economic drivers of the local community, as well as opportunities for both targeted interventions and enrichment through a flexible scheduling structure.

PPC will implement the Expeditionary Learning (EL) curriculum, a Tier 1-rated resource in Louisiana that is nationally recognized for its effectiveness in supporting student achievement through rigorous, inquiry-based learning. The adoption of EL aligns with Louisiana’s demonstrated progress on national assessments such as NAEP and reinforces the state’s commitment to high expectations and equitable access to quality instruction.

In addition, the PPC model incorporates flexible scheduling that supports job-embedded professional learning outside of traditional planning time. This approach aligns with research on growth-oriented adult culture, which emphasizes that a strong culture among educators is foundational to school success. Studies show that when schools foster collaborative professional norms, they are more likely to see sustained improvement. By dedicating time for meaningful collaboration and continuous development, PPC will empower its educators to work collectively toward improved outcomes for all students.

EPC.10.1 & EPC 10.2 Bayou Bridges is noted on the LDOE website as a K-8 Louisiana Social Studies Curriculum. It has been released for use in grades 6-8 in the spring of 2024. Bayou Bridges is aligned with Louisiana student standards for 2022. The materials supported by Bayou Bridges also align with literacy which is important in preparing students for LEAP 2025. High School Curriculum will also follow Tier 1 alignment. ELA: Guidebook-Imagine Learning, Biology Physics, and Chemistry: Open SciEd, Algebra and Geometry: Savvas, Civics and US History: LDOE Course Frameworks.

EPC.11.4. In the event a hybrid plan will be utilized, student attendance will be tracked in google classrooms and parents will be notified via email or through JCampus parent notification via robo calls or texting of attendance issues.

EPC.12.1 Using the old accountability formula the Progress Index for accountability within the first 5 years for PPC must be at a 90 or above index to meet the growth expectation for the overall target index for the school.

Achievement goal: High-quality charter schools identify students' individual academic needs and ensure that all students are making academic growth. Review of student instructional needs through quality data reviews and proficiency assessments given in all grades at the end of each 9 week grading period. The expectation is for all students to score at mastery or above (80%) which will reflect progress on the LEAP 2025 assessment in core academic subjects.

EPC.12.2 iReady will be given, BOY, MOY, and EOY.

EPC.12.4 & EPC 13.4 Professional development for data driven decision making will take place yearly when LEAP assessment scores are released, three times a year when reviewing Dibels and iReady, and through teacher collaboration meetings at least twice per month when reviewing student work. This type of job embedded professional learning will be completed through a learn by doing strategy.

EPC.13.1 DIBELS: To assess early literacy and reading development, given three times a year. iReady: To measure and support student growth in reading and mathematics, given three times a year. LEAP: To measure student proficiency on Louisiana state standards. State-mandated, criterion-referenced summative assessment. Summative: To evaluate cumulative student learning at the end of an instructional period, measures mastery of content and is often used for grading or accountability. CBA: Assess how well students are learning specific content from the curriculum, helps guide instruction and identify learning gaps. Interim: To measure student progress toward grade-level standards before summative assessments, provides actionable data to inform instruction and identify students needing support before end-of-year tests.

EPC.13.5 The PPC model is intentionally data-driven, using student achievement and engagement data to inform program offerings, curriculum choices, and professional development. Regular review of academic performance, attendance, behavior trends, and stakeholder feedback guides decisions around interventions, enrichment, and electives. Elective pathways in agriculture, business, and science are aligned to both student interests and regional workforce needs. Curriculum is selected from Louisiana’s Tier 1 instructional materials and evaluated through ongoing assessments to ensure effectiveness. Professional development is driven by instructional data—such as classroom observations and assessment results—and includes job-embedded coaching, reflective practice, and data-informed planning to support continuous teacher growth.

EPC.14.1 Parent requests for evaluations will be accepted and brought to SBLC as part of the process. Parental involvement in this process will be critical and all data reviewed prior to making decisions about the need for an evaluation. Once a student is identified as exceptional, IEPs will be developed in accordance with Bulletin 1706 and 1530. The IEPs will be developed by the IEP addressing the diagnosed impairment documented through the evaluation. All students with IEPs will be monitored using grade level assessments addressing the IEP goals and objectives.

EPC.14.2, 14.4, 14.8 The Special Education Leader will oversee data reviews specific to students with disabilities to ensure accurate identification and appropriate support. This role includes monitoring referral trends, intervention effectiveness, and evaluation outcomes to prevent the mislabeling of students and to guard against the disproportionate application of the RTI (Response to Intervention) process to students already identified with disabilities. The leader will ensure that interventions are used equitably and that eligibility decisions are based on comprehensive data, aligned with both federal and state regulations. This oversight helps maintain compliance, promotes inclusion, and ensures that all students—regardless of disability status—receive the appropriate level of support based on need rather than label.

EPC.14.3 To support English Learners (ELs), including those with disabilities, PPC will implement a multifaceted approach using the Louisiana Connectors for ELs and a classroom differentiation plan. These tools ensure access to grade-level content while supporting language development through scaffolded, individualized strategies. Instruction will be tailored using varied methods, pacing, and assessments, with student progress monitored at least three times annually using both academic and language benchmarks. Regular data analysis will guide instructional adjustments and targeted interventions, ensuring all ELs receive equitable access, meaningful language support, and accommodations that promote academic success.

EPC.14.5 Intervention support for ELA will be Spire and Diverse Learners section of Guidebooks, Zearn and the Math Cohearnance map, and strategies from The Writing Revolution for written language.

EPC.14.7 PPC will provide enrichment opportunities for those students identified as academically gifted or talented during Monday afternoons during the flexible learning time scheduled for all students.

Appendix 2.1 1. In accordance with state law, all students in grades 4–12 and their parents or guardians must annually sign a Statement of Compliance. Students agree to attend school regularly, arrive on time, complete homework, and follow school rules. Parents agree to ensure their child’s daily, on-time attendance, support homework completion, and attend required conferences.

2. PPC will enhance communication and collaboration among schools and child-serving agencies, support data sharing to better serve children and families, and coordinate with partners to ensure successful re-entry and transition of youth formerly in state custody. These efforts aim to promote educational continuity, access to needed services, and reduce recidivism.

Appendix 3.1 The administrator will receive a written report detailing the date, time, individuals involved, and a description of the incident. A preliminary review will be conducted within 2 business days to determine if an investigation is warranted. If so, all parties will be notified, and confidentiality will be maintained as appropriate. The investigator will interview relevant individuals, review documentation, and gather statements as needed. A written summary with findings and recommendations will be issued within 10 business days, or a revised timeline will be communicated if more time is required.

OPC.19.1 Policy Bulletin 741 Section 913: The maximum enrollment in a class or section in grades K-3 shall be 26 students and in grades 4-12, 33 students, except in certain activity types of classes in which the teaching approach and the materials and equipment are appropriate for large groups. System wide enrollment is 20 per class, however a waiver may be requested.

OPC.20.1 All hiring will be non-discriminatory and based solely on qualifications and school needs.

OPC.21.1 PPC will address unexpected staffing changes by maintaining a trained substitute pool, cross-training staff, implementing strong onboarding and mentorship systems, and building internal leadership capacity to ensure continuity of instruction and operations.

Appendix 5.2 Jason Hazelton: 2397 American St, Ville Platte, LA, Kelly Tate: 4214 Vidrine Rd, Ville Platte, LA

OPC.24.3 and Appendix 6.1 Executive Committee:

To include the Board Chair, Vice Chair, Secretary, Treasurer, and CEO (non-voting), the Executive Committee may act on urgent matters between Board meetings, subject to full Board approval, and supports agenda setting and strategic planning.

Finance Committee:

The Finance Committee, led by the Treasurer and including at least two other Board members, oversees budgeting, financial reporting, and compliance, and advises the Board on fiscal matters. Non-Board financial experts may serve in an advisory role.

The CEO shall serve as board secretary for monthly meeting minutes and as treasurer with oversight from the board through audits and the finance committee oversight.

OPC.27.1 & OPC.27.2 Academic: All students, regardless of background or ability, are provided an environment that supports academic growth and success. The school promotes equity by ensuring enrollment and discipline policies serve all students fairly. All students

receive the support necessary to access education. Organizational Compliance: School ensures equity by applying fair enrollment and discipline policies for all students. Compliant with IDEA, The school and governing board adheres to all laws, policies, and contractual obligations.

Financial performance and compliance: Demonstrate sound financial practices, ensuring fiscal viability and responsible management. These standards will guide the CEO's annual evaluation, assessing leadership in key areas. The evaluation will inform decisions about the CEO's performance and contribute to the school's five-year renewal process, ensuring accountability and alignment with the school's goals and charter obligations.

OPC.29.2 New board member applications will be taken and the board will work with LAPCS for training and onboarding of the new member.

FPC.32.2 & FPC.34.1 Student transportation costs can be found in the contracted services line detail. All transportation services will be contracted out.

FPC.33.1 Application Period: Open from March 15-April 15, Application Review: April 15-30. Lottery: May 1. Notification: May 5 (acceptance/waitlist). Application Requirements: Basic student and family information, Proof of residency, age, and immunization records, Parent/guardian statement. Enrollment Priorities: Siblings of current students, local students, and special education students may receive priority

FPC.33.2 The enrollment timeline will be communicated via social media and advertised to the public allowing all to be aware of the timeline. School staff will be informed of the process and ready to field any questions from families and the community. The lottery system will be fair ensuring access for all to attend PPC.

FPC.34.2 Financial worksheet has been edited to reflect an increase in materials and supply needs.

FPC.34.3 Financial worksheet corrected.

FPC.34.5 The application for the USDA funding is in process. An architectural firm has been named by the building committee and they will complete all the necessary documentation for securing the funds.

HSA.2.1, HSA.2.3, HSA.4.3, & HSA.5.1 PPC will offer three Jump Start 2.0 pathways: Manufacturing; Agriculture, Food, and Natural Resources; and Architecture and Construction. Students will choose their pathway in grade 10, guided by the career coach. To support informed decisions, the school model introduces students to career opportunities in these fields beginning in elementary school, fostering early awareness and interest. The decision to focus on these pathways aligns with the early career readiness initiatives implemented in elementary grades, ensuring students build foundational knowledge and skills in these areas from a young age. Additionally, the selection of these pathways is driven by strong community partnerships and the local economic landscape. By prioritizing industries that are vital to the region, PPC aims to equip students with the skills needed to pursue meaningful careers within Louisiana, fostering local workforce retention and economic growth.

PPC’s vision is to provide students with the opportunity to remain in Louisiana for employment, contributing to vibrant, sustainable communities. All community business partnerships will strictly adhere to Child Labor Laws.

HSA.2.2 The career coach, in collaboration with the dean of students, will support student progress by utilizing a comprehensive tracking system and the Individual Graduation Plan (IGP). Quarterly check-ins with students and their teachers will monitor academic advancement and address potential challenges proactively. To ensure all students meet pathway requirements within four years of high school, routine transcript audits will be conducted to verify the accuracy of course completion and alignment with chosen pathways or university prerequisites. Additionally, targeted interventions and academic advising will be provided as needed to keep students on track for graduation and postsecondary success.

Appendix 9.1 The applicant group’s outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).

Grade	Course
11th	Agriscience II, III, IV , NCCER Carpentry I, II, Oil and Gas/T2 Safety
11th or 12th	English III/ Business English/Technical Writing, Automation and Manufacturing, Geometry/Business Math, Electrician I, II, Digital Media, Chemistry, US History/African American Studies, Forestry
12th	C4M, Agriscience III, IV, NCCER Carpentry II, Intro to Manufacturing, Automation and Manufacturing

These courses will complement the core curriculum required for the selected pathway. These courses in addition to the courses in the chart of Appendix 10. The specific course offerings for grades 11 and 12 will be finalized once the high school division is established. Before the high school opens, the administrative team will collaborate closely with the educational and business partners identified in this application to ensure that all required courses are available, including those beyond the currently listed offerings. The partnership with Sowela and SLCC will offer students opportunities to access courses for the technical certificate and the pathway combined. In addition to offering these specialized classes, PPC will collaborate with industry partners—specifically Roy O. Martin and Progressive Tractor—to develop apprenticeship opportunities for students. These apprenticeships will provide valuable hands-on experience, enhancing students’ skills and significantly improving their post-graduation success. Before the high school opens, the administrative team will collaborate closely with the educational and

business partners identified in this application to ensure that all required courses are available, including those beyond the currently listed offerings.

HSA.4.4 The Operating Statement of Activity does not reflect these financial obligations because the fees, exams, and equipment will not be needed until year 6.

HSA.6.1 The career coach position is included in the organizational chart and budget for year five. This role will focus on assisting students with Individual Graduation Plan (IGP) development and providing support to students identified as at risk of dropping out. The mentorship provided by the school's community partners will play a key role in supporting students at risk of dropping out.

**2025 Louisiana Department of Education Charter Application Review
New Operator Executive Summary**

Name of Applicant: Pine Prairie Charter

Final Recommendation	
Deny the application submitted by Pine Prairie Charter	

Non-Profit Information			
Non-Profit	Pine Prairie Charter	Education Service Provider (ESP)	N/A
		# of schools operated by ESP	N/A
School Information			
School	Pine Prairie Charter	Parish	Evangeline Parish
Type	Type 2	Parishes Served	Statewide
Operator Track	New Operator	Year Opening	2026
Grade Configuration at Start	K-6	Grade Configuration at Scale	K-12
Enrollment at Start	350	Enrollment at Scale	650

Summary of Reviewed Standards for Final Recommendation	
Total Number of Standards	111
Total Number of Standards Met	103
Total Number of Standards Unmet	8

Application Sections and Subsections	# Possible	# Met
Executive Summary	8	8

Founding Team Capacity

During the capacity interview, the applicant group demonstrated sufficient board capacity to govern the proposed school, with members articulating understanding of their oversight responsibilities. School leaders acknowledged academic concerns and offered general strategies for improvement. However, they did not demonstrate capacity to address financial and operational challenges. While not impacting the founding team capacity ratings, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview. The external person attempted to stay off-camera but was clearly seen and heard throughout the interview. The external person's participation violates the interview rules that were directly shared with the applicant group prior to the interview.

Application Sections and Subsections	# Possible	# Met
Founding Team Capacity	3	2
<p>Educational Program and Capacity Proposal Summary</p> <p>The applicant group seeks to locate the proposed school in Evangeline Parish and provides a clear rationale for selecting this community that is substantiated with evidence of community support. The applicant group presents an academic program that includes curricular materials and an assessment program in alignment with the state’s quality indicators. However, when describing the school’s key design elements, the applicant group does not provide evidence of success of these elements being successful with similar populations of students. Additionally, the plan for serving English learners lacks specificity, including the absence of a dedicated English language development curriculum. While not impacting the educational program and capacity ratings, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview. The external person attempted to stay off-camera but was clearly seen and heard throughout the interview. The external person’s participation violates the interview rules that were directly shared with the applicant group prior to the interview.</p>		
School Establishment	7	7
Academic Plan	10	9
Academic Goals	4	4
Assessments	3	3
Diverse Learners and Student Supports	6	4
Behavior Management	6	6
Parent and Community Engagement	3	3
<p>Organizational Plan and Capacity Proposal Summary</p> <p>The applicant group describes clear reporting structures and an appropriate staffing plan for the school. Additionally, the applicant group explains how the governing board will monitor progress toward the school’s academic, organizational, and financial goals—and how the board will provide appropriate oversight of the school leader (CEO) and the school’s finances. The applicant group describes the roles and responsibilities of the board; members are representative of the community where the proposed school will be located, and the board has plans in place to establish committees that support the board’s governance responsibilities. While not impacting the organizational plan and capacity ratings, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview. The external person attempted to stay off-camera but was clearly seen and heard throughout the interview. The external person’s participation violates the interview rules that were directly shared with the applicant group prior to the interview.</p>		
Staffing	5	5
School Leadership Team Capacity	2	2
Charter Board Governance	23	23

Application Sections and Subsections	# Possible	# Met
Financial Plan and Capacity Proposal Summary		
<p>The applicant group demonstrates organizational and financial management capacity, supported by a qualified leadership team, a clear operational plan, and detailed enrollment strategies designed to ensure equitable access. The financial plan includes reasonable assumptions, contingency strategies, and budgeting processes aligned with organizational goals. However, during the capacity interview, the applicant group presented a Year 5 surplus projection that was overstated by approximately \$200,000, and they did not provide documentation confirming USDA loan approval or evidence of anticipated start-up funding. While not impacting the financial plan and capacity ratings, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview. The external person attempted to stay off-camera but was clearly seen and heard throughout the interview. The external person's participation violates the interview rules that were directly shared with the applicant group prior to the interview.</p>		
Operational Management and Leadership	4	4
Student Enrollment and Recruitment	3	3
Financial Plan	8	5
High School Addendum Summary (If Applicable)		
<p>The applicant group presents a high school plan that outlines courses and programming aligned with Louisiana graduation requirements and state academic standards, including college and career readiness pathways. The plan includes Jump Start 2.0 pathways in Manufacturing; Agriculture, Food, and Natural Resources; and Architecture and Construction, as well as dual enrollment, Advanced Placement courses, and industry-based certifications tied to regional workforce needs. It is supported by career coaches and partnerships with postsecondary institutions and local employers. However, the application lacks clear budget alignment with the stated high school expenditures, including funding for CTE coursework, exam fees, and dual enrollment support.</p>		
High School	16	15
Corporate Partnerships Addendum Summary (If Applicable)		
Corporate Partnerships	N/A	N/A
Educational Services Provider (ESP) Addendum Summary (If Applicable)		
Educational Service Provider	N/A	N/A
Virtual Operator Addendum Summary (If Applicable)		
Virtual Operator	N/A	N/A

EVANGELINE PARISH LOCAL ANALYSIS									
Parish Demographic Information ¹					State Demographic Information ²				
Total Population	32,350	% Black Residents	26.8%	Total Population	4,657,757	% Black Residents	~31.0%		
Median Household Income	\$42,273	% Hispanic or Latino Residents	4.1%	Median Household Income	\$58,229	% Hispanic or Latino Residents	~7.0%		
% of Residents Living in Poverty	23.0%	% White Residents	66.0%	% of Residents Living in Poverty	18.9%	% White Residents	~56.0%		
% of School Age Residents	20.7%	% Other Race Residents	7.2%	% of School Age Residents	17.2%	% Other Race Residents	~6.0%		
Proposed School Information									
School Name	Pine Prairie Charter		Grades Served	K-12		Total Enrollment	650		
Evangeline Parish School System Information									
Letter Grade	B	Students Served	5,293	% of Students with Economic Disadvantage	76.1%	Total Schools	13	Total Comparable Schools	13
Evangeline Parish School System Comparable School Information									
Number of Comparable Schools with A Report Card Grade	0	Number of Comparable Schools with B Report Card Grade	7	Number of Comparable Schools with C Report Card Grade	4	Number of Comparable Schools with D Report Card Grade	2	Number of Comparable Schools with F Report Card Grade	0

¹ [https://data.census.gov/profile/Evangeline Parish, Louisiana?q=050XX00US22039](https://data.census.gov/profile/Evangeline%20Parish,%20Louisiana?q=050XX00US22039)

² <https://data.census.gov/profile/Louisiana?q=040XX00US22#populations-and-people>

Evangeline Parish School System Comparable School Information									
Number of Comparable Schools with A Progress Rating	4	Number of Comparable Schools with B Progress Rating	6	Number of Comparable Schools with C Progress Rating	3	Number of Comparable Schools with D Progress Rating	0	Number of Comparable Schools with F Progress Rating	0
Evangeline Parish School System Comparable Individual School Information ³									
School Name		Grades Served		Report Card Grade		Progress Rating		Total Enrollment	
Basile High School		5-12		B		B		432	
Bayou Chicot Elementary School		K-8		B		A		653	
Chataignier Elementary School		PK-8		C		A		368	
Evangeline Reimagine Academy		6-8		D		B		175	
James Stephens Montessori School		PK-8		B		B		421	
Mamou Elementary School		PK-4		B		A		386	
Mamou High School		9-12		B		B		436	
Mamou Junior High		5-8		C		C		283	
Pine Prairie High School		PK-4, 9-12		B		B		755	
Vidrine Elementary School		PK-8		C		B		367	
Ville Platte Elementary School		PK-5		D		A		314	
Ville Platte High School		9-12		C		C		409	
W. W. Stewart Elementary School		PK-4		B		C		294	

³ <https://louisianaschools.com/>

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
ES.1	<p>Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal. The mission and vision statement, taken together, should:</p> <ol style="list-style-type: none"> Identify the students and community to be served; Illustrate what success will look like; and Align with the purposes of the state charter school law (Louisiana R.S. 17:3972). 	<p>ES.1.1 The school's mission is outlined in a clear statement that defines the fundamental purpose of this school and why it should exist in alignment with state charter school law (Louisiana R.S. 17:3972).</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group outlines the school's mission to provide every student with a learning environment that prepares them for success in college, industry-based careers, and life. The applicant group provides a reason the school should exist that is in alignment with state charter school law; specifically, they state the school will provide a unique academic and career pathway program for an economically disadvantaged student population.
		<p>ES.1.2 The school's vision is outlined in a clear statement that describes how the school will operate and the long-term impacts it will achieve to be successful.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states in the executive summary that the school's vision is a future where a diverse student population is empowered with the knowledge, skills, and opportunities to drive economic impact and build thriving communities. The applicant group states that the school will cultivate strong business partnerships and offer specialized training in agriculture, science, and business to prepare students from economically disadvantaged backgrounds and rural areas for success in competitive

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			employment sectors.
ES.2	<p>Anticipated Student Population and Educational Need. Describe the anticipated student population the school seeks to serve. Provide rationale for seeking to serve this population.</p>	<p>ES.2.1 The applicant group describes the community and student population the school seeks to serve (e.g., demographics, jurisdiction, and educational needs).</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group describes the community of Evangeline Parish in the executive summary in terms of racial demographics, income, and poverty rate. In the educational program and capacity section, the applicant group describes the student population the school seeks to serve, based on the student population of Evangeline Parish: 37% minority, 77% economically disadvantaged, 19% students with disabilities, 2% English learners, and .4% homeless.
		<p>ES.2.2 Using evidence, the applicant group clearly articulates the main challenges to student success in the community in which the school seeks to locate.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group articulates several challenges to student success in Evangeline Parish, including low academic performance among economically disadvantaged students and students with disabilities.
ES.3	<p>Education Plan. Provide an overview of the education program of the proposed school, including major instructional</p> <ol style="list-style-type: none"> Specify the grade levels to be served each year for the full term of the contract; Provide the minimum and maximum enrollment per grade level per year for the term of the contract; 	<p>ES.3.1 The applicant group provides a concise overview of the proposed educational program.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states in the executive summary that the educational program will be grounded in 10 core values and will include intensive academic supports and opportunities for industry-based internships and

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>c. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population;</p> <p>d. If virtual, please see the addendum for additional questions.</p>	<p>ES.3.2 The applicant group projects enrollment per grade level, per year, for the contract term.</p>	<p>certifications, including dual-enrollment course offerings.</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the executive summary, the applicant group states that the school will open serving 350 students in grades K–6 and will add one grade of 50 students each year. In the executive summary and the Overview Template Enrollment Projections, the applicant group indicates that in Year 5 of the contract term, the school will serve 550 students in grades K–10. However, the executive summary and Overview Template Enrollment Projections indicate different grade spans and enrollment when the school is at full capacity. In the executive summary, the applicant group states that at full capacity school will serve 650 students in grade K–12, whereas the Overview Template Enrollment Projections show 550 students in grades K–10 in the “at full capacity” portion of the chart. In the seven-page response, the applicant group states that the school will ultimately serve 650 students in grades K–12. The applicant group clarified that in the first five years of operation, it will serve grades K–10 (with the addition of grades 11 and 12 by Year 7).

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		ES.3.3 The applicant group provides a rationale for seeking to serve the identified student population.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group explains that schools in Evangeline Parish are struggling with academic performance, particularly among students who are economically disadvantaged and students with disabilities. The applicant group states that the proposed school will address educational challenges, including low performance, through its rigorous academics, career-focused curriculum, and targeted supports for struggling learners.
ES.4	Impact. Explain how the proposed program will positively impact student outcomes.	ES.4.1 The applicant group describes how their proposed program will positively impact student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group states that the school aims to provide foundational skills in grades K–6 to prepare for a graduate path in high school and to thrive in college or a well-paying position in the agriculture, science, or business sectors.
ES.5	Applicant groups that have submitted charter applications to the Louisiana Department of Education previously, list the dates of previous submissions. Explain how you have taken the feedback from previous evaluations to reflect and revise the application. Address the deficiencies identified in the most recent evaluation and describe the changes made. Additionally, describe any changes	ES.5.1 The applicant group demonstrates the ability to continually improve between application cycles by identifying key deficiencies in the prior application(s) and explaining how they were improved upon. *Submissions to the local district as a Type 1, 3, or 3b may be included in your explanation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Executive Summary			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	to board leadership or school leadership since the most recent application.		

Founding Team Capacity			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
FTC.1	Do Board members demonstrate the capacity to govern the school?	FTC.1.1 Board members demonstrate understanding of the Board's role and responsibilities as a governing body.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> During the performance tasks, the applicant group indicated that the board is responsible for ensuring the success, feasibility, and financial prudence of the school—and that the board is also responsible for oversight of the CEO. The applicant group also described the board's role in ensuring the school complies with state laws and regulations and in strategic planning, including succession planning. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.
		FTC.1.2 Board members demonstrate the capacity to execute governing responsibilities.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> During the performance tasks, the applicant group demonstrated capacity to analyze a school's performance based on an annual review; they provided suggested next steps such as creating an action plan to hold the school leader responsible for making appropriate progress. The applicant group also demonstrated the capacity to

Founding Team Capacity			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>assess a board's deficits based on a board composition chart, and they suggested recruiting board members such that the board complies with its bylaws and has a range of professional expertise, including financial expertise. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
FTC.2	Does school leadership demonstrate the capacity to found and lead the school?	FTC.2.1 School leadership demonstrates the capacity to found and lead the school.	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> During the performance tasks, the applicant group indicated that the CEO and CAO have a range of experiences and connections to the community that prepare them to effectively lead the school, including a successful business background (for the CEO) and extensive experience in school leadership (for the CAO). While the applicant group noted academic concerns for the hypothetical school in the performance task and suggested steps to address the concerns (e.g., through targeted interventions and progress monitoring), the applicant group did not identify specific areas of financial or

Founding Team Capacity			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>organizational concern, nor did they articulate actions school leaders should take to address such concerns. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.6	<p>Provide a narrative analysis of the community you seek, highlighting elements critical to success in serving the intended population.</p> <p>a. Provide the applicant’s rationale for selecting the community;</p> <p>b. Performance of local schools in the community that serve a similar student population;</p> <p>c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and</p> <p>d. Explanations of any partnerships or contractual relationships central to the school’s operations or mission.</p>	<p>EPC.6.1 The applicant group provides a clear rationale for selecting the community based on community demographics and educational needs.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the school establishment section, the applicant group states that the rationale for selecting the community for the proposed school is to address economic needs through education by developing workforce talent. The applicant group provides performance data for public schools in Evangeline Parish that indicate low performance on state assessments and the ACT.
		<p>EPC.6.2 The applicant group provides evidence that the proposed school will be able to more effectively serve the community than the options that currently exist.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> According to the school establishment section, the school will more effectively serve students in the community through the school’s research-based instructional strategies, core values, elective courses aligned with local economic needs, project-based learning, and use of a flexible school calendar. While the applicant group notes that the school’s partnerships with local businesses will provide opportunities that are not currently available in the parish, they do not explain how other aspects of their model will be more effective than the options that currently exist in the community. In the seven-page response, the

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>applicant group states that the school's research-based practices and strategic innovations (e.g., personalized learning, project-based learning, extended instructional time) are currently absent from other options in the community and will more effectively serve local students.</p>
		EPC.6.3 The applicant group clearly explains any partnerships or contractual relationships regarding the proposed school's operations or mission.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the school establishment section, the applicant group states that the following entities have submitted letters committing to collaborate and engage with the school in formal partnerships: Progressive Tractor Implementation, Roy O. Martin, SLCC, C.B. Coreil Campus, Evangeline Parish Economic Development Committee, Village of Pine Prairie.
EPC.7	<p>Provide an overview of the student population you anticipate serving based on the local demographics in the proposed school, which includes</p> <ol style="list-style-type: none"> Racial and socioeconomic demographics; Percentage of special education students; Percentage of English Learners; and Percentage of homeless students. 	EPC.7.1 The applicant group provides an overview of the proposed student population, including the anticipated racial and socioeconomic demographics, percentage of special education students, percentage of English Learners, and percentage of homeless students.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the school establishment section, the applicant group projects a student population that reflects the student population of Evangeline Parish: 19% students receiving special education services (which exceeds the minimum legal requirement of ~10%), 77% economically disadvantaged (which exceeds the minimum legal requirement of ~49%), 37% minority students, 2%

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			English learners, and 0.4% homeless students.
EPC.8	<p>Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from the community stakeholders, as well as any opposition to the school.</p> <p>a. Description of the stakeholders engaged;</p> <p>b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.</p>	<p>EPC.8.1 The applicant group provides evidence that a range of stakeholders (e.g., students, parents/caregivers, teachers, school staff, community leaders, local government officials, and/or social services) were engaged in the charter application development process. Engagement of parents/caregivers as a stakeholder group is required.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group states in the school establishment section that they engaged industry professionals, educators, families, and community members throughout the school design process. However, while the applicant group provides evidence that educators and community leaders engaged in the application development process, the group does not provide evidence of parent/caregiver involvement. In the seven-page response, the applicant group states that a parent survey was distributed and that its results were used to inform the initial application. Additionally, the applicant group notes that parents were involved in the application development process through attendance at board meetings and by providing feedback to board members. However, details around how this input and feedback informed the application were not provided. During the interview, the applicant group stated that parents/caregivers provided input on specific educational needs in the community that informed the application, such as the need for greater access to career-aligned learning, a 5-

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>day school week, and Jump Start pathways. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
		<p>EPC.8.2 The applicant group provides specific information regarding the strategies used to solicit community input throughout the process of developing the charter application.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the school establishment section, the applicant group lists three community input and feedback mechanisms for soliciting community input: charter school tours, local educator input (i.e., meetings with educators), and local community leader input (i.e., collaboration with local businesses, industry boards, and the Evangeline Economic Development Board).
Appendix 1	<p>Provide a description of support for the proposed school from community stakeholders, including a candid analysis of the depth of support and opposition to the school. Submit documents that provide evidence of community support (e.g. letters of support from community stakeholders, emails with evidence of support, engagement sign-in sheets, and/or survey results. Please refrain from submitting signed petitions.)</p>	<p>Appendix 1.1 The applicant group provides documentation signifying evidence of community support. Documentation (e.g., letters of support from community stakeholders, emails with evidence of support, sign-in sheets, and/or survey results) must include evidence of parent/caregiver support.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group provides documentation signifying evidence of community support in Appendix 1, including six letters of support and results from a community interest survey (n = 101).

Educational Program and Capacity: School Establishment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	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.		

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.9	<p>Provide a clear and concise overview of the proposed school model, highlighting the key design elements of the school model critical to its success in serving the intended student population, including:</p> <p>a. The key design elements that reflect the school’s mission and vision; and</p> <p>b. A clear rationale for the school model and key design elements, citing research and evidence of success for improving academic achievement with similar student populations, or for innovative or untested models, a strong rationale for the likelihood of success</p>	<p>EPC.9.1 The applicant group includes a clear and concise overview of the proposed school model, including descriptions of the key design elements that align with the academic plan and the proposed school’s mission and vision.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the academic plan section, the applicant group includes an overview of the proposed school model, with four key design elements aligned to the academic plan, mission, and vision: high-quality instruction with high-quality core curricula, meaningful career exploration, school connectedness, and effective school scheduling.
		<p>EPC.9.2 The applicant group provides a clear rationale for the selection of the given school model and key design elements based on either:</p> <p style="padding-left: 40px;">A track record of success with similar student populations (proven models)</p> <p>OR</p> <p style="padding-left: 40px;">Evidence-based justification that the proposed model is likely to be successful (innovative, untested models).</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the academic plan section, the applicant group includes a rationale for each of the four key design elements. However, while the applicant group provides research to support the school connectedness key design element, the group does not provide a track record of success or evidence-based justification for the other key design elements. In the seven-page response, the applicant group states that the school’s model is grounded in the research-based approaches of access and expeditionary learning. However, it is not clear whether these approaches are intended to replace the four key design elements described in the initial application (high-quality instruction with

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>high-quality core curricula, meaningful career exploration, school connectedness, and effective school scheduling), nor does the applicant group specify the research or evidence that justify these approaches.</p> <ul style="list-style-type: none"> • During the interview, the applicant group confirmed that the school will implement the four key design elements in the initial application and provided a rationale for each. They noted that high-quality instruction with high-quality core curricula supports deeper learning, that meaningful career exploration allows for real-world learning, that school connectedness supports strong relationships, and that effective school scheduling will allow for longer learning blocks that will give staff time to meet the needs of individual students. However, other than research on school connectedness (in the initial application), the applicant group did not provide evidence-based justification or a track record of success for these elements with similar populations. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			group prior to the interview.
EPC.10	<p>In Louisiana, charter schools are able to select their own curriculum and purchase instructional materials that are best for their students.</p> <p>a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana State Standards.</p> <p>b. Provide evidence that the selected curriculum aligns to quality indicators of the instructional materials review rubrics.</p> <p>c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (e.g., STEM).</p>	EPC.10.1 The applicant group identifies the core curriculum that will be utilized and provides evidence of the selected curricula meeting grade progression, grade level standards, and state graduation requirements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group indicates in the academic plan section that the school has selected Tier 1 curricula for all core subject areas. However, while the applicant group indicates that Bayou Bridges will be the social studies curriculum for grades 6–8, this program is not listed as a Tier 1 program for grades 6–8, and the applicant group does not provide an explanation for how the program will meet grade progression and standards for grade 6. Additionally, the applicant group does not identify any curriculum that will be utilized for high school grades. In the seven-page response, the applicant group states that Bayou Bridges is aligned to state standards for 2022 and that materials for the program support literacy development. The applicant group also states that the school will use Tier 1 resources for high school courses, including Imagine Learning Guidebooks for ELA and Savvas Math. The applicant group noted that the school would use LDOE Course Frameworks for Civics and U.S. History, but the applicant group does not specify the curriculum to be used for world geography. Furthermore, OpenSciEd,

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>the science curricula identified by the applicant group for biology, physics, and chemistry, is currently under review by LDOE for high school grades, and the applicant group did not provide evidence of how the program will meet grade progression and standards. Additionally, the applicant group references implementing EL Learning curriculum in their seven-page response, but this curriculum is not referenced in the original application or explained in response to this standard, making it unclear what curricula will be utilized.</p> <ul style="list-style-type: none"> • During the interview, the applicant group stated that the school would use LDOE Course Frameworks for world geography and stated that they selected OpenSciEd for high school based on a report published by LDOE in April 2025 that indicated it is a high-quality curriculum that is closely aligned to Louisiana state standards. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.

		<p>EPC.10.2 The applicant group provides evidence that the selected curriculum adheres to quality indicators on the state instructional materials review rubrics.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none">As noted above, the applicant group indicates in the academic plan section that core subject area curricular programs are rated Tier 1 by LDOE. However, Bayou Bridges is not rated for grade 6, and the applicant does not provide evidence that this program adheres to quality indicators on the state instructional materials rubric. Additionally, as noted above, the applicant group does not identify any curriculum that will be utilized for high school grades.In the seven-page response, as noted above, the applicant group states that Bayou Bridges is aligned to state standards for 2022 and that materials for the program support literacy development and prepares students for LEAP 2025. The applicant group also states that the school will use Tier 1 resources for high school curricular programs, including Imagine Learning Guidebooks for ELA and Savvas Math. The applicant group noted that the school would use LDOE Course Frameworks for Civics and U.S. History, but the applicant group does not specify the curriculum to be used for world geography. Furthermore, OpenSciEd, the science curricula identified by the applicant group for biology, physics, and chemistry, is currently under review by LDOE for high school grades and the
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Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>applicant group did not provide evidence of how the program will meet grade progression and standards.</p> <ul style="list-style-type: none"> During the interview, the applicant group stated that the school would use LDOE Course Frameworks for world geography and stated that they selected OpenSciEd for high school based on a report published by LDOE in April 2025 that indicated it is a high-quality curriculum that is closely aligned to Louisiana state standards. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.
		<p>EPC.10.3 If the proposed charter school will implement a specialized academic model: The applicant group provides a narrative description of the specialized curriculum that will be implemented and explains how students will demonstrate proficiency in the specialized areas of the academic model (e.g., STEM).</p>	<p><input type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Not applicable

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC. 11	Provide a detailed hybrid learning plan that includes the following: <ol style="list-style-type: none"> Circumstances under which this plan would be implemented; A plan to acquire and disseminate technology to students; A plan to track and monitor attendance in a virtual setting; Identification of the Learning Management System (LMS) to be employed; A plan to provide training and technical support on the LMS to staff, families, and students; and A plan to communicate with staff, families, and students virtually. 	EPC.11.1 The applicant group provides a logical, feasible, and comprehensive plan to implement a hybrid learning model when necessary.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section, the applicant group states that the school will operate as a 1:1 school, ensuring that all students have access to devices and will be familiar with the school's LMS should they need to transition to hybrid learning. The applicant group also describes how the school will support staff and families in understanding the LMS and hybrid learning through trainings and guidebooks.
		EPC.11.2 The circumstances under which a hybrid model would be implemented are clearly defined.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section, the applicant group states that the school may shift to a virtual learning model due to natural disasters.
		EPC.11.3 The applicant group has a feasible plan to acquire and disseminate technology in the event a hybrid model is implemented.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section, the applicant group explains that the school will be a 1:1 school, so all students will have access to a device. Additionally, the applicant group specifies that school leaders will maintain a supply of MiFi devices to distribute to students who do not have reliable internet access at home.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.11.4 The applicant group explains how student attendance will be tracked and monitored, including attendance notifications to parents about their children.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section, the applicant group states that student attendance will be tracked and monitored using the Google LMS platform. However, the applicant group does not specify how the school would provide attendance notifications to parents. In the seven-page response, the applicant group states that in the event a hybrid plan must be implemented, the school will use Google Classroom to track student attendance and school staff will use JCampus or email to notify parents of attendance issues.
		EPC.11.5 The applicant group defines technical support that will be afforded to students and families regarding the LMS and student access to the virtual environment.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group explains in the academic plan section that throughout the regular school year, students and staff will routinely use the Google LMS to ensure familiarity with the applications, and the school leadership team will maintain a supply of MiFi devices to support students who need reliable internet access. Additionally, the applicant group states that school staff will send additional information to parents offering technology guidance.

Educational Program and Capacity: Academic Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.11.6 The applicant group outlines the communication plan for students, families, and staff during the implementation of a hybrid learning model.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section, the applicant group states that school staff will provide annual information about technology and create a contingency plan for hybrid learning, including details about how the school will communicate with families and share guides to help families navigate hybrid learning.

Educational Program and Capacity: Academic Goals			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.12	<p>List and provide a detailed description of the charter school's measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including:</p> <ol style="list-style-type: none"> 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. 	<p>EPC.12.1 The applicant group provides a list and description of the charter school's measurable academic goals for each year of the first five years of operation and how they are aligned to LEAP 2025, ACT*, and graduation rate*.</p> <p>*ACT and Graduation Rate = High School Applicants only</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the academic plan section, the applicant group provides performance goals for each year of the first five years of operation, based on performance scores increasing from 79 in Year 1 to 93 by Year 5. However, the applicant group does not provide specific growth (i.e., progress index) and achievement goals aligned with LEAP 2025. In the seven-page response, the applicant group states that using the old accountability formula, the progress index for accountability must be at 90 or above to meet the overall target index for the school. The applicant group also states that for an achievement goal, the expectation is for all students to score at mastery or above (80%).
		<p>EPC.12.2 The applicant group provides a clear plan that outlines the methods and frequency by which student data will be collected.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the academic plan section, the applicant group states that the school will implement a continuous data collection process to track key performance indicators; the applicant group also provides a list of data sources that include DIBELS, i-Ready, and benchmark assessment results. However, the applicant group does not specify the frequency of i-Ready

Educational Program and Capacity: Academic Goals			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>administration.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group states that i-Ready results will be collected three times per year.
		EPC.12.3 The applicant group describes a data-driven decision-making process to inform student performance goals.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section, the applicant group includes the Evangeline Parish SY2022–23 performance score as the baseline used to inform the school’s performance goals for Year 1 through Year 5 of the charter term.
		EPC.12.4 The applicant group explains the plan for providing professional development to faculty and staff on analyzing and responding to data.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group provides general descriptions of the benefits of professional development, the applicant group does not provide a clear plan for providing professional development on analyzing and responding to data. In the seven-page response, the applicant group states that professional development for data-driven decision making will take place annually when LEAP scores are released, three times per year to review DIBELS and i-Ready, as well as through teacher collaboration meetings at least twice a month to review student work.

Educational Program and Capacity: Assessments			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.13	<p>Describe the primary diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:</p> <ol style="list-style-type: none"> Describe each assessment’s purpose, design, format, and rationale for its selection; Describe how the school will collect and analyze assessment results; 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; Provide exit standards that clearly set forth what students will know and be able to do; Describe how the school will collect and analyze assessment results; and 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. curricula, and professional development. 	<p>EPC.13.1 The applicant group provides a clear description of each primary diagnostic, formative, and summative assessment the proposed school will use to evaluate student knowledge, including the purpose, design, and format of each.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the assessments section, the applicant group identifies the primary diagnostic, formative, and summative assessments for each grade level in core subject areas. However, while the applicant group provides a rationale, including the purpose, design, and format for some assessments, they do not provide this information for all identified assessments (e.g., DIBELS, i-Ready). In the seven-page response, the applicant group describes a description and rationale for the primary diagnostic, formative, and summative assessments, including DIBELS, i-Ready, LEAP, curriculum-based assessments, and interim assessments.
		<p>EPC.13.2 If adopting or developing additional academic standards beyond state and authorizer standards: The applicant group provides a clear description of the standards the proposed school will use to evaluate student knowledge.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		<p>EPC.13.3 If adopting or developing additional academic standards beyond state and authorizer standards: Provide exit standards each student should be able to meet upon conclusion of grade level/content area.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable

Educational Program and Capacity: Assessments			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.13.4 The applicant group clearly articulates the process and frequency by which assessment data will be collected and analyzed.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states in the academic plan section that teachers will use assessment data to make instructional decisions. Although the applicant group states that teachers will participate in weekly professional learning communities, it is not clear how frequently assessment data will be analyzed. In the seven-page response, as stated above, the applicant group states that teachers will analyze assessment data annually when LEAP scores are released, three times per year to review DIBELS and i-Ready, as well as through teacher collaboration meetings at least twice a month to review student work.
		EPC.13.5 The applicant group describes a data-driven decision-making process that informs all crucial aspects of the school's proposed model including instructional and programmatic offerings, curricular choice, and professional development opportunities.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states in the academic plan section that data from formative assessments will be used to gauge what students are learning, design continuing assignments, guide lesson preparation, and make instructional decisions. The applicant group also notes that professional development will be based on challenges identified through an annual needs assessment. However, the applicant group does not clearly

Educational Program and Capacity: Assessments			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>describe how data informs decisions regarding programmatic offerings, curricular choice, or professional development opportunities.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group states that regular review of academic, behavior, and attendance data will inform interventions, enrichment, and electives. The applicant group also noted that professional development will be informed by instructional data, such as observations and assessment results.

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
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.	<p>EPC.14.1 [Students with Disabilities] The plan includes:</p> <ul style="list-style-type: none"> a. Procedures for the identification of student disabilities (LA. Bulletin 1508). b. Creation and implementation of Individualized Education Plans (IEPs) that align with grade level skills (LA Bulletin 1530). c. Description of how student performance will be used to personalize instruction is included. d. Monitoring of student progress in accordance with student IEPs. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the diverse learners and student supports section, the applicant group describes procedures for identifying students with disabilities, including Child Find procedures and referral and evaluation of a student who is not making progress in Tier 3 interventions. However, the applicant group does not indicate parent requests for evaluation as a procedure for identification, nor do they describe the creation and implementation of IEPs, how student performance will be used to personalize instruction, or how student progress will be monitored in accordance with IEPs. • In the seven-page response, the applicant group states that parent requests for evaluations will be accepted. They also note that IEPs will be developed in accordance with Bulletins 1706 and 1530 to address the student's disability and student progress will be monitored using grade level assessments addressing the IEP goals and objectives.
		<p>EPC.14.2 [Students with Disabilities] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the diverse learners and student supports section, the applicant group indicates that the Response to Intervention (RTI) team will monitor

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>struggling student demographic data for overidentification or disproportionality; the applicant group does not specify how the school will monitor these concerns for students with disabilities, however.</p> <ul style="list-style-type: none"> • In the seven-page response, the applicant group states that the special education leader will oversee data reviews to prevent mislabeling and to guard against disproportionate application of the RTI process to students already identified with disabilities. However, the applicant group does not explain how the school will ensure that other subgroups are not disproportionately or over-identified as students with disabilities. • During the interview, the applicant group stated that the school will ensure subgroups are not disproportionately or over-identified as students with disabilities by implementing a high-quality Tier 1 curriculum that is accessible to all learners, by engaging in robust data collection to provide early targeted supports, and by using a school building level committee (SBLC) for educational evaluations. The applicant group noted that if data suggests disproportionate or overidentification of any subgroup is occurring, the school will take action, such as providing additional professional development to

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>teachers. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
		<p>EPC.14.3 [English Learners] The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of students as English Language Learners (EL Guidebook). Service delivery model English Language Development (ELD) Curriculum supplemented to standard curriculum for instruction and support Creation and implementation of Individualized Learning Plan (ILP). Monitoring student performance in accordance with ILPs 	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the diverse learners and student supports section, the applicant group describes the procedures for identifying students as English language learners, the service delivery model (push-in support), and the creation of an instructional support plan. However, the applicant group does not describe the ELD curriculum supplemented to standard curriculum, nor do they explain how staff will monitor student performance in accordance with instructional support plans. In the seven-page response, the applicant group states that to support ELs, the school will use the Louisiana Connectors for ELs and a classroom differentiation plan; they also state that regular data analysis will guide instructional adjustments and interventions. However, while the

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>applicant group describes general differentiation strategies and data-informed instruction to support ELs, they do not describe the ELD curriculum supplementing the standard curriculum, nor do they explain how staff will monitor student performance in accordance with ILPs.</p> <ul style="list-style-type: none"> During the interview, the applicant group stated that the school staff will monitor ILPs with ongoing data analysis. However, the applicant group did not specify what data would be used to monitor ILPs. Additionally, the applicant group noted that supports from Tier 1 materials would be used for English learners, and they did not specify an ELD curriculum that would be used to supplement the standard curriculum for English learners. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.
		<p>EPC.14.4 [English Learners] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the diverse learners and student supports section, the applicant group

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>indicates that the RTI team will monitor struggling student demographic data for overidentification or disproportionality; however, the applicant group does not specify how they will monitor these concerns for English learners.</p> <ul style="list-style-type: none"> • In the seven-page response, as noted above, the applicant group states that the special education leader will oversee data reviews to prevent mislabeling and to guard against disproportionate application of the RTI process to students already identified with disabilities. However, the applicant group does not explain how the school will ensure that other subgroups such as English learners are not disproportionately or over-identified. • During the interview, the applicant group also stated that should disproportionate or overidentification occur, the school would provide additional professional development to teachers. However, they did not explain how the professional development would remedy disproportionate or overidentification of English learners. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			with the applicant group prior to the interview.
		<p>EPC.14.5 [Academically Behind] The plan includes:</p> <ul style="list-style-type: none"> a. Plan for monitoring student progress in accordance with student intervention plans. b. Identification of instructional materials to be utilized for intervention support. 	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the diverse learners and student supports section, the applicant group states that the RTI team will meet weekly to evaluate each student's progress with their intervention plans and determine next steps for each student. However, the applicant group does not identify instructional materials to be used for intervention supports. • In the seven-page response, the applicant group states that in ELA, the school will use Spire and the diverse learners section of Guidebooks for intervention supports; for math, the school will use Zearn and the math coherence map; and in writing, the school will use strategies from the Writing Revolution.
		EPC.14.6 [Academically Behind] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • The applicant group explains in the diverse learners and student support section that the school leadership team will review class data and teacher observation data to ensure implementation of the curriculum is being upheld should data suggest that subgroup disproportionality or

Educational Program and Capacity: Diverse Learners and Student Supports			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			overidentification have occurred, and, if needed, the leadership team will schedule additional coaching for specific teachers.
		<p>EPC.14.7 [Academically Ahead] <i>Only if planning to offer a Gifted/Talented program</i></p> <p>The plan includes:</p> <ol style="list-style-type: none"> Procedures for the identification of student abilities (LA. Bulletin 1508). Creation and implementation of Individualized Education Plans (IEPs) (LA Bulletin 1530). Description of how student performance will be used to personalize instruction is included. Monitoring of student progress in accordance with student IEPs. 	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable; in the seven-page response, the applicant group indicates that the school will not offer a talented and gifted program.
		EPC.14.8 [Academically Ahead] The applicant group outlines clear steps that will be taken as corrective action should data suggest that subgroup disproportionality and/or over-identification have occurred.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable; in the seven-page response, the applicant group indicates that the school will not offer a talented and gifted program.

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.15	<p>Describe the school's approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:</p> <p>a. Describe how the school will communicate its approach and related policies to students and families;</p> <p>b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;</p> <p>c. Explain how the school will protect the rights of students with exceptionalities in disciplinary actions; and proceedings;</p> <p>d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and</p> <p>e. The supervision plan for the alternate setting of suspended/expelled students.</p>	<p>EPC.15.1 The applicant group provides a detailed overview of the proposed school's intended approach to student discipline, behavior intervention, classroom management, and the process by which students and families are made aware of these policies on, at minimum, an annual basis.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the behavior management section, the applicant group provides an overview of the school's approach to student discipline, behavior intervention, and classroom management, noting that the school will use a positive behavioral intervention system. The applicant group explains that school staff will communicate the school's approach through annual orientations and a student and family handbook.
		<p>EPC.15.2 The proposed school's discipline policies clearly outline the interventions and consequences that the school will use as an alternative to suspension or expulsion.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group outlines in the behavior management section the interventions and consequences the school will use as an alternative to suspension or expulsion (e.g., restorative practices, alternative learning environments, academic support).
		<p>EPC.15.3 The proposed school's policies protect and outline a student's right to due process and the process by which a student or family may appeal the school's decision to expel a student.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group states in the behavior management section that all students are entitled to due process; the applicant group outlines the process by which a parent/family may appeal the decision to expel a student.

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		EPC.15.4 The applicant group has a plan for the ongoing review of student data to protect against disproportionate suspension or expulsion of students belonging to historically marginalized subgroups and provides clear steps that will be taken as corrective action should data suggest that subgroup disproportionality has occurred.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the behavior management section, the applicant group describes a plan for reviewing student data to protect against disproportionate suspension or expulsion of students belonging to historically marginated subgroups and states that if there are concerns about disproportionality, the CEO will work with staff to develop and implement an appropriate schoolwide action plan.
		EPC.15.5 The applicant group has a detailed plan for the alternate setting of suspended/expelled students.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the behavior management section, the applicant group states that the supervision plan for suspended or expelled students may include coordination of virtual or on-campus services as needed.
Appendix 2	Provide a draft School Model Master Plan (in accordance with RS 17:252)	Appendix 2.1 The applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, inter-agency cooperation, student records, Families in Need of Services (FINS), and statement of compliance in their School Model Master Plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 2, the applicant group describes the plan for positive behavior support, safe school planning, parental and community involvement, student records, and Families in Need of Services (FINS) in their School Model Master Plan. However, the plan does not include a description of inter-agency cooperation or statement of compliance. In the seven-page response, the

Educational Program and Capacity: Behavior Management			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>applicant group states that all students in grades 4–12 and their parents or guardians will annually sign a statement of compliance. Additionally, the applicant group states that the school will enhance communication and collaboration among schools and child-serving agencies, support data sharing, and coordinate with partners to promote educational continuity and access to services as well as reduce recidivism.</p>

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
EPC.16	<p>How will the school engage parents/guardians and the community once it's open, including:</p> <p>a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter; and</p> <p>b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.</p>	<p>EPC.16.1 The applicant group has a detailed and specific plan to encourage strong partnerships with families and community stakeholders that outlines specific opportunities for engagement that reflects a clear attempt to provide access for all families by ensuring that opportunities for engagement vary (e.g., by time, type, and response options).</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the parent and community engagement section, the applicant group outlines a plan to encourage partnerships with families, including communication channels such as newsletters, emails, texts, school events, volunteer programs, and parent-student meetings each quarter.
		<p>EPC.16.2 The applicant group's plan for family and community engagement includes formal structures by which the proposed school will seek family and community input about decisions and solicit feedback about the school.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the parent and community engagement section, the applicant group describes formal structures for seeking family input, including annual surveys, parent advisory committees, suggestion boxes, and focus groups.
Appendix 3	Provide a draft Grievance Policy.	<p>Appendix 3.1 The applicant group outlines a clear procedure by which families, students, and community stakeholders may share concerns and submit grievances. Policy includes how complaints may be filed, procedures for investigation and response, how decisions can be appealed, and how complaints are escalated to the board.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 3, the applicant group provides a grievance policy that includes the procedures students or parents may take to share a grievance or complaint, including submitting concerns to administration and appealing to the board, and the policy outlines expected response times of 24 hours. However, the policy does not include procedures for investigation.

Educational Program and Capacity: Parent and Community Engagement			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<ul style="list-style-type: none"> In the seven-page response, the applicant group states the administrator will receive a written report detailing the date, time, individuals involved, and a description of the incident, and a preliminary review will be conducted within two business days to determine if an investigation is warranted. The applicant group states that the investigator will interview relevant individuals, review documentation, and gather statements; a written summary will be issued within 10 business days.

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
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.	OPC.17.1 Roles and responsibilities for the governing board, school's leadership, management team, and any other entities are described.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the staffing section, the applicant group provides a description of the roles and responsibilities of the board, the chief executive officer (CEO), chief academic officer (CAO), principal, dean of students, special education coordinator, special education teacher, curriculum and instructional specialist, office manager, teachers, and teaching assistants.
		OPC.17.2 If Applicable: The relationship between the Education Service Provider (ESP) and the charter board is clearly defined.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
OPC.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.	OPC.18.1 The applicant group provides a thorough explanation of the reporting structure and a rationale demonstrating that the proposed lines of accountability and reporting support the school model.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the staffing section, the applicant group provides an explanation of the reporting structure and a rationale for how the staffing model supports the school's mission to support students' specific learning styles and to graduate prepared to pursue a thriving career.
OPC.19	Provide the teacher-student ratio, as well as ratio of total adults to students for the school.	OPC.19.1 Pupil to teacher ratios are in accordance with LA. R.S. 17:7:(2)(a) funding shall be at the pupil-teacher ratio of twenty students to one classroom teacher for kindergarten through grade three and twenty-five students to one classroom teacher for grades four through six.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the staffing section, the applicant group states that the pupil-teacher ratio for all grades will be 25:1, with teaching assistants employed for each class in grades K-3. However, this does not

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>comply with state statute, which requires a pupil-teacher ratio of 20:1 in grades K–3.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group clarifies how they will ensure pupil-to-teacher ratios will be in compliance.
OPC.20	Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.	OPC.20.1 The applicant group outlines clear procedures regarding recruitment of qualified teacher candidates, position offers, employee discipline, and employee dismissal. Procedures include verified background checks, including third-party contracted staff, and adherence to general provisions for non-discriminatory practices.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the staffing section, the applicant group outlines clear procedures for recruiting, hiring, disciplining, and dismissing employees. These procedures include background checks through the Louisiana State Police. However, the applicant group does not specify that their procedures will adhere to general provisions for non-discriminatory practices. In the seven-page response, the applicant group states that all hiring will be non-discriminatory and based solely on qualifications and school needs.
OPC.21	Explain how the school intends to handle teacher changes/turnover.	OPC.21.1 The applicant group proposes a plan that is feasible to ensure class coverage and includes provisions regarding teacher reassignment, sabbatical coverage, and/or contracted substitute teachers.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group describes a plan to recruit teachers and determine root causes for turnover in the staffing section. However, the applicant group does not include provisions for addressing coverage issues in the case of unexpected changes or turnover.

Organizational Plan and Capacity: Staffing			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<ul style="list-style-type: none"> In the seven-page response, the applicant group states that unexpected staffing changes will be addressed by maintaining a trained substitute pool, cross-training staff, implementing strong onboarding and mentorship programs, and building internal leadership capacity to ensure continuity of instruction and operations.

Organizational Plan and Capacity: School Leadership Team Capacity

All responses in this section must speak specifically to the proposed school leadership team that includes instructional, operational, and financial leadership. Specifically, this should be the senior most individuals of the team in each of these areas. For new operators, a school leader must be identified. If other senior leadership roles have not yet been filled, provide a copy of the job description outlining the role and required experience.

Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
Appendix 4	Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 4.1 The identified school leader demonstrates the capacity to lead the school and improve student outcomes.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In Appendix 4, the applicant group provides an overview of the expertise of the proposed CEO and CAO, as well as a rationale for the placement of each person in their position, including the leadership experience of the CEO and the educational background of the CAO. The principal role is not yet filled, but the applicant group includes a description of the expertise and rationale that the organization will seek for this role.
		Appendix 4.2 If identified, the school leadership team has held past leadership positions in which they held a high level of responsibility and accountability for the operations and/or finances of a given organization. If not identified, the provided job descriptions require experience in a role that holds a high level of responsibility and accountability for the operations and/or finances for a given organization.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • According to Appendix 4, the CEO has leadership experience that required a high level of responsibility for finances and operations, including managing budgets, strategic planning, and overseeing operations for construction projects.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
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).	OPC.22.1 The applicant describes board members' described role on the board and area of expertise for school governance.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group provides an overview of each board member's responsibilities, roles, and areas of expertise.
		OPC.22.2 For each of the following areas, there is at least one board member able to provide expertise – academic, operational, and financial.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the charter board governance section, at least one governing board member has expertise in each of the following areas: academics, operations, and finances.
		OPC.22.3 [Applicable to Type 2 Charter Applicants] The board is comprised of at least five board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group lists six members of the governing board; the applicant group notes that a seventh member will be added in compliance with the board's bylaws.
Appendix 5	Provide the resume for every member of the charter board. Please note all information provided in the resume is subject to the Louisiana Public Records law.	Appendix 5.1 The applicant provides a resume for every member on the board.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 5, the applicant group provides a resume or biographical summary for every board member.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		Appendix 5.2 [Applicable to Type 2 Charter Applicants] The board is representative of the community in which the charter school is located and no fewer than 60 percent of its members reside in the community in which the charter school is located.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that the board's membership is aligned with residential requirements, as stated in Bulletin 126. However, in Appendix 5, only three members have included addresses confirming they reside in the community. One member has an address in Houston, Texas, and two members do not have addresses on their resumes. In the seven-page response, the applicant group provides addresses for the two members that did not have addresses in the initial application; both live in Ville Platte, Louisiana. Thus, the applicant group indicates that the board is representative of the community in which the school is located, with 83 percent of its members residing in the community in which the school is located.
OPC.23	Identify any existing relationships that could pose actual or perceived conflicts if the application is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, in accordance with the Louisiana Board of Ethics' Ethics Code . If partnering with an ESP, specify how the board will	OPC. 23.1 The applicant provides an accurate description of any existing relationships that the board may have that could pose an actual or perceived conflict of interest.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that no relationships could pose actual or perceived conflicts if the application is approved.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	identify any perceived conflicts of interest between the board and the proposed ESP or affiliated business entity and the steps that the board will take to mitigate the perceived conflict. Disclose and explain any existing or perceived conflicts of interest between the board and the proposed ESP or affiliated business entity.	OPC. 23.2 The applicant communicates how the board uses a logical process by which they identify any actual or perceived conflicts of interest and the steps that the board will take to ensure that all potential conflicts of interest are avoided.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that all board members will complete an annual conflict of interest statement, complete mandatory ethics training, and follow the board's conflict of interest policy described in the board's bylaws.
		OPC. 23.3 If Applicable: The board provides an accurate description of any existing or potential relationships that could pose an actual or perceived conflict of interest between the board and the ESP or the ESP and an affiliated business entity.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
OPC.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 the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.	OPC.24.1 The applicant group's response demonstrates a clear understanding that the charter board serves as a governing body rather than the entity responsible for the day-to-day execution of the proposed school model and academic plan.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group explains that the school leader will have authority to manage daily operations of the school, including hiring and supervising staff, implementing the curriculum, and managing the school, while the board will fulfill an oversight role without intervening in daily operations.
		OPC.24.2 The applicant group's response demonstrates a clear understanding of the roles and responsibilities of the charter board about governance of the school and supervision of the school leader, CEO, or Educational Services Provider (ESP) (as applicable).	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that the board will oversee the school's academic,

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			financial, and operational success as well as ensure compliance with state and federations; the applicant group notes the board will also evaluate the performance of the school leader annually.
		<p>OPC.24.3 Each committee, advisory body, or council that exists as part of the charter board governance structure has a legitimate purpose, defined role, and clear responsibilities that support the work of the charter board as a whole.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that the board will establish an executive committee to ensure adherence to governance best practices, handle urgent matters between board meetings, and set the agenda for full board meetings. The applicant group states the board will also establish a finance committee to oversee the school's budget, financial reports, audits, and fundraising strategies. However, in Appendix 6, the bylaws do not indicate plans for establishing any committees. In the seven-page response, the applicant group states that there will be an executive committee and a finance committee. The applicant group specifies the roles of each committee (i.e., the executive committee may act on urgent matters between board meetings and support agenda setting and strategic planning; the finance committee oversees budgeting, financial reporting, and compliance and advises

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>the board on fiscal matters). However, the applicant group does not clarify whether the bylaws, which state “there are no committees at this time,” will be revised.</p> <ul style="list-style-type: none"> • During the interview, the applicant group clarified that the bylaws would be revised to include descriptions of the board committees. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.
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.	OPC.25.1 The applicant group provides a detailed list and description of the charter school’s measurable organizational and financial goals for each of the first five years of operation.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In the charter board governance section, the applicant group provides annual goals for the first five years of operation. The goals address a range of indicators, including enrollment, special populations, law and policy, and finances.
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.	OPC.26.1 The board has a logical and feasible plan by which they will monitor the proposed school’s progress toward academic, organizational, and financial goals stated in the application and outline the actions that will be taken if the school is not on track to meet	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • According to the charter board governance section, the board will monitor the school’s progress toward

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		academic goals, organizational goals, and/or financial goals.	academic, organizational, and financial goals through regular updates and reports provided by the CEO to the board as well as through the collection of data as part of the CEO annual review process. The applicant group notes that should reported data trend lower than the expectation, a school action plan will be developed with specific goals, metrics, and actions the school will take to accomplish the goals, or the board may ask the CEO to propose staff changes to correct areas of underperformance.
OPC.27	<p>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:</p> <ol style="list-style-type: none"> The information the board will collect; The specific measures and metrics to be used; and The timeline and frequency of evaluation. 	OPC.27.1 The applicant group articulates a specific set of standards that the school leader must satisfy to keep the school on track to achieve its vision. These standards must, at a minimum, reflect the performance metrics outlined in the Charter School Performance Compact.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that the school leader will be evaluated on SMART goals and core competencies (commitment to results, business expertise, effective leadership, and inspiration). However, while the applicant group notes that the board will monitor the CEO's progress toward meeting academic, organizational, and financial goals, the applicant group does not articulate a specific set of standards the school leader must satisfy that reflect the performance metrics outlined in the Charter School Performance Compact. In the seven-page response, the

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>applicant group identifies standards for the CEO's annual evaluation that reflect the performance metrics outlined in the Charter School Performance Compact: academic performance, organizational compliance, and financial performance and compliance.</p>
		<p>OPC.27.2 The board identifies the information that will be used to determine if the school leader/CEO has satisfied each standard, the timeline and frequency by which performance will be evaluated, and the process by which they will collect that information.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • In the charter board governance section, the applicant group states that the board will conduct the CEO evaluation using student achievement data and staff/parent culture surveys. However, the applicant group does not specify the information that would be used to monitor other organizational (e.g., compliance with state and federal laws and policies) or financial goals. Additionally, as noted above, the applicant group did not articulate a specific set of standards the school leader must satisfy. • In the seven-page response, the applicant group identifies standards the board will use to evaluate the CEO, but they do not specify the information that would be used to monitor the organizational and financial standards. • During the interview, the applicant group stated that they would monitor financial standards for the CEO evaluation by reviewing information including budget

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>performance and audits, and they stated they would monitor organizational standards using information collected by the internal compliance officer, such as special education compliance and how resources (e.g., staffing) are being used to manage day-to-day operations. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
		<p>OPC.27.3 The applicant describes the corrective action process the board and school leader will take in the event the leader does not meet accountability measures.</p>	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group states in the charter board governance section that if deficiencies arise in the CEO's performance, the CEO must submit a corrective action plan with a resolution timeline and reporting structure. The applicant group states that corrective strategies may include leadership changes, resource allocation, training, or system improvements; if there is not adequate progress, the board may implement a performance improvement plan or consider termination.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
OPC.28	<p>Describe the existing or proposed policies and procedures that the school and board will use for financial planning, accounting, purchasing, and payroll. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:</p> <p>a. Identify how the board will monitor the school's financial position; and</p> <p>b. Describe what financial controls the organization will have in place at the central and school level to ensure longterm financial viability.</p>	<p>OPC.28.1 The applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the charter board governance section of the application, the applicant group provides a comprehensive description of the policies and procedures that will be used for financial planning, accounting, purchasing, and payroll. For example, the applicant group notes that it will maintain a five-year budget that the board will review regularly and that it will engage an outside accounting firm to ensure strong accounting and payroll procedures.
		<p>OPC.28.2 The policies and procedures described are aligned with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities related to the use of public funding.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the charter board governance section of the application, the applicant group details policies and procedures that align with best practices and are demonstrably likely to sustain the financial health of the organization while maintaining compliance with all legal and statutory responsibilities. For example, the applicant states that the CEO, board, and an outside accounting firm will engage in a review of financial policies and procedures annually and provide training on them to staff and the board. Additionally, the board will engage in regular reviews of the school's budget-to-actuals and any variances to ensure financial stability.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>OPC.28.3 The personnel and or positions directly responsible for managing and overseeing the school's budget process possess the appropriate background and expertise and the management and oversight processes outlined by the applicant group are demonstrably likely to ensure the school's financial health and viability. <i>If a specific person has not yet been identified, the applicant group provides the required qualifications for the person who will eventually be hired to oversee this process.</i></p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 7 of the application narrative, the applicant group states it will hire an onsite business manager with a background in accounting and engage with a back-office service provider. The applicant group also details a list of service areas and activities that the back-office service provider will support (e.g., budgeting, human resources, compliance, and accounting).
		<p>OPC.28.4 The internal controls, as described by the applicant group, are demonstrably likely to ensure the accuracy of reporting, eliminate fraud, and protect the resources of the school.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group identifies several internal controls that it intends to put in place, including segregation of duties, full board and finance committee review of financial statements, regular audits, and risk assessments.
OPC.29	Describe the plan for the training and development of new members and continuing members.	<p>OPC.29.1 The board articulates a logical process by which they will assess their own strengths and weaknesses, as well as a comprehensive training plan that corresponds with lacking areas of expertise.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section, the applicant group states that the board will conduct an annual self-assessment to identify strengths, weaknesses, and training needs. The applicant group states that the board will engage professional supports, such as a partnership with the Louisiana Association of Public Charter Schools,

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			to enhance board effectiveness.
		<p>OPC.29.2 The board articulates a logical new member recruitment plan that prioritizes the required areas of expertise, as well as a logical new member onboarding plan that ensures that all new members are familiar with board bylaws and requirements.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> • The applicant group does not articulate a new member recruitment plan or a new member onboarding plan. • In the seven-page response, the applicant group states that new board member applications will be taken, and the board will work with Louisiana Association of Public Charter Schools (LAPCS) for training and onboarding. However, the applicant group does not provide a logical recruitment plan that prioritizes required areas of expertise. Additionally, the board does not specify how board members will become familiar with the board's bylaws and specific requirements. • During the interview, the applicant group stated that a nominating and governance committee of the board would be formed and be responsible for recruiting new members of the board that have a diverse skillset. They noted that they would proactively recruit within the community to ensure they always have a pipeline of qualified candidates to fill vacant positions. The applicant group also stated that they would have orientations for new board members to ensure they are familiar with board bylaws and requirements. While not

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
OPC.30	Specify how frequently the board plans to meet. Describe the procedures that will be in place to ensure compliance with the Open Meeting Laws and Open Records Act.	OPC.30.1 The applicant group outlines board meeting frequency and an overview of procedures that the board will follow to maintain compliance with Open Meetings Laws and Open Records Act.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the charter board governance section and Appendix 6, the applicant group states that the board will meet four times per year and will follow all Open Meeting Law and Open Records Act requirements.
Appendix 6	Provide a draft of the proposed charter board's governing bylaws.	Appendix 6.1 Preliminary review of the draft bylaws reflects key requirements such as meeting frequency, officers, committees, and number of board members.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 6, the applicant group provides a draft of the board's bylaws that reflects most key requirements, including meeting frequency and number of board members. However, while in the application narrative the applicant group indicates plans to establish executive and finance committees, the bylaws do not indicate plans to establish any committees. Additionally, the bylaws state that the CEO may serve as the board secretary or treasurer.

Organizational Plan and Capacity: Charter Board Governance			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<ul style="list-style-type: none"> In the seven-page response, the applicant group states that the board will establish executive and finance committees. However, the bylaws currently state that "there are not committees at this time" and the applicant group does not clarify whether the bylaws will be revised. Additionally, the applicant group states that the CEO will serve as board secretary and treasurer with oversight from the board finance committee through audits. However, the applicant group states that the finance committee will be led by the treasurer, so this oversight would not be adequate. During the interview, the applicant group stated, as noted above, that the bylaws will be revised to reflect the board committees. Also, the applicant group clarified that the committees of the board will be chaired by elected board members, not the CEO or any other school staff. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
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.	FPC.31.1 Organizational role of team members matches their professional skill set.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operational management and leadership section, the applicant group notes that the organizational roles of team members match their professional skill set; this is confirmed by the resumes provided in Appendix 4 for the CEO and CAO.
		<p>FPC.31.2 For each of the following areas, there is at least one member of the leadership team able to provide expertise on:</p> <ol style="list-style-type: none"> staffing, professional development, performance management, general operations, and facilities management <p>*If all members of the leadership team have not yet been identified, include a job description for open positions that demonstrates the requirement of the above listed areas of expertise.</p>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> According to the resumes provided for the CEO and CAO in Appendix 4, there is at least one member of the leadership team with expertise in each of the following areas: staffing, professional development, performance management, general operations, and facilities management.
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	FPC.32.1 The applicant group has a logical and feasible plan for managing non-academic services upon opening and has identified the position(s) responsible for oversight of key operational aspects of the school.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operational management and leadership section, the applicant group states that the CEO will be responsible for non-academic services, including transportation, food services, purchasing process, student records, and school safety; for some of these services,

Financial Plan and Capacity: Operational Management and Leadership			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	students with disabilities). You may use a table if applicable.		additional managers are identified (i.e., the business manager will be responsible for food services, the office manager will manage all student records).
		FPC.32.2 The applicant group has a detailed transportation plan that is designed to meet the needs of their special population subgroup.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the operational management and leadership section, the applicant group states that transportation will be contracted out to a provider, and transportation will be provided for students with disabilities. However, in the Overview Template Operating Statement of Activity, the applicant group does not include an allocation for student transportation. In the seven-page response, the applicant group clarified that they included transportation expenses under contracted services. In the Operating Statement of Activity, the budget includes expenses for salaries and leases (\$125,000 annually in salaries for service workers including bus drivers and \$100,000 annually for bus leases or rental) for transportation. While the expenses included in the Operating Statement of Activity do not align with the transportation plan in the narrative, the expenses included are adequate to provide transportation.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
FPC.33	Explain the plan for ensuring the school will specifically remain in compliance with the required economically disadvantaged and special education percentages.	FPC.33.1 The applicant group provides a legal and logical plan to garner interest in the school and subsequently enroll students including specific details about the enrollment process, timeline, and application requirements.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the student enrollment and recruitment section, the applicant group states that outreach efforts will include community engagement, local media, and a website. They note that if applications exceed capacity, they will conduct a lottery and establish a waitlist. However, the applicant group does not provide specific details about the enrollment process, such as timeline and application requirements. In the seven-page response, the applicant group states that the application period will take place between March 15 and April 15; application review will take place from April 15 to April 30, and a lottery will take place on May 1, with notifications occurring on May 5. The applicant group also provides application requirements (e.g., basic student and family information, proof of residency, age, immunization records, and parent/guardian statement). They note that siblings, local students and special education students may receive priority.
		FPC.33.2 The applicant group has identified potential barriers to access (e.g., lack of internet access, lack of transportation, frequent changes in home address, inability to visit school during work	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group does not identify potential barriers to access or describe an enrollment process that mitigates

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		hours, etc.) and has created an enrollment process that mitigates identified barriers.	<p>barriers.</p> <ul style="list-style-type: none"> • In the seven-page response, the applicant group states that the enrollment timeline will be communicated via social media and advertised to the public and that the lottery system will be fair. However, the applicant group does not address possible barriers (e.g., lack of internet access, language barriers) or how they will mitigate these barriers. • During the interview, the applicant group stated that the school will address potential barriers to access (e.g., lack of transportation, language) by providing opportunities to enroll in the school in multiple locations throughout the community, providing assistance to families who need help understanding the enrollment forms, and providing interpreters to families who do not speak English. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.

Financial Plan and Capacity: Student Enrollment and Recruitment			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		FPC.33.3 The applicant group details methods by which the proposed school will provide access for all proposed students in accordance with admissions requirements outlined in R.S.17:3991(B)(3).1.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the student enrollment and recruitment section, the applicant group states that admissions will follow a non-discriminatory policy.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
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.	FPC.34.1 Projections are based on accurate, conservative, and legally compliant assumptions.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> A review of the accompanying budget shows that many projections for the operation of the school are accurate, conservative, and legally compliant. However, the budget does not include an allocation of funds for student transportation. In the seven-page response, the applicant group clarified that they included transportation expenses under contracted services. In the Operating Statement of Activity, the budget includes expenses for salaries and leases (\$125,000 annually in salaries for service workers including bus drivers and \$100,000 annually for bus leases or rental) for transportation. While the expenses included in the Operating Statement of Activity do not align with the transportation plan in the narrative, the expenses included are adequate to provide transportation.
		FPC.34.2 No essential services are funded at amounts that would preclude the applicant group from implementing their plan.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the accompanying budget, the applicant group funds many essential services (including staff, benefits, and utilities) at reasonable levels that would allow them to implement their plan. However, the allocation of funds for materials and supplies decreases by 10% annually, despite the student

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>enrollment and grade-span increasing each year.</p> <ul style="list-style-type: none"> • In the seven-page response, the applicant group states that the financial worksheet has been edited to reflect an increase in material and supply costs. However, a revised financial worksheet was not submitted as part of the seven-page response. Additionally, the applicant group does not articulate the dollar amount by which the materials and supplies budget line has increased or indicate how this impacts the annual budget. • During the interview, the applicant group explained that the revised financial worksheet reflects a 10% annual increase in the materials and supplies line item, starting at \$610,000 in Year 1 and rising to \$1,024,870 by Year 5. The applicant group outlined projected surpluses based on the increased allocation to materials and supplies: Year 1 - \$438,305, Year 2 – \$617,724, Year 3 – \$804,317, Year 4 – \$1,072,462, Year 5 - \$529,472. However, the Year 5 surplus stated by the applicant group is \$200,000 higher than what the surplus would be when taking into account the increased allocation to materials and supplies. While not impacting the rating, it should be noted that an external person who was not part of the approved interview

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
		<p>FPC.34.3 There is no evidence that the school will become insolvent or lack access to the necessary amount of liquidity.</p>	<p><input type="checkbox"/> Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> In the accompanying budget, the proposed budget maintains surpluses of between \$438,305 and \$1,192,862 each year. However, as noted above, key expenditures are missing (e.g., student transportation) and some funding assumptions may preclude the applicant group from fulfilling their academic plan (e.g., materials and supplies, Jump Start pathways). Further, there appear to be calculation errors in the Year 5 expenditures (e.g., service workers). Therefore, it cannot be determined if there is evidence that the school will become insolvent or lack access to the necessary amount of liquidity. In the seven-page response, the applicant group states that the financial worksheet has been corrected. However, a revised financial worksheet was not submitted as part of the seven-page response. Additionally, the applicant group does not describe the correction made or indicate how this impacts the annual budget.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<ul style="list-style-type: none"> During the interview, the applicant group stated that the financial worksheet reflects corrected calculations for increased expenditures such as service workers, transportation, and supplies (described above). The applicant group noted that, with these adjustments, the budget maintains a surplus each year: Year 1 - \$438,305, Year 2 – \$617,724, Year 3 – \$804,317, Year 4 – \$1,072,462, Year 5 - \$529,472. However, the Year 5 surplus stated by the applicant group is \$200,000 higher than what the surplus would be when taking into account the increased allocation to materials and supplies. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.
		FPC.34.4 [If applicable] There are no material findings in the non-profit organization's most recent audited financial statements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> Not applicable
		FPC.34.5 The applicant group has provided evidence that any non-guaranteed funding sources included in the budget narrative have already been committed or will be committed and that should these non-guaranteed funds fail to	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the start-up section of the accompanying budget, the applicant

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		<p>materialize, the applicant group is still able to successfully execute the program described in this application.</p>	<p>group includes funds from a \$6M USDA loan that will be used to construct the school's facility. However, the applicant group does not provide evidence that this loan has been executed and that these funds will be available.</p> <ul style="list-style-type: none"> • In the seven-page response, the applicant indicates that the application for USDA funding is in process and that an architectural firm is completing the necessary documents to secure the funds. However, no documentation providing evidence of an award or guarantee of funding was submitted as part of the seven-page response. • During the interview, the applicant group stated that they have contracted an architectural firm with experience securing USDA loans in Louisiana and that the firm has submitted the loan application. However, the applicant group did not describe any other evidence that the loan will be secured. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
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.	FPC.35.1 The contingency plans outlined by the applicant group are demonstrably likely to succeed in the event of lower than expected revenues and/or higher than expected costs.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the financial plan section, the applicant group describes a contingency plan demonstrably likely to succeed in the event of lower than expected revenues or higher than expected costs. For example, the applicant group details a clear process for regular forecasting with a focus on aligning staffing to enrollment and reducing nonessential expenses.
FPC.36	Do you plan to use a financial manager or back-office service provider? If the entity that will provide your financial services has been chosen, provide the name and a description of the services. If it is an individual financial manager, provide the resume as Appendix 7 . Please note all information provided in the resume are subject to the Louisiana Public Records law.	FPC.36.1 Either the school has a plan to hire a financial manager who has at least a bachelor's degree in finance and/or accounting, or the school has partnered with an organization staffed by individuals with the necessary expertise that will provide financial management services.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 7 of the application, the applicant group notes that it intends to hire an individual with a background in accounting to serve as the school's business manager, as well as contract with a back-office service provider to support the business manager in budgeting, human resources, compliance, and accounting.
FPC.37	Explain the process the school will use to develop its annual budget including: <ol style="list-style-type: none"> Who will be involved; and How needs will be identified and weighed. For virtual, include the process for recruiting and hiring virtual staff and serving students who require in-person intervention and related services. 	FPC.37.1 The applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget and the process by which the annual budget may be modified and monitored on an ongoing basis.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the financial plan section, the applicant group provides a clear and comprehensive description of the process that will be used to develop the annual budget, including several goals and guiding principles for the process. For example, the applicant group states that it will strive to use 70% of general

Financial Plan and Capacity: Financial Plan			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			funds on instruction in each year of the charter term and work to build a fund balance of 7.5%. The applicant group also states that the board will regularly conduct forecasts and budget modifications as necessary, submitting any modifications to LDOE as required.
		FPC.37.2 For virtual applicants, there is a detailed plan explaining the process for recruiting and hiring staff needed for in-person and related services, including how it will be funded.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 8	Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.	Appendix 8.1 The applicant group provides a description of the types of insurance to be procured and coverage amounts.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • In Appendix 8, the applicant group provides a description of the types of insurance to be procured and coverage amounts.

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
HSA.1	In addition to core content offerings and graduation requirements (for high schools), are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.	HSA.1.1 [If applicable] All non-essential* courses to be offered are clearly aligned to the school's proposed model and mission and the applicant group clearly articulates the benefit that each course offers to the intended student population. <i>*Non-Essential = Coursework NOT required to meet graduation requirements</i>	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum section, the applicant group states that the school will provide students access to college credit and vocational training. The applicant group notes that partnerships with post-secondary institutions and businesses will offer work-based learning and internships, which supports the school's efforts to meet its mission.
HSA.2	What diploma pathways, Jump Start 2.0 pathways, early access to college credit will the proposed school offer? Additionally: a. Describe the plan to ensure that all students can meet the requirements of the given college preparatory program in four years or less (five for Transitional 9th-grade students); b. Describe the reasoning for choosing the college preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success; c. Provide a description of the process by which students will select their desired diploma	HSA.2.1 The applicant group identifies the diploma and Jump Start 2.0 pathways and early access to college credit that will be offered to students.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the executive summary, the applicant group states that the school will offer two diploma pathways: a TOPS University Diploma or a Jump Start Career Diploma. However, in Appendix 9, the applicant group indicates that the school will offer three diploma pathways: Fast Forward Jump Start 2.0, Fast Forward TOPS University, or Fast Forward Registered Apprenticeship. Additionally, while the high school addendum section includes a description of access to college credit through partnerships at community colleges that will allow students to explore certification areas, including carpentry technician, emergency medical technician, and industrial mechanics apprentice, the applicant does not clearly identify the Jump Start

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	<p>pathway;</p> <p>d. What supports will be offered to students in their selection process; and</p> <p>e. Methods by which the school will guarantee equity of access for all students.</p>		<p>2.0 pathways the school will offer.</p> <ul style="list-style-type: none"> In the seven-page response, the applicant group states that the school will offer three Jump Start 2.0 pathways: Manufacturing; Agriculture, Food, and Natural Resources; and Architecture and Construction.
		<p>HSA.2.2 The applicant group demonstrates a clear understanding of each diploma pathway available to students in Louisiana and has a logical and feasible plan to ensure that students meet all requirements of the chosen diploma pathway in four years or less (five for Transitional 9th-grade students).</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> The applicant group does not describe a plan to ensure all students can meet the requirements of each diploma pathway in four years or less. In the seven-page response, the applicant group states that the career coach and dean of students will use a tracking system and the Individual Graduation Plan (IGP) to support student progress and monitor student requirements for their diploma pathways.
		<p>HSA.2.3 The applicant group provides a rationale for choosing the specific Jumpstart 2.0 pathway(s) that will be offered to students at the proposed school. Responses should consider factors such as local career opportunities, availability of community partnerships, additional teacher training and/or certification needs, and the degree to which the chosen pathway will realistically provide students opportunities in high-wage, high-demand career fields upon graduation.</p>	<p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> While the applicant group notes in the high school addendum section that programs at the proposed school are designed to align with career opportunities in the surrounding region, the applicant group does not indicate which Jump Start 2.0 pathways will be offered or provide a rationale for choosing these pathways.

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<ul style="list-style-type: none"> In the seven-page response, the applicant group states that the Jumpstart 2.0 pathways were selected to align with the early career readiness initiatives being implemented in the school's elementary grades as well as with community partnerships and the local economic landscape.
		HSA.2.4 The applicant group provides a clear description of the process by which students will select their desired pathway.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum section, the applicant group states that the career coach will guide students and families in choosing career pathways. The applicant group notes the coach will use the Fast Forward Planning template with students in grade 10 to select pathways aligned with the students' goals.
		HSA.2.5 The applicant group describes the support that will be offered to students during the selection process.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> As described above, the applicant group notes that the career coach will support students during the selection process.
		HSA.2.6 The applicant group explains the methods by which the proposed school will provide access for all students to diploma pathways.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the academic plan section of the application, the applicant group indicates that the school will provide students with early exposure to college and career diploma options through elective classes and activities that

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>develop essential skills and interests. In the high school addendum, the applicant group also states that a career coach will work with grade 9 students to develop an Individual Graduation Plan that will outline coursework for the TOPS University or Jump Start 2.0 Pathway and will review the plan annually to align with the students' evolving goals.</p>
Appendix 9	Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.	Appendix 9.1 The applicant group's outline of course offerings ensures that all students can meet the graduation requirements of their chosen pathway in four years or less (five for Transitional 9th-grade students).	<p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p> <ul style="list-style-type: none"> Appendix 9 shows that the applicant group outlines course offerings for grades 9 and 10. However, the applicant group does not outline course offerings for grades 11 and 12 or specify the graduation requirements for each of the diploma pathways it intends to offer. As a result, the course outline does not demonstrate that all students will be able to meet the graduation requirements of their chosen pathway within four years or less. In the seven-page response, the applicant group provides some additional course offerings in grades 11 and 12, and the applicant states that the specific course offerings for grades 11 and 12 will be finalized when the high school division of the school is established.

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
Appendix 10	Using a table, identify the Advanced Placement course offerings, International Baccalaureate, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.	Appendix 10.1 The applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In Appendix 10, the applicant group identifies the Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students in grades 9 through 12.
HSA.3	Identify the Advanced Placement course offerings, Dual Enrollment, ACT preparation and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.	HSA.3.1 The applicant group provides a rationale for each identified Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group provides a rationale for Advanced Placement Course Offerings, Dual Enrollment, ACT preparation, and Career and Technical Education Courses that will be offered to students for the first five years of operation.
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: <ol style="list-style-type: none"> Describe the reasoning for those selections, including the alignment to in-demand occupations; How those selections will result in career opportunities for the proposed student population; The use of community resources (if applicable); and How the budget will support the additional trainings and/or certifications needed. 	HSA.4.1 The applicant group identifies which Industry-Based Certificate (IBC) assessments will be offered to students on a Jump Start 2.0 pathway.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum section, the applicant group identifies four industry-based certificates the school will offer students on Jump Start 2.0 pathways: certification for manufacturing, industrial mechanics apprenticeship, carpentry technician, and emergency medical technician.
		HSA.4.2 The applicant group explains how their selected IBC assessments will result in career opportunities for students.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum section, the applicant group states that each

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			certification aligns with Louisiana's in-demand occupations and high-wage careers.
		HSA.4.3 The applicant group explains how they will use community resources to assist with their specific Jumpstart 2.0 pathway(s). [as applicable]	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum section, the applicant group states that the school will partner with technical colleges, industry leaders, and community organizations to assist with specific Jump Start 2.0 pathways; however, as noted previously, the applicant group does not specify the Jump Start 2.0 pathways that will be offered. In the seven-page response, the applicant group states that the school will partner with Sowela and SLCC to offer specialized classes, as well as with community partners to develop apprenticeship opportunities for students.
		HSA.4.4 The applicant group explains how their annual budget will support the additional training and/or certifications needed.	<input type="checkbox"/> Meets <input checked="" type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> In the high school addendum section, the applicant explains that the school will allocate funds from supplemental course allocation, Career Development Funds (CDF), general fund, and federal funds to prioritize instructor training and certification fees, exam fees, equipment and materials, and transportation and

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>dual enrollment support. However, the Operating Statement of Activity in the Overview Template does not clearly reflect allocations toward these expenditures.</p> <ul style="list-style-type: none"> • In the seven-page response, the applicant group states that the Operating Statement of Activity in the Overview Template does not reflect allocations toward these expenditures because they will not be needed until Year 6. However, it is unclear how students will be able to engage in CTE programming in Year 6 of operation without any funds allocated to setting up the program prior to implementing it with students. Further, it is unclear how students will be prepared to engage in advanced CTE coursework in grade 11 without first participating in introductory CTE courses in grades 9 or 10. • During the interview, the applicant group stated that when students enter grade 9 (Year 4), they will engage in introductory CTE courses in STEM, financial math, and vocational courses, depending on their pathway. The applicant group stated that this coursework would be funded through MFP monies at a rate of \$70 per student. However, the applicant group did not clearly indicate the line item in the budget for these expenses or the corresponding amounts. While not impacting the rating, it should be noted

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.</p>
HSA.5	Describe how students will have access to Internships, Cooperative Education, or Fast Forward Registered Apprenticeship On the Job Training.	HSA.5.1 The applicant group identifies how students will access work based learning with clearly defined program options, specifying roles for the teacher/coordinator, school system, and classroom instruction. Plan adheres to Child Labor Laws.	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> While the applicant group states that a career coach will support students in grade 10 to select career pathways using the Fast Forward Planning Template, the applicant group does not specify the Jump Start 2.0 pathways the school will offer students and thus does not communicate clearly defined program options. Additionally, the applicant does not provide assurance that the school will adhere to Child Labor Laws. In the seven-page response, as noted above, the applicant group clarifies the JumpStart 2.0 pathways and states that the school will work with community partners, such as Roy O. Martin and Progressive Tractor, to develop apprenticeship opportunities for students. The applicant group also assures their adherence to Child Labor Laws. However, the applicant group does not specify roles for the

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			<p>teacher/coordinator or explain connections to classroom instruction.</p> <ul style="list-style-type: none"> During the interview, the applicant group stated that the career coach will be responsible for overseeing apprenticeship opportunities and for ensuring these opportunities are intentionally aligned to class instruction. The applicant group noted that the coach will work collaboratively with content area teachers to ensure this alignment. While not impacting the rating, it should be noted that an external person who was not part of the approved interview team and who was not introduced as part of the team at the start of the interview participated in the capacity interview, which violates the interview rules that were directly shared with the applicant group prior to the interview.
HSA.6	Explain what systems and structures the school will implement for students at risk of dropping out.	HSA.6.1 The applicant group clearly describes the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out. The plan describes remediation and support for students that includes various stakeholders (counselors, teachers, family, support organizations, etc.).	<input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> The applicant group does not describe the specific evidence-based systems and structures that will be put in place to mitigate the risk of student drop-out nor do they describe remediation and support for students that includes various stakeholders (e.g., counselors, teachers, family, support organizations). In the seven-page response, the applicant group states that the career

High School Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
			coach will assist students with IGPs and provide support to students identified as at risk of dropping out. Additionally, the applicant group states that community partners will provide mentorship to support students at risk of dropping out.

Corporate Partnerships Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
CPA.1	For all applicants proposing a corporate partnership, the following must be completed. The page limit for the Corporate Partnerships Addendum is 3 pages (excluding appendices). Describe any proposed corporate partnerships, as specified in La. Bulletin 126, Ch. 39. Provide a Letter of Intent of the intended partner Organization.	CPA.1.1 The MOU/Contract provided by the applicant group clearly outlines the terms of the partnership between the non-profit board and the partner corporation and meets all applicable requirements, based on a preliminary review.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
ESPA.1	Provide rationale for consideration of an ESP not already partnered with the non-profit organization, including: a. List of all companies/organizations considered; b. Evaluation of all companies/organizations considered; c. Rationale for selected provider; and d. Provide evidence of the service provider's success in serving the intended student population, including demonstrated academic achievement, fiscal responsibility, and organizational effectiveness.	ESPA.1.1 The applicant group identifies which companies/organizations were considered a potential ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.2 The applicant group explains how each considered ESP was evaluated and the results of each evaluation.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.3 The applicant group provides a clear rationale that explains why the applicant group chooses to partner with an ESP.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.1.4 The applicant group provides evidence of the ESP's success in serving the school's intended population, including evidence that demonstrates academic achievement, fiscal responsibility, and organizational effectiveness.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.2	Clearly specify the decisions and services the organization or provider will be responsible for.	ESPA.2.1 The applicant group provides a clear and comprehensive list of decisions made and services rendered in the course of operating a Louisiana charter school in one calendar year and indicates the decisions or services for which the ESP is responsible.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.3	Provide a detailed plan outlining the mechanisms by which the charter board will oversee and hold the ESP accountable to the agreed upon terms. Explain the conditions under which the contractual relationship may be terminated.	ESPA.3.1 The applicant group provides a detailed oversight plan, outlining the mechanisms by which the charter board will hold the ESP accountable to the agreed-upon terms.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.3.2 The oversight plan indicates that the charter board will evaluate the degree to which the ESP has met contractual obligations on, at minimum, an annual basis.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		ESPA.3.3 The oversight plan includes a clear description of the conditions under which the charter board may terminate the contractual relationship.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
ESPA.4	Describe the ESP (if applicable) history including: <ol style="list-style-type: none"> a. List any current or past litigation, including arbitration proceedings, that has involved the organization; b. Discuss the outcomes and/or any demands identified as part of the arbitration or litigation; c. Cite any instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer; d. Describe all instances in which the ESP has exited a contract or partnership with a school, including instances where a school has terminated its agreement with the ESP; e. Please explain the circumstances surrounding these incidents. Discuss any non-openings that the organization has experienced (i.e., a school received approval but did not successfully open); and f. Describe the circumstances surrounding these incidents. 	ESPA.4.1 [If applicable] The applicant group identifies any current or past litigation that has involved the organization and discusses the outcomes or demands of each identified.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.2 [If applicable] The applicant group cites instances in which the organization's schools have had their contract terminated, voluntarily closed, or have not been renewed by their authorizer and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.3 [If applicable] The applicant group identifies instances in which the ESP has exited a contract or partnership with a school and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.4 [If applicable] The applicant group identifies non-openings that the organization has experienced and explains the circumstances surrounding the identified instances.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		ESPA.4.5 [If applicable] The applicant group provides verifiable evidence that all issues listed have been successfully rectified at the time that the charter application was submitted.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
Appendix 12	Provide an independent audit of the ESP. An acceptable submission includes the full ESP independent audit or an independent audit focused only on the charter operations of the ESP. To ensure page limits are adhered to, submit material	Appendix 12.1 There are no material findings in the ESP's most recent audited financial statements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Educational Services Provider (ESP) Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	findings within the application; send the full ESP independent audit separately to charters@la.gov by admission deadline.		
Appendix 13	Draft ESP MOU or Contract.	Appendix 13.1 The board maintains independence from the ESP by articulating strong accountability provisions and avoiding opportunities for the ESP to gain leverage over the board.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		Appendix 13.2 The ESP cannot control board membership.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
VOA.1	Identify the Learning Management System (LMS) that will be used.	VOA.1.1 The applicant group identifies the LMS to be used and outlines the decision-making process employed to select the identified system.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.2	Provide a detailed plan that includes the following: a. A plan to acquire and disseminate technology to students; b. A plan to ensure internet safety and filtering practices; c. A plan to ensure that the loss of instructional time will be minimized in the event of unforeseen technical difficulties; d. A plan to provide training and technical support on the LMS to families and students; e. A staff/teacher acceptable use policy for technology that complies with R.S. 17:3996(21) ; and f. A school electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	VOA.2.1 The applicant group has a clear and feasible plan to acquire and disseminate technology to students to ensure that each student has the technology necessary to participate virtually.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.2 The applicant group outlines the steps that will be taken to ensure that students are protected from unsafe and/or inappropriate content.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.3 The applicant group provides a logical and feasible plan to minimize the loss of learning time for students in the event of unforeseen technical difficulties (e.g., no access to internet, computer is lost/stolen/broken, cell phones and tablets are lost/stolen/broken, etc.).	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.4 The applicant group provides a training and technical support plan that will teach students and families to use the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.5 The applicant group provides the technology policy for staff/teacher that complies with R.S. 17:3996(21) .	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.2.6 The applicant group details the school's electronic communication policy that complies with the federal Child Internet Protection Act and R.S. 17:100.7 , including information on school Internet safety and filtering practices and policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
VOA.3	<p>Describe the process of how the proposed school will ensure the following, given the various locations of families:</p> <p>a. How training and support would consistently be provided;</p> <p>b. A plan for providing orientations to enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the class;</p> <p>c. A plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings; and</p> <p>d. A plan for complying with Title 28, Chapter 11, §1119, Health Screening as part of enrollment and the ongoing functioning of the school.</p>	VOA.3.1 The applicant group explains how ongoing training and support would be provided to families given their various locations.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.2 The applicant group provides the plan for hosting orientation sessions to enrolled students, their parents, and their instructional coaches on the course delivery model before the beginning of the class.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.3 The applicant group describes the plan outlining the nature, frequency, and location of all required and optional in-person meetings and interactions between parents and school faculty, including but not limited to parent/teacher conferences, open houses, and school community meetings.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.3.4 The applicant group provides the plan for health screeners.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.4	Explain the process to track and monitor attendance in a virtual setting, including systems and practices set forth to monitor student engagement, daily attendance, and truancy.	VOA.4.1 The applicant group outlines a clear process to document and monitor student attendance and engagement with the LMS.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.5	Explain the plan for administering state assessments that meets the requirements in Bulletin 118 §317 .	VOA.5.1 The applicant group proposes a plan that is logical and feasible to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.6	Describe plans to recruit, retain, and train a diversified school leadership and staff to serve within a virtual setting, including:	VOA.6.1 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	a. The process and timeline to recruit and hire a diversified staff, including how the statewide staffing model will impact hiring (if applicable); b. Specific strategies for recruiting and training EL-certified, special education and related services, and other high-need teacher specialties; c. A process on how the school will service those students requiring related services; d. A plan for providing professional development appropriate to the delivery method used and the acceptable use and electronic communication policies; and e. A plan for providing adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.	specialties as required by the proposed model and staffing plan.	
		VOA.6.2 The applicant group outlines specific strategies for recruiting EL-certified, special education, and other high-need teacher specialties as required by the proposed model and staffing plan.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.3 The applicant group describes the process of how the proposed school will service students requiring related services.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.4 The applicant group provides the plan for providing professional development to staff including its delivery method used that is appropriate to the acceptable use and electronic communication policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		VOA.6.5 The applicant group provides a training and technical support plan for students, teachers, facilitators, and instructional coaches.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.7	Describe the efforts to date to secure a facility for the school to serve “struggling students” that require in-person instruction, including: a. If the applicants have identified a facility, provide a description of the facility and how it meets the school’s needs including its location, whether it is new construction, part of an existing public or private school building, or must be renovated for use; or b. If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including	If the applicant group has identified a facility: VOA.7.1 The applicant group has identified a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		If the applicant group has identified a facility: VOA.7.2 The applicant group provides a thorough description of the current state of the identified facility and provides a logical and feasible plan by which the identified facility will be prepared for use as a public school (associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
	assurance that it meets specifications). Also, explain any contingency planning including the associated costs;	suitable to house a public school) and outlines contingency plans should the applicant group fail to secure a facility in the timeline provided.	
	c. A statement of the procedures to be followed and disposition of facilities and equipment should the charter be terminated or not renewed; and	If the applicant group has identified a facility: VOA.7.3 The applicant group outlines any potential barriers to fully securing the identified facility and outlines a contingency plan should the facility fall through.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
	d. A plan to provide at least 20% of instruction to struggling students in-person.	If the applicant group has identified a facility: VOA.7.4 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		If the applicant group has identified a facility: VOA.7.5 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.6 The applicant group describes the efforts to date to identify and secure a facility that will allow the school to serve the intended student population and community as outlined in the charter application.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		If the applicant group has <u>not yet</u> identified a facility: VOA.7.7 The applicant group provides a description by which a facility will be identified and prepared for use as a public school (timeline, associated costs, resources to allocate toward renovations, the availability of facilities in the targeted area suitable to house a public school) and outlines contingency plans should the	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Virtual Operator Addendum (If Applicable)			
Q #	Questions	2025 Evaluation Standards	Ratings and Evaluative Comments
		applicant group fail to secure a facility in the timeline provided.	
		<p>If the applicant group has <u>not yet</u> identified a facility:</p> <p>VOA.7.8 The applicant group identifies the procedures to be followed and disposition of facilities and equipment should the charter cease.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
		<p>If the applicant group has <u>not yet</u> identified a facility:</p> <p>VOA.7.9 The applicant group has a clear and feasible plan to offer at least 20% of in-person instruction to struggling students.</p>	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.8	Describe how the school will meet the transportation needs of its students requiring in-person instruction.	VOA.8.1 The applicant group provides a logical and feasible plan to offer transportation, at no cost to students and families, for in-person instruction to struggling students.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.9	Provide a summary of data protection and recovery procedures in the event of a catastrophic system failure.	VOA.9.1 The applicant group outlines logical and feasible procedures to protect and recover data in the event of a catastrophic system failure.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable
VOA.10	Provide a description of the policy regarding cyber breaks and/or leaks, including provisions to limit the dissemination of any personal or identifying information collected in conjunction with reporting requirements and notification after an incident is identified.	VOA.10.1 The applicant group outlines logical and feasible procedures to limit, identify, and notify proper authorities in the event of a cyber break and/or leak that complies with reporting requirements.	<input type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet <ul style="list-style-type: none"> • Not applicable

Pine Prairie Charter Application Review Response

We are grateful for the thoughtful feedback provided regarding the Pine Prairie Charter School application. However, we believe a clarification of the leadership team’s intent, qualifications, and capacity is essential for the Louisiana Department of Education to fully understand the strength of this proposal and the team behind it.

It appears there may have been a misunderstanding or oversight in evaluating some aspects of the information shared, particularly during the interview process. In the performance task, the applicant group directly addressed academic concerns for the proposed school, outlining specific and actionable strategies, including targeted interventions, a robust RTI framework, and progress monitoring tools. The CAO, an experienced and proven instructional leader, provided detailed explanations of how these strategies would support student achievement and academic equity.

Likewise, the CEO’s business background was shared to illustrate a strong foundation in financial planning, resource management, and operational oversight—all of which are critical competencies for launching and sustaining a high-performing charter school. The collaboration between these two leaders—each with complementary skills—creates a well-rounded leadership team with the knowledge and motivation to guide the school to success.

We acknowledge that while these areas were addressed, we may not have explicitly labeled them as “financial” or “organizational” concerns during the interview. As a result, the leadership actions described may not have been clearly connected to the corresponding evaluation standard. Going forward, we will ensure our responses are framed to explicitly align with each evaluation domain, clearly naming the challenges and the specific leadership actions that will be employed to address them.

We remain confident in the strength and readiness of our founding team, which represents a strong balance of educational excellence and operational acumen. We are deeply committed to continuous improvement and will work diligently to ensure our communication meets the clarity and precision expected by the evaluation process.

In terms of educational programming and capacity, the proposed school design is grounded in the evidence-based Expeditionary Learning (EL) model, which was clearly referenced in both the initial application and our May 9, 2025 response. This model aligns with Louisiana’s high expectations and commitment to academic equity, as reflected in NAEP gains and supported by current Tier 1 curriculum initiatives. In our written response, we cited research supporting flexible scheduling and the integration of core design elements that are central to EL implementation and were cited as key design elements.

Additionally, we would like to clarify an error noted in the evaluation regarding English Learner support. Contrary to the feedback, Pine Prairie Charter will exclusively utilize Tier 1 curriculum, which includes embedded ELD (English Language Development) supports. These tools are already aligned with Louisiana’s guidance for serving multilingual learners and are built into our instructional model to ensure that every student, regardless of background, has access to high-quality, differentiated instruction.

Our RTI system—outlined in the application and expanded upon in the May 9 response—serves as a structured and equitable gatekeeper process for identifying and supporting struggling students prior to special education referral. This system will ensure fidelity in service delivery and prevent overidentification of students from vulnerable subgroups.

We also wish to clarify several points related to the financial section of the application:

- **Surplus and Expense Adjustments:** The initial budget did contain a calculation error, which was corrected in the revised version submitted on May 9, 2025. Adjustments included increased expenditures for curriculum materials and supplies, along with minor salary corrections to better reflect operational needs.
- **Transportation Costs:** These were intentionally reflected under the “service worker” line item due to our staffing plan, which leverages existing personnel to assist with student transport before and after school. This cost-efficient model reduces reliance on external providers while maintaining compliance and service continuity.
- **Year 5 Surplus Estimate:** The referenced \$200,000 increase in Year 5 surplus appears to be based on an earlier version of the budget and does not reflect the corrected projections. The revised budget presents a more conservative and realistic financial outlook, demonstrating sustainability across the full five-year term.
- **Facilities Planning and USDA Loan:** The applicant team has taken proactive steps toward securing USDA funding, including engaging an experienced architectural firm with a proven track record in obtaining such support for school facilities. In the event this funding is delayed or unavailable, we have a fully costed contingency plan to lease modular buildings. These expenses have been factored into the budget and do not jeopardize our long-term financial viability.
- **MFP Funding for High School Grades:** The budget appropriately reflects anticipated costs associated with launching 9th and 10th grades. These expenses—primarily for staffing and curriculum—are embedded within broader budget categories and were accounted for in the May 9, 2025 response.

The applicant group believes that the current expectations around funding source approval place single-site charter schools at a particular disadvantage. Unlike large charter networks that can leverage significant business resources to meet requirements such as USDA loan approval, smaller operators face substantial challenges in fulfilling this standard prior to charter approval. We respectfully suggest that this criterion be evaluated through a more equitable lens that acknowledges the differing capacities of single-site applicants. In totality, these clarifications and corrections demonstrate that the founding team of Pine Prairie Charter School has approached this work with seriousness, foresight, and deep alignment with Louisiana's priorities for quality, equity, and sustainability in public education.

The Pine Prairie Charter School Board is composed of a diverse group of professionals with expertise spanning education, business, finance, community development, and public service. Together, they represent the strength and capacity of a highly effective and deeply committed governing body. Each member was intentionally selected not only for their professional qualifications, but also for their steadfast dedication to improving educational outcomes for students in rural Louisiana. This is not a symbolic board—each individual has actively contributed to shaping the school's mission, informing its design, and laying the foundation for strong, accountable governance from day one.

What unites this team is a shared passion for expanding opportunity and delivering a high-quality public school option for families in our community. Board members include lifelong residents of the region, seasoned educators, and professionals who deeply understand the economic and social landscape of Pine Prairie. Their dedication is personal, informed, and resolute. They have already invested significant time, talent, and resources to bring this project forward and will continue to do so with integrity and transparency.

We respectfully urge the Louisiana Department of Education to consider the full body of evidence presented across our application, interview, and written responses. The opportunity to bring this school to the families of Evangeline Parish has the potential to be truly transformative. The Pine Prairie Charter School founding team is fully prepared to launch a high-quality, community-centered school that will drive student achievement, close opportunity gaps, and serve as a model of excellence for rural education in Louisiana.

We remain committed to transparent communication, responsible stewardship, and the faithful implementation of the vision outlined in our proposal. With the Department's support, we are confident that Pine Prairie Charter School will be a transformative addition to the state's public education landscape.

Thank you for your time, your thoughtful consideration, and your continued partnership in advancing opportunity and equity for all students in Louisiana.