

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B130012

Grants.gov Tracking#: GRANT11448001

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1235-abstract charter planning.docx, 1239-Lottery Policy.docx

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/11/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Madison-Tallulah Education Center"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="20-1755034"/>	* c. Organizational DUNS: <input type="text" value="1713044180000"/>	
d. Address:		
* Street1:	<input type="text" value="500 Bloom Street"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Tallulah"/>	
County/Parish:	<input type="text" value="Madison"/>	
* State:	<input type="text" value="LA: Louisiana"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="71282-2527"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name:	<input type="text" value="Patricia"/>
Middle Name: <input type="text" value="B"/>		
* Last Name: <input type="text" value="Candler"/>		
Suffix: <input type="text"/>		
Title: <input type="text" value="Director"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="318-574-1587"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="patcandler@bellsouth.net"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Tallulah Charter School Planning, Designing, and Implementing Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="200,000.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Patricia Candler</p>	<p>* TITLE</p> <p>Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Madison-Tallulah Education Center</p>	<p>* DATE SUBMITTED</p> <p>07/11/2013</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Madison-Tallulah Education Center
* Street 1: 500 Bloom Street Street 2: _____
* City: Tallulah State: LA: Louisiana Zip: 71282
Congressional District, if known: _____

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: Office of Innovation and Improvement	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
--	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:
Prefix: Dr. * First Name: Patricia Middle Name: B
* Last Name: Candler Suffix: _____
* Street 1: 500 Bloom Street Street 2: _____
* City: Tallulah State: LA: Louisiana Zip: 71282

b. Individual Performing Services (including address if different from No. 10a)
Prefix: Dr. * First Name: Patricia Middle Name: B
* Last Name: Candler Suffix: _____
* Street 1: 500 Bloom Street Street 2: _____
* City: Tallulah State: LA: Louisiana Zip: 71282

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Patricia Candler
* Name: Prefix: Dr. * First Name: Patricia Middle Name: B
* Last Name: Candler Suffix: _____
Title: Director Telephone No.: 318-574-1587 Date: 07/11/2013

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B130012

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA charter planning grant.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA: EQUITABLE ACCESS AND PARTICIPATION

All program activities for the Charter School Planning grant program entitled Tallulah Charter School Planning, Designing, and Implementing grant will comply with Section 427 of the General Education Provisions Act (GEPA) that outlines the six types of barriers that can impede equitable access or participation in program activities including gender, race, national origin, color, disability, or age.

Madison-Tallulah Education Center and Tallulah Charter School (LEA) intend to address the barriers that could potentially impede active participation of students, parents, teachers or school leaders in Tallulah Charter School Planning, Designing, and Implementing Program activities via the following:

- Persons with disabilities will be provided equal access and opportunities in all program activities. The Tallulah Charter School Planning, Designing, and Implementing Project Director will work with the District liaisons to ensure equitable implementation and execution of all program activities. The Project Director will also work with district personnel to ensure participants with special needs and disabilities have equal and appropriate access to equipment and assistive devices to address their individual needs. If not available, the Project Director will determine if special assistive technology or adaptive furniture can be purchased for program participants who require these accommodations.
- All targeted locations of all program partners are handicapped-accessible for the general public, students, and personnel and all facilities to be utilized in our project are fully accessible to individuals with disabilities.
- Tallulah Charter School Planning, Designing, and Implementing program activities target individuals of different genders, races, national origins, colors, disabilities, and ages to the

full extent possible and no individual will be denied participation in program activities based on their gender, race, national origin, color, age, or any disability. Tallulah Charter School Planning, Designing, and Implementing Project Director will monitor program activities to ensure that equitable participation in program activities is not limited due to gender, race, national origin, color, disability, or age.

- A special appeal procedure will be available for individuals who feel they have been discriminated against.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Madison-Tallulah Education Center"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Dr."/>	* First Name: <input style="width: 200px;" type="text" value="Patricia"/> Middle Name: <input style="width: 150px;" type="text" value="B"/>
* Last Name: <input style="width: 300px;" type="text" value="Candler"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Patricia Candler"/>	* DATE: <input style="width: 150px;" type="text" value="07/11/2013"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

SELECTION CRITERIA

(1) *Quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)) (15 points).*

At the center the TCS's (TCS) mission and vision is the belief that all students can learn and are capable of becoming positive, contributing members of their communities.

School Structure

TCS will open the fall of 2013 serving 272 students from rural Madison Parish (as confirmed by Rural and Low-income School (RLIS) program,

(<http://www2.ed.gov/programs/reaprlisp/eligible11/index.html>) in grades **PreK-4**. Of these students, 1% is expected to be students with English as a second language and 12% special education students.

TCS will provide a unique choice for public education to students in Madison Parish and surrounding areas by encompassing a school structure that focuses around the following characteristics which also encompass our school's values. All students are welcome to enroll at TCS. Students with special needs are welcomed and included at TCS. We make special appeals through public advertising to alert parents and the community that TCS serves all children and is open to children with special needs.

Curriculum: TCS will use the Louisiana Comprehensive Curriculum (LCC) designed for grades Pre-K-12 (<http://www.louisianabelieves.com/resources/library/academic-curriculum>). This curriculum has been successfully used in many High Performing/High Poverty Schools in Louisiana (with the same demographics as TCS) such as Forest Heights Academy (ELA-85%; Math 90%

proficiency) (<http://cell.uindy.edu/docs/TAP/TAPcasestudyForestHill.pdf>), New Vision Learning Academy (ELA-86%; Math 88% proficiency)

(<http://www.schooldigger.com/go/LA/schoolrank.aspx?level=1&findschool=0002501000>), Edward Haynes Charter School (ELA-79%; Math 87% proficiency) (<http://www.zillow.com/new-orleans-la/schools/edward-hynes-charter-school-26571/>), and Mary Bethune School (ELA-91%; Math 90% proficiency) (<http://www.trulia.com/schools/LA->

New_Orleans/Mary_Mccloud_Bethune_Elementary_School/). Students will focus on skill development, especially in reading, writing, and mathematics while using technology in every class. This curriculum will be supplemented with Core Knowledge, Junior Great Books, Full Option Science System (F.O.S.S.), and Singapore Math.

TCS will serve students located in the attendance zone of Madison Parish. Madison Parish is a rural parish consisting of 5 municipalities situated within Madison Parish. They include the cities of Tallulah, Richmond, Waverly, Delta, and Mound. The parish has a total of 651 square miles. In addition, students from surrounding parishes such as Tensas, Franklin, Richland, and East Carroll, etc. will be accepted. The demographics of rural parishes range from middle to lower middle class, single parent families. Over 95% of the families that have children are enrolled in public schools. Over 50% of the families are receiving some form of public assistance from the federal government and working minimum wage jobs with 33.6% living below poverty, 2% of the students are ESL students, 11% of the students are special education students with disabilities such as Autism, Significant Disabilities, and Gifted and Talented.

(<http://quickfacts.census.gov/qfd/states/22/22065.html>), According to *Richard Russell National School Lunch Act and LA DOE, 89.9% of the students are on free and reduced lunch*

(<http://www.louisianaschools.net/dag/>; <https://www.federalregister.gov/articles/2011/03/25/2011-6948/child-nutrition-programs-income-eligibility-guidelines#h-9>).

High School graduation in Madison Parish is only 66% as compared to 70% for the state average (http://www.laeducationresults.net/State/Cohort_Graduation_Rate.aspx?RecordID=000) *and a lack of post-secondary educational opportunities exist*

(http://www.laeducationresults.net/State/College_Readiness.aspx?RecordID=000). The Madison Parish School System has a grade of “D” on the accountability scale for Louisiana: Wright

Elementary-D-; Tallulah Elementary F-; Madison Middle-F; Madison High D-; Christian Acres-F.
(<http://www.louisianabelieves.com/data/dps/>)

Mission

The mission of TCS is to provide a comprehensive, multi-tiered learning environment that ensures student success through engagement in specifically crafted learning programs that foster the social and academic skills that will lead to retention and targeted achievement. By invoking parent involvement and community collaboration, student growth will provide the educational investment to develop a skilled workforce and a responsible citizenry.

Academic Philosophy

TCS's academic philosophy is founded on one core belief: all children can learn. This belief underlies every aspect of TCS's designs. By implementing a strong culture that is anchored by high expectations for academics and behavior, TCS will create an environment that motivates and compels all children to achieve. With a shared leadership model which develops schoolwide ownership, teachers acting as informed decision makers will be supported creatively to meet the needs of their students. We believe that learning involves the upper levels of Bloom's taxonomy: analysis, synthesis, and evaluation. Learning also involves value, judgment, and reflective thought. Synthesizing information to make meaningful contributions to our society is key to intellect. Howard Gardner describes intelligence as solving problems or creating products that are valued by society. Lev Vygotsky supports active learners with academic social interactions between students and teachers. Education is a joint effort and commitment from teachers, students, and parents. TCS will emphasize and create opportunity for this commitment to grow and flourish. Our entire framework (pedagogy, curriculum, and careful and caring teaching) exists to outfit our students with the knowledge and the inventive and flexible minds they will need to be active citizens. Our philosophy, our belief is that we must be in:

- 1. Alignment with state standards.** Academic content and instruction are closely aligned to the Louisiana Comprehensive Curriculum/Common Core Standards.
- 2. Data-driven instruction.** Interim assessments, proficiency on which is calibrated for mastery level achievement on *i*LEAP/LEAP tests, are conducted three or four times each year. Data from those assessments drives instructional planning and implementation as well as instructional supervision. Computer-aided instruction, based on state standards/common core standards will be used each week to give teachers and administrators more frequent data about students' progress on meeting state standards.
- 3. Extensive student support.** Recognizing that the students we serve are among the most vulnerable and least well-prepared students in Louisiana, extensive support programs from Schoolwide Positive Behavior Support (SPBS) to social work will be put in place.
- 4. Excellent teaching.** Teachers are selected for a specific profile that includes track record of success with teaching at-risk students. Strong professional development will support teaching to state standards/common core standards and produce data-driven instruction.
- 5. More time.** At TCS, students will spend considerably more time learning than their peers at other public schools in Madison Parish. With a longer school day/year, students will have ample time for instruction in reading, math, science, social studies, and writing.
- 6. High Expectations.** TCS believes that expecting the best of staff, families, and students will result in a learning community that promotes excellence. Every staff member at TCS will expect every student to achieve success on standards and for each child to positively exhibit behavior that reflects school values.

Enable All Students to Meet Challenging State Student Academic Achievement Standards TCS students will have an exciting opportunity for grade-level and advanced coursework preparedness.

Students will achieve academic success by working with highly motivated teachers and advisors. Students will always have multiple and alternative methods of instruction available to them in their academic pursuit, whether in their daily coursework or obtaining assistance through teacher remediation and intervention in any course that they are struggling. Therefore, ensuring that the program will enable *all students* to meet challenging State Academic Achievement Standards. Louisiana Comprehensive Curriculum (grades Pre-K12) is aligned with the state Louisiana's academic content, Grade Level Expectations, and Common Core Standards. This alignment will ensure that *all students* will be provided instruction in all areas identified to develop a well rounded student. Academic Content Standards and GLEs describe *what students should know and be able to do*. They indicate the ways of thinking, working, communicating, reasoning and investigating, and important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline. The curriculum, *Louisiana Comprehensive Curriculum (grades Pre-K-12)*, combined with differentiated teaching, interdisciplinary learning, high expectations, and a shared visionary leadership will provide a unique opportunity for students interested in the arts, technology and a literature-rich curriculum to pursue their individual talents (<http://www.louisianabelieves.com/resources/library/academic-curriculum>). Research and inquiry skills will be incorporated into all subjects to increase critical thinking skills and written language skills which also give the opportunity for advanced coursework. In addition, students will study the fine arts, creative arts, and humanities such as music, art, dance and drama, theatre, etc. We will start preparing students as early as third grade for rigor of high school. There will be hands-on leadership and service learning opportunities. The students will go on field trips that take them out of Tallulah and expose them to different environments. This type of results-based model hinges on effective leadership, active parental involvement, and a school-wide culture which acknowledges and values academic success (KIPP Delta Public Schools, 2010).

Additionally, TCS will utilize *open educational resources* to supplement and enhance the curriculum. For example, we will make extensive use of Khan Academy's math, science and ACT preparation programs. We will also use PBS Teachers, Teacher Domain, American Memory, Biography Channel, Project Vote, National Science Teachers Association, Virtual Field Trips, PBS Learning Media, iTunes, etc.

Alignment with Louisiana Standards

TCS will implement the Louisiana Comprehensive Curriculum (grades Pre-K-12) as the core curriculum. The rationale for choosing this curriculum is that it is aligned with Core Common Standards, state standards, benchmarks, and grade level expectations, which should increase student achievement. The Director, Dr. Candler has comprehensive knowledge and experience with this curriculum. In addition, TCS will train all academic personnel for the Common Core State Standards, and will begin to implement changes in instruction to meet those standards.

Evidenced and Research-Based

TCS's leadership team will work with faculty and staff to develop and utilize differentiated instructional methods that meet the needs of a diverse student population. This will be an evidenced-based implementation and refinement; data collection processes will be in place to help teachers monitor student performance and make modifications accordingly. The teacher leaders will work in close connection with the pacing guides and charts of the Louisiana Comprehensive Curriculum (grades Pre-K-12), internal curriculum enhancements, and evaluations to make school site adjustments based on pre and post test results, state assessments, student screenings and teacher team evaluations. According to Louisiana State Department of Education, the Comprehensive Curriculum (grades Pre-K-12) aligns with Louisiana standards, benchmarks, Common Core Standards, and the Grade-Level Expectations. Research indicates that an aligned curriculum can increase student achievement and

helps to overcome the usual predictors of socioeconomic status, gender, race, and teacher quality variables (Laboratory Network Program, 1998; Moss-Mitchell, 1998; Wishnick, 1989). A precondition of a successful educational program is a clear and agreed understanding that instructional content and classroom assessments should reflect the instructional standards. In a district with a well-aligned curriculum, *all* students have the opportunity and responsibility to master the instructional content.

The research on what works in high-performing, high-poverty schools makes relatively clear that schools with a willing spirit, structured around encouraging leadership; engaged partnership among parents, community and school; aligned, monitored, and managed curriculum; a culture of data and assessment literacy, and expanded time and space for core curriculum are leading the way to making a difference in the lives of the children they serve (Barr & Parrett, 2007).

Curriculum and Instructional Practices

Students will receive uninterrupted daily instruction in a **120-75-60-60** sequence (120 minutes of ELA, 75 minutes of Math, 60 minutes of Science and 60 minutes of Social Studies) in classes from 20 to 25 students. Co-curricular periods of 30 minutes are alternately dedicated to second language instruction (when applicable), physical education, computer lab, library, music, and art. To increase student achievement results, TCS will integrate arts (once per week for 30 minute instruction by certified fine arts teacher(s)) and inquiry into the Louisiana Comprehensive Curriculum core subjects as well as expanding teaching outside of the classrooms to meet the needs of the diverse student population in terms of learning styles (visual, auditory, kinesthetic, etc.) with instructional strategies such as direct instruction, and academic entry levels. TCS believes that schools need to employ multiple methods of teaching and learning to meet a broad range of student learners. Teaching methodology will be direct instruction including guided instruction, differentiated instruction, scaffolding, cooperative learning,

tiered learning (RtII) with use of intervention, group work, role-playing, data-driven instruction, and one-on-one teaching (Coleman, Buysse, & Neitzel, 2006).

Parts of Instructional Model

1. Identification of Instructional Goals. In keeping with common practice of successful rural schools (Johnson & Strange, 2007), we hold high expectations of our students and staff. We expect to meet or exceed NCLB's AYP or to build to that as quickly as possible. As we pursue our goals, we will track data by student, by classroom, by teacher, by grade level, and by school throughout the year on a variety of instruments.

Measurable Objectives Benchmark data will be collected at the beginning of the year from previous schools

Objective 1: At least 80% of all students in grades 1-11 will master at least 80% of mathematics concepts as measured by the IOWA, iLEAP and LEAP state assessments. The percentage will increase by 5% per year up to the system goal of 90%.

Objective 2: At least 80% of all students in grades 1-11 will master at least 80% of reading concepts as measured by the IOWA, iLEAP and LEAP state assessments. The percentage will increase by 5% per year up to the system goal of 90%.

Objective 3: At least 80% of all students in grades 1-11 will master at least 80% of science concepts as measured by the IOWA, iLEAP and LEAP state assessments. The percentage will increase by 5% per year up to the system goal of 90%.

Objective 4: At least 80% of all students in grades 1-11 will master at least 80% of social studies concepts as measured by the IOWA, iLEAP and LEAP state assessments. The percentage will increase by 5% per year up to the system goal of 90%.

2. Administration of incremental testing that models state standards. Students take these tests three or four times a year. (K-2 takes them four times. Grades 3-8 take them three times, all

before LEAP/iLEAP.) Teachers will know which standards will be covered on each incremental assessment, and will focus on those standards during that part of the school year.

3. Monitor Student Progress to make Early Adjustments. Incremental testing allows us to gather individual student, classroom, grade level, and school-wide data. At that point, each teacher writes a detailed plan that analyzes the data and projects the next steps for instruction each student.

Instructional Models

Teaching and learning at TCS will be aligned to the Louisiana state standards, Common Core Standards, and Grade Level Expectations (GLEs), which we believe all students must master in order to be fully prepared to succeed. Our instructional approach is not rooted in innovation or experimentation with respect to curriculum and pedagogy; rather, we will implement an instructional program that is informed by successful practice of high-performing rural charter schools and allow for creative teacher adaptation and improvement tied to measurable outcomes (KIPP Delta Public Schools, 2010; Johnson, & Strange, 2009; Provasnik, Kewal, Ramani, Coleman, Gilbertson, Herring, & Xie, 2007, July). In accordance with our observations of what has worked in the practice of rural education, our curriculum will satisfy the following criteria:

- Scope, sequence, and assessments aligned with Louisiana Grade Level Expectations, Common Core Standards, and the Louisiana Comprehensive Curriculum (grades Pre-K-12).
- Key concepts will be revisited throughout the school year to refresh past learning.
- Integration of literacy instruction in every subject and every lesson.

Appropriateness of the Model

TCS believes that all students can learn given the needed school structure, visionary leadership, teacher support and commitment to a results-based academic learning environment. TCS's education plan includes numerous strategies that target a range of students with a focus on at-risk students. TCS

will employ a comprehensive student diagnostic program. All entering students will be screened for learning readiness. For students lacking pre-requisite development skills, differentiated instruction will be utilized in the classroom and if needed, referral to determine if accommodations or more in-depth evaluations are needed. Research (Tomlinson & Allan, 2000; Ellis, Gable, Greg, & Rock, 2008) supports differentiated teaching, interdisciplinary study, and constructive inquiry to access brain development skills causing greater retention, reaching more students with various learning styles. Students will be evaluated through various assessments by DIBELS Next (K-3rd grade); state mandated standardized tests such as iLEAP and LEAP tests, Louisiana Comprehensive Curriculum (grades Pre-K-12) content assessments, teacher made tests, and parent-teacher conferences concerning students' academic progress.

TCS's Leadership Team will work with faculty and staff to develop and utilize differentiated instructional methods that meet the needs of a diverse student population. This will be an evidenced-based implementation and refinement; data collection processes will be in place to help teachers monitor student performance and make modifications accordingly. The teacher leaders will work in close connection with the pacing guides and charts of the Louisiana Comprehensive Curriculum, internal curriculum enhancements, and evaluations to make site adjustments based on pre and post test results, state assessments, student screenings and teacher team evaluations. To supplement this model, TSC will focus on implementing key elements of the following curriculum models.

English Language Arts: This addition to the curriculum model will implement the *Shared Inquiry* method of instruction and discussion using *Junior Great Books (JGB)* with the essential building blocks of the *Core Knowledge* curriculum in such a way that the school will educate children in a holistic manner both academically and socially. Writing is thinking on paper.

Shared Inquiry allows teachers to teach writing and students to learn to write through interesting activities tied to the *Shared Inquiry* discussions.

Math: The Louisiana Comprehensive Curriculum (LCC) will be enhanced by materials Singapore Math. *Singapore Math* is a teaching method based on the national curriculum of Singapore. The instructional materials have a consistent and strong emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the NCTM Curriculum Focal Points (National Council of Teachers of Mathematics), the National Mathematics Advisory Panel, and the Common Core State Standards.

Science: For hands-on learning, TCS will purchase F.O.S.S. Science Curriculum, a variety of Delta Science Curriculum. FOSS allows for practical experience in classrooms and demonstrated that student learn best by doing.

Develop Student Character, Leadership Capacity, and Community Responsibility

Implicit in our mission to prepare all students to be successful is our commitment to develop student character. We will use **WiseSkills Character** curriculum. WiseSkills is an interdisciplinary K-12 character education program that highlights inspiring role models and helps schools reduce behavior problems, increase instructional time, and build a positive schoolwide culture of character. **WiseSkills has been successfully used in Atkinson Elementary School, Griffin, GA, a school with similar demographics as TCS.** Research indicates that the best approach to developing character is to integrate best practices into all areas of the school program indicating that Character Education will not be a separate course or an add-on. The curriculum will be organized into four categories: Achievement/High Student Performance; Healthy Student in Safe, Orderly, Caring Schools; Strong Family, Community, and Business Support; and Staff Development. Each area will key Processes,

action Steps and activities that will enhance character development. Just as our academic program is designed and based on state academic standards, the ethics curriculum will be based on the core values and culture of the school. All staff members will be trained to integrate the curriculum (Benning et al, 2003).

Technology: One of the schools' primary goals is to implement a comprehensive plan with more technology integrated into classrooms and instruction. Using technology makes the environment more authentic to students, because the computer provides access to data and information, expands interaction and collaboration with others via networks, promotes laboratory investigation and emulates tools experts use to produce artifacts. Students will make effective use of various technologies as they produce a product, presentation, or performance in an integrated way of learning where students are not learning these skills in isolation.

To prepare for the successful use of these technologies in classrooms, upper level courses, postsecondary education, and in students' future careers, TCS will purchase iPad Learning Labs containing 30 iPads each. Each Apple iPad Learning Lab includes a compact rolling cart that stores, charges, syncs, and secures up to 30 iPad devices that will help open up the doors for TCS's educators to reach students through technology. To support the use of the iPads, TCS will contract with Apple to provide two teacher training sessions (2 days each). Custom applications will also be purchased such as, iTunes U and video podcasts, iBooks, access to the web, and word processing. The iPad has thousands of apps for education in the subject areas as well as apps for reference, productivity, and collaboration. Students with special needs and ELLs will benefit from using the iPads, especially those needing to use technology to support their learning in the classroom, as they will be using the same technology as all students in the classroom. iPads will also be used by students when participating in before/after-school tutoring and during the summer program. Students

will have access to an online program called *Kids College* - a game-based math/reading/language arts curriculum that provides middle school students with skills practice aligned with Louisiana standards (<http://www.kclogin.com/main/go.php>). Kids College will help teachers provide differentiated instruction through individualized online instruction and an assessment that adjusts/modifies the curriculum based on student results.

Meeting Needs of At Risk Students

TCS's education plan includes numerous strategies that target a range of students with a focus on at-risk students. TCS will employ a comprehensive student diagnostic program. All entering students will be screened for learning readiness. For students lacking pre-requisite development skills, differentiated instruction will be utilized in the classroom and if needed, referral to the School Building Level Committee (SBLC) will be made to determine if such students need specific accommodations or more in-depth evaluations. Research supports differentiated teaching, interdisciplinary study, and constructive inquiry to access brain development skills causing greater retention, reaching more students with various learning styles. Our at-risk students will work in heterogeneous groupings instead of ability grouping.

Students will be evaluated through various assessments by DIBELS Next (K-3rd grade); state mandated standardized tests such as iLEAP and LEAP tests, LCC content assessments, teacher made tests, student portfolios, and parent-teacher conferences concerning students' academic progress. TCS will use portfolios to show growth over time (e.g. Politano, 1997; Tierney et al, 1991; Elbow, 1986), to provide assessment information that guides instructional decision-making (e.g., Arter & Spandel, 1992; LeMahieu & Eresh, 1996a; Gillespie et al, 1996), to show progress towards curriculum standards (e.g. Sadler, 1989a; Gipps 1994; Biggs, 1995; Frederiksen & Collins, 1989), to show the journey of learning including process and products over time (e.g. Costa & Kallick, 2000; Gillespie et al, 1996) as well as

used to gather quantitative information for the purposes of assessment outside the classroom (e.g. Anson & Brown, 1991; Fritz, 2001; Millman, 1997; Willis, 2000). The strengths of portfolios is that of range and comprehensiveness of evidence, variety and flexibility in addressing purpose (Julius, 2000). Portfolios are used successfully in different ways in different classrooms. For TCS's purpose, they will be electronic and will be **"Pass Along Portfolios"**. Pass Along portfolios move from grade to grade, following the child. At the end of each year, parents will receive a copy of the material placed in the portfolio. However, the final portfolio will be presented at graduation.

Gifted and Talented Program

Gifted/talented children are those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic, or leadership areas, or ability in the performing or visual arts, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

After qualified personnel are hired, TSC will develop a written plan for its gifted and talented program and submit it to the chartering agency and Louisiana State Department of Education. Updated plans will be submitted every three years thereafter. The plan shall include the following: • Philosophy statement, • Definition of giftedness program goals, • Program options, including identification procedures and program evaluation, • TCS will screen all potentially gifted and talented students to ensure they have an opportunity to be considered for the program. The screening criteria will be age/grade appropriate, will be nondiscriminatory, and will comply with the procedures set forth in all governmental mandates.

TCS will assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs. Identification of gifted and talented

students will be based on multiple indicators of giftedness with information obtained through the following methods and sources:

1. Formal assessment methods, such as group and individual tests of achievement, general abilities, specific aptitudes, and creativity.
2. Informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews, and grades.
3. Information regarding students will be obtained from multiple sources, such as testing results, teachers, counselors, peers, parents, community members, subject area experts, and the students themselves.

Academic Goal

Our short-term academic goal is 80% proficiency and our long-term academic goal is 90% proficiency in all grades by year 2019. Because we believe strongly that given a sound educational environment, all students can learn at high levels of achievement when superior instruction is coupled with structured support, we have developed the following academic and operational goals to meet our mission.

Academic Goal 1—Student Performance: TCS students will demonstrate mastery of key concepts and academic standards across core academic subjects.

• **Measurable Objective 1:** TCS students will maintain an aggregate Performance Metric rate of at least 80% during the school year.

Academic Goal 2—Yearly Academic Growth: TCS students will demonstrate a year of academic growth for each year in school.

• **Measurable Objective 1:** At least 80% of TCS students will demonstrate at least a year's worth of academic growth from the beginning of the school year to the end.

Academic Goal 3—Student Achievement Scores: TCS students will first meet and then exceed the Louisiana state average performance by comparable students on the LEAP and iLEAP tests. TCS students will score within a 4% margin of the Louisiana state average performance on the LEAP and iLEAP tests within the first four academic school years and will exceed the state average of student performance on the LEAP and iLEAP tests by a margin of 4% to 8% after the fifth academic year of TCS.

- **Measurable Objective 1:** Beginning with Year 1 of the charter, TCS will meet AYP.

- **Measurable Objective 2:** By Year 5 of the charter, the school will meet or exceed statewide averages on the required Louisiana standardized assessments.

Operational Goal 1–School Community: TCS will create a measurable sense of community within the school environment.

- **Measurable Objective 1:** Families will have the opportunity to participate in culminating activities that reveal the knowledge and experiences students gained during a grading period and respondents will rate school events at least a 3.0 on a 4 point scale.

Operational Goal 2–Family Satisfaction: TCS families will rate their school highly and be satisfied with their children’s school experience.

- **Measurable Objective 1:** TCS will measure at least 3.0 in overall program satisfaction on a 4 point scale.

Assess and Analyze Data Regularly

TCS will implement systematic data collection and analysis on a regular basis to ensure all students are performing at or above grade level. In addition to quantitative academic assessments weekly in each subject, daily data will be compiled regarding student attendance, behavior, homework completion, and class participation. All teachers and instructional leaders will be trained with the necessary skills to efficiently interpret student-level data and continuously assess our performance. A computer database with a user friendly interface will allow teachers to input, track and assess how students are doing on each learning standard in a particular subject and grade (Bernhardt, 2004). For example, a teacher who has just finished a unit on fractions will be able to query data on any individual student in her class to assess which specific learning standards that student has not yet mastered, and will respond by providing that student with supplementary tutoring during enrichment classes or after school in the specific areas in which the student needs extra help. Teachers will integrate their assessments with the scope and sequence of the curriculum through backwards mapping of the Louisiana Grade-Level Expectations in each grade and subject, as demonstrated by the Louisiana Comprehensive Curriculum (grades Pre-K-12).

Establish a Structured and Orderly Learning Environment

We will build structure through explicit processes, procedures, rituals, and routines that are consistent in every classroom and hallway (Cipani, 2007; Sulzer-Azaroff & Mayer, 1994). Staff will meet regularly to review, reinforce, and revise classroom procedures that are determined to be effective or in need of strengthening to have the greatest impact on student achievement. Students will attend a two-day summer orientation before school opens to learn the school academic standards, routines, core values and behavioral expectations that serves as the foundation for the school culture.

Professional Development Support

Professional development needs include training in JPAMS, a school-wide software program for tracking student attendance, progress, and academic standing. Training in administering DIBELS Next, knowing the critical features of LCC and distribution and discussion of GLE/Common Core Standards requirements will occur before school begins. Additional professional development will center on differentiated teaching to reach students with various learning styles, neural processing as related to teaching academic material, shared leadership starting from the top and reaching throughout the school, and social skills program training. Professional development will take place school-wide on designated days (6 hour session, first Thursday of each month), but ongoing development will occur weekly with teacher meetings and or other members of the school leadership team (Professional Learning Communities). These meetings are focused on training and coaching in the instructional model.

(2) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)) (3points).

According to the data from DIBELS Next, IOWA, iLEAP, LEAP, GEE, EOC from Louisiana

State Department of Education on Madison Parish, many of our students will enter with academic deficiencies (<http://www.louisianabelieves.com/resources/library/test-results>). Therefore, our students will be tested in mathematics and reading at the beginning of the school year. A remedial program and

resources aligned with the GLEs/Common Core Standards will be assigned to the student based on the student's test results.

Measures of Academic Progress (MAP) will be given to students in grades 3-12 to determine core curriculum knowledge. Our instructional programs which are also aligned with the GLEs/Common Core Standards for core areas are also technology-based which allows for more individualization. All students will have an Individual Learning Contract which includes academic goals and objectives. These contracts will be reviewed weekly by teachers and their students. Students who qualify for an IEP will receive services as determined by the Individual Education Plans (IEP) staffing team. All processes of the Individuals with Disabilities Act will be followed. The same will be done for students who are in need of 504 accommodations. TCS will employ full time special education teachers with appropriate Louisiana special education teaching certifications and special education highly qualified paraprofessionals. These special education teachers will develop and implement IEPs and work with grade teachers to guarantee that all requirements outlined in a student's IEP are being met and provided in a manner that maximizes students' learning in the least restrictive environment. Students will be examined consistently through monitoring of their progress with MAP. All TCS teachers will be trained in strategies to help students meet state standards and Common Core Standards. MAP will track each student's performance related to the GLEs and Common Core Standards.

TCS teachers will focus resources and efforts on each student. With daily progress reports and every student will receive the attention and resources needed to make him or her successful. In addition, teachers will regularly prepare and administer tests which utilize Louisiana Grade Level Expectations (state standards) and the Common Core Standards. Teachers and students will use this information to develop and revise learning plans in order to be successful on DIBELS Next,

IOWA, iLEAP, LEAP, GEE, EOC and other state tests. Teachers will also use this information to develop lesson plans. Paraprofessionals will use the information to plan their sessions with students. Interventionists will provide additional help for students who still need help.

Some students will be at-risk because of health and emotional problems (Finn, 1991; Garnier et al., 1997; Jozefowicz et al., 1994; Rumberger, 1995; U.S. Dept. of Education, 1992). Therefore, we will solicit grants to start a School-Based Health Center. A few students will be at-risk because they do not know the kinds of career opportunities which may exist for them with the right kind of educational preparation (Christenson & Thurlow, 2004; Hymel et al., 1996; Rumberger, 1995).

Our educational program for students will contain a strong career component. This will allow students to explore many types of careers. Students of grades 5-12 will also participate in internships and service learning classes on Tuesdays-Thursdays (3:00-5:00 P.M.) at Madison Parish Hospital, Doug's Grocery Store and Delta Haven Nursing Home. Students will be at-risk because of poverty (Hardre & Reeve, 2003; L. S. Miller, 1995; National Research Council, 2004; Roderick & Camburn, 1999; Rumberger, 1995; L. Steinberg, Blinde, & Chan, 1984; U.S. Dept. of Education 1997); we will seek to provide work study opportunities. Other students will be at-risk because of language (English as second language); we will provide resources in their native tongue, bilingual materials, assign an ESL specialist to assist with appropriate interventions, assign an interpreter, and provide information to parents in their native tongue. TCS will also **develop reading skills** for ESL students by giving language learners many opportunities to read and write in meaningful contexts, in their first and second languages; drawing on effective strategies for increasing literacy skills; integrating technology to support writing instruction and motivate students to use written language to communicate; encourage students to develop literacy skills in their native language, then transfer these skills to learning English.

Work from strengths. Build on what students already know; draw on their background experiences

and encourage connections between academic concepts and students' own lives; help students see the value of being able to communicate in multiple languages. **Connect with students' families and culture.** Use culturally congruent teaching methods; incorporate culture and native language; introduce multicultural literature; and draw on the expertise of community members. Give ESL students opportunities to teach others about their first language and home culture. **Use engaging instruction.** Use effective strategies such as thematic instruction; and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences to develop understanding. Help ESL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling. **Vary assessment strategies.** Use wide-ranging assessments, including observations, portfolios, and performance assessments.

In addition, *Universal Design for Learning (UDL)* will be used with all at-risk students, Special Education, 504, ESLs. UDL is a major tool that will be used by TCS staff to improve education for these learners. UDL's central premise is "that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied contexts" (LDOE, 2006). These alternatives will be used in all stages of one's teaching and learning, from the curriculum goals to lesson planning to assessment of student work. In addition, technology will play an important role in creating accessible environments where these students can fully participate in the learning process. UDL focuses on and brings an awareness of the distinctive nature of each learner and the need to accommodate differences by creating learning experiences that will suit the learner and maximize his/her ability to progress. UDL will support recognition learning by providing multiple, flexible methods of presentation, support strategic learning by providing multiple, flexible methods of expression and apprenticeship, and support affective

learning by providing multiple, flexible options for engagement (CAST, 2005).

As indicated, TCS has many systems to support educationally disadvantaged students. In class, teachers will use a variety of instructional methods to reach students of all learning modality preferences. With longer school hours and supplemental instruction offered, educationally disadvantaged students will spend more time in a positive learning environment. In addition, teachers are available to help students with homework by phone in the evenings and on weekends up until 9:00 P.M. each evening. Students who are behind grade level or in jeopardy of retention are individually counseled and receive additional help in their specific areas of concern.

Additionally, students who may initially struggle with academics will have the opportunity to succeed in other areas of the curriculum such as drawing, painting, or music. These successes help foster self-efficacy beliefs, which in turn work to increase academic achievement. With all of these efforts by administrators, teachers, students, and parents, TCS is certain it will be successful with getting disadvantaged students to meet state standards.

(3) The quality of the strategy for assessing achievement of the charter school's objectives (20 U.S.C. 7221c(a)(4)) (15 points).

TCS is committed to adhering to the highest standards of academic and fiscal accountability. In October of each year, the Principal will provide a School Accountability Performance Report to all stakeholders such as the Governing Board, parents, and the community. This report will include information on the educational program, school and student goals, academic objectives and achievement, Adequate Yearly Progress (AYP) and the district and school Report Cards, in addition to information on all financial and business components. A copy of the annual financial audit will be provided to Louisiana Department of Education, Board of Elementary and Secondary Education (BESE), and the public in August. Our website, surveys, and parent conferences will enhance community/parental communication and the website will post all fiscal

and achievement reports. Furthermore, Annual Yearly Progress Reports and State Report Cards will be posted on our website.

A rigorous evaluation strategy, continuously monitoring both **qualitative and quantitative** data for all students, will allow TCS administration to accurately assess instructional strengths and weaknesses in real-time, creating an environment of continuous improvement that will maximize both the efforts and the funds supporting the school. At least once every six weeks, the Curriculum Specialist will collect project-specific data from TCS administration. Detailed evaluation reports will be finalized and distributed to the Director quarterly, with an in-depth analysis created at the end of each project year. Data sets will be illustrated for all students, and compared by sub-groups such as gender, race, economic status, and disability status.

Quarterly evaluation reports will be reviewed by the evaluation committee: Director, Principal, teachers, counselors, parent volunteers, students, community volunteers, and other stakeholders. This committee will meet quarterly to discuss strategies that may be necessary to improve student outcomes, based on real-time data delivered through evaluation reports. This committee will work to insure that all students, regardless of sub-group, are receiving similar impact and outcomes through school activities.

Methods for Measuring Student Progress

To ensure a consistent and comprehensive evaluation procedure, individual assessment charts will be developed for each of the objectives (see below). The goal for every teacher at TCS will be to challenge each student to maximize his or her academic growth. TCS's overall academic goal will be to accomplish all stated objectives by the end of the 2016-2017 year. TCS will track all required performance measures, and accomplish the following objectives:

Objective 1: In math, language arts, and science, 80% of students will earn 85% or above as calculated by classroom assessments and recorded on quarterly and semester report cards.

Measured through:

- Demonstration of mastery learning or subject competency through classroom assessments such as quizzes, test, or other measures determined by the teacher.
- Classroom work that demonstrates utilization, integration, and application of acquired information.
- Completion of homework, research, and other assignments as designated by the classroom teacher.
- Students will participate in community service learning projects that reflects responsible citizens.

Objective 2. 75% of 9th-12th grade students will successfully complete at least 3 postsecondary credits during their freshman year.

Students' completion of Objective 2 will be determine by 85% or better for at least three postsecondary credits as indicated on an official postsecondary grade report or transcript. Students are required to provide a copy of the grade report or transcript to the school records clerk for inclusion in their cumulative file. Discussions have begun with Jackson State University, University of Louisiana at Monroe, LA Tech, Grambling State University and Delta Community College to establish dual credit and online credit opportunities.

Objective 3. 80% of students continuously enrolled at TCS from the beginning of each academic year will demonstrate their academic proficiency by demonstrating at least one year of academic growth as indicated by Louisiana Educational Assessment Program (LEAP).

Completion of Objective 3 will be determined by increased point total from the previous year's score in each subject area of the LEAP.

Objective 4. After its initial three (3) years of operation TCS will equal or exceed Madison Parish School District and Louisiana AYP scores.

Completion of Objective 4 will be determined by School and District Report Cards released by Louisiana Department of Education reporting AYP scores for both Madison Parish School District and TCS.

In addition to these evaluation measures, a variety of other data sets will be collected on an ongoing schedule to provide benchmark and milestone data recording progress towards stated objectives throughout the school year. Additional qualitative and quantitative data sets

monitored by the Curriculum Specialist will include:

- Enrollment in Rigorous Coursework (Twice a Year)
- Academic Improvement (Quarterly)
- Classroom grades (Quarterly)
- Student satisfaction surveys (Twice a Year)
- Parent satisfaction surveys (Twice a Year)
- Student Attendance (Quarterly)
- Participation in Extra-Curricular Activities (Quarterly)
- Participation in College-Preparation Activities (Quarterly)

Each of these data sets, as well as any others that may be collected, will be analyzed and compared to uncover relational impacts, unanticipated outcomes, and effective strategies that increase academic achievement, performance on state assessments and college access.

The surveys will be designed to discover the relationships between the various instructional strategies and activities incorporated into TCS's curriculum, and to determine which activities students felt had the most impact and which had the least.

In addition, *formative assessments*/teacher created tests (formal and informal) will be **given weekly, monthly, and quarterly**. All teachers will use informal classroom assessments (questioning, class participation, observation of tasks, and ticket-out-of-the door, etc.) and formal classroom assessments (weekly and/or biweekly quizzes, essays, performance tasks, teacher observations, projects, portfolios, demonstration of learning, rubrics, etc.) to gather data for formative feedback. *Summative assessments* (DIBELS Next, IOWA, iLEAP, LEAP, GEE, EOC) will be used as indicators of success

and guide instructional change for the upcoming year. The resulting data will be used to encourage student, teacher, and administrative growth. The results will track student proficiency on standards that will be tested on high stakes tests. TCS will respond to data by **adjusting teaching strategies to address student learning needs** and administrators will utilize data to adjust instructional leadership. Teachers on their respective teams will analyze their interim data as it is generated with their teams and will adjust or replicate instructional strategies. All staff will meet with the Principal to report and analyze and decide how to improve or share instructional strategies.

Additionally, TCS will have a school evaluation plan. The Principal will perform regular teacher evaluation consisting of classroom observations, review of curriculum, and teaching methods, and utilization of other performance management tools. The Director will institute a review process for the Principal. The Board of Directors will meet monthly and oversee the efficient, effective and fiscally prudent management of the school. The Principal will complete and present all formative reports and year end reports to the Governing Board to ensure that all programs and objective are on track and openly discussed.

Additionally, teachers will be using an electronic gradebook that is organized around state standards. Each portion of a student's test, for example, will be graded and entered into the gradebook separately and by the standard. This way, teachers can see quickly who has mastered which standard and which students need additional work in which areas. This also eliminates confusion for parents when the grade in the class is linked more closely to mastery of skills. Additionally, quarterly assessments help the teachers and school leader design extra instructional help to students whose needs go above and beyond the classroom setting. Learning teams are a daily, structured way for us to work on specific skills with students in homogeneous groupings. Students will be in small groups according to skill level and student need, and work for one hour at the end of the day with a teacher on specific skills.

Students working on particular skills will be identified from quarterly assessment and placed in learning teams that meet their needs. This early intervention will allow us to make significant gains with our students based on their mastery of skills and knowledge to be assessed on the iLEAP/LEAP at the end of the year.

(3) *The extent of community support and parental involvement (20 U.S.C. 7221c(b)(3)) (8 points).*

(i) *Community Support:* Community support for our schools can be found at the state, local, and grass roots level. The growth of TCS has been facilitated by both Louisiana Department of Education (**i.e., webinars, phone conferences, etc.**) and Louisiana Charter School Association (**i.e., workshops, professional law advise, grants etc.**) where we have enjoyed levels of support and advocacy in developing TCS. TCS is committed to forming community partnerships that enhance the quality of education and support services for its students, the quality of its programming for parents, and the quality of its professional development for staff. Towards this end, it is likely that the school will form many partnerships. Prospective school community partners and parents were invited to informational meetings to learn about the new school and were asked to extend their partnerships with that school (**See Appendix**). **From these meetings, the following partnerships evolved: PTA, working partnership with the Curtis Barnett Foundation, sponsorships from Regions Bank and Pleasant Grove #2 Church).**

In addition, parents and other members of the community were informed about TCS through means such as (in both English and Spanish): Radio and television advertising; newspaper; social networks- Facebook, Twitter, My Space; websites (bilingual); Parent Command Center; door-to-door campaigning (in underrepresented and diverse neighborhoods; face to face meetings; door hangers; brochures; flyers; school sponsored events; community events; mailers (bilingual); referral programs with incentives; materials distributed in public service offices such as Office of Juvenile Justice; public libraries; promotional materials with school logo and information; banners; T-shirts and give-aways.

See below for the marketing and recruitment timeline. TCS will ensure that families from economically disadvantaged communities have access to information about the educational program at TCS through the following methods: Distributing flyers at neighborhoods and civic venues such as Head Start, YMCA, etc.; Speak at community based organizations and civic venues; and maintaining a user friendly website and internet presence.

Recruitment Timeline

Moreover, for strong parental buy in and community support, TCS volunteers have worked with Tallulah's government officials, police department, community groups, pastors, local businesses, and other local organizations to inform them of the school. In addition, an interest survey was developed and distributed to parents and community members (**See Appendix**).

In order to keep parents, donors, legislators, volunteers, staff, board members, and other community stakeholders well informed after the opening of TCS, we will mail out regular update reports, send out an e-newsletter bimonthly, send weekly parent newsletters (that students must bring back signed), give parents access to Parent Command (an on-line system that allows parents and administrators to track the student's academic and disciplinary records), and parents will meet with their child's teacher during report card night.

Marketing and Recruitment Timelines

September-October 2012

- Website (bilingual) design
- Work with Madison Parish School District to determine facility of new school
- Door-to-door canvassing (on-going)
- Recruitment season planning
- Analysis of TCS enrollment and goal setting by zip code for new applications
- Door-to-door canvassing (on-going)

November-December 2012

- Meetings with leadership of local Headstart and Daycare programs
- General advertising campaign to inform the community of the school opening
- Meetings with community leaders to inform of school opening
- Advertising to families about new school
- Creation of marketing collateral: fliers, advertisements, videos, etc.

- Training for potential school-level staff on use of online application database and accepting paper applications
- Dissemination of applications to partner organizations and businesses
- Speaking at Headstart transition meetings, community meetings, neighborhood association meetings (ongoing)
- Training of parent ambassadors to assist with recruitment
- Begin Social Media campaign (Facebook, Twitter, YouTube)
- Door-to-door canvassing (on-going)

January-March 2013

- Door-to-door canvassing (on-going)
- Speaking at Headstart transition meetings, community meetings, neighborhood association meetings (ongoing)
- Send acknowledgment postcards to applicants (on-going)
- Planning for enrollment process, including updating systems
- Participation at city-wide recruitment events
- Lottery preparation and planning
- Staff training of enrollment process

April 2013

- Door-to-door canvassing (on-going)
- Speaking at Headstart transition meetings, community meetings, neighborhood association meetings (ongoing)
- Send acknowledgment postcards to applicants (on-going)
- Participation at city-wide recruitment events
- Staff training for lottery
- Lottery advertisement
- Hold lottery
- Create and send mailing to accepted and waitlisted families

May-July 2013

- Begin enrollment process with new families
- Ongoing enrollment days for all TCS

August 2013

- Opening

Community Support

Moreover, TCS will reach out to local businesses for partnerships such as internships, job shadowing, and community service for students as well as monetary support. The opening of TCS will be the culmination of the efforts of a small group of Tallulah residents who were not only concerned citizens but also parents. Therefore, they have a deep and personal vested interest in the future state of public education in Tallulah. This group successfully rallied the support of a number of businesses and civic

leaders in favor of TCS (**See Appendix**).

Equal Opportunity Admission Criteria

To ensure equal opportunity to attend TCS, enrollment policies, access to curriculum services, and activities of the program are **nondiscriminatory with regard to religion, race, ethnicity, language, physical handicap, disability, gender, income level, and national origin of children and their parents.**

TCS will be a free, public school that will be open to all age-appropriate students living Madison Parish and surrounding parishes. TCS will recruit and admit students without regard to prior academic or behavioral performance. TCS will hold an **open-enrollment period** beginning March of each calendar year and continuing through June. TCS's students will be admitted on a first-come, first served basis. If the number of applicants exceed the capacity of a program, a class, grade-level, or building, a random impartial selection process (lottery) will be conducted to assure all participants an equal chance of gaining admission. All students not admitted due to capacity will be placed on a waiting list in the event that space becomes available.

TCS will launch a program using the following strategies, among others, designed to recruit a cross-section of students:

- Conduct Information Sessions at varied locations, a key component of the recruitment strategy to be facilitated on an ongoing basis during January. The Founders know this face-to-face time with families will be a valuable recruitment strategy that will yield positive results. During the sessions, Intent to Enroll forms will be handed out that will ask for parent contact information. This information will be used during our outreach periods prior to Open Enrollment.
- Mail publicity materials to residents of the school district
- Post flyers and community notices in local newspapers, and area businesses, churches, community centers, housing complexes, and supermarkets
- Conduct door-to-door campaigns to inform district residents

Additionally, the public was **informed** of TCS and its activities through various means: direct mail, email, school website, school newsletter, placing advertisements in publications, through social

medias, distributing flyers and brochures at neighborhoods and civic venues, and maintain a user friendly website and internet presence.

(ii) Parental and community: Our parents and community stakeholders are the driving force behind the development of TCS.

Planning: A group of parents and community members approached one of the educators of the district for assistance in starting a charter school. The meetings started. A petition to see if interest for charter school was high was developed (**See Appendix**). At the first meeting, teams were formed. An interest survey was developed and distributed to parents and community members (**See Appendix**). A consultant was hired. The team worked with the consultant to develop a plan. Parents and community members helped developed the mission, vision, values and framework for the educational plan. Parents and community members will continue to be a part of TCS's development, including the application and the charter contract. Parents, community leaders, and business owners will be members of the Governing Board, Advisory Council, and trained volunteers at TCS.

Program design: As the primary governing body designated to oversee and supervise all aspects of the school, TCS Board of Directors consists of founding parents and community stakeholders. During this program design process, the Board of Directors identified the importance of sustaining open and inclusive governance procedures. Community members and parents will be on the Board of Directors Advisory Council. This group of founding parents, community members, and teachers were instrumental in researching and obtaining the curriculum to be used. The Principal will seek parents, students, and community members to serve on the Principal's Advisory Board. The Principal's Advisory Board will advise the administration and Board of Directors on all phases of the operation of the school. In addition, community members, business owners, and parents will be involved in regular focus group meetings. Community members, business owners, and parents will be on the Board of

Directors' Advisory Council. Activities for families will be planned throughout the school year. There will be formal parent/teacher/student meetings held quarterly. Multiple afterschool and evening events each month offering opportunities for parent discussion around issues of importance to them, or to participate in joint activities with their children. Participation of an active Parent Advisory Council. Serve as a volunteer.

Implementation/Operation: Research (Cooper, C.E. & Crosnoe, R., 2007; Mapp, 2004; Epstein, 2001) indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of student's attitudes.

TCS emphasizes the need for consistency between home and learning environment, as well as the creating of measures and routines that can be sustained in and out of school. It is therefore a top priority to provide as many opportunities as possible for parental involvement to be integrated into the measures of TCS. TCS's Handbook recommends that each family contribute a minimum of 40 volunteer hours each school year.

Parents and the community will be further involved through the following activities: Regular electronic communication from administration regarding day-to-day functioning of school; school-wide newsletter; individual classroom newsletters; **classroom parent meetings; parent/community socials; parent/community surveys; membership on Board of Directors** (as board members, they will implement plans to open the school; participate in the outreach/public awareness process; give presentations to local church and civic groups through the speakers bureau; approve the hiring of teachers and other school staff; develop policies, and ensure that the timelines for developing the school are met); and **Advisory Council**; committee membership; classroom volunteers; extra-curricular volunteers; fundraisers; **chaperones for off-campus events**; attend an **informational interview** at school along with their prospective student in order to be sure of their choice if they

choose to enroll their child; **attend family session of new student orientation** each fall; **track their student's progress through JPAMS**, the student information system; **email teachers** as needed; attended **regular parent conferences**; receive current information regarding school activities via: school website, school newsletter, parent committee newsletter; **parent groups have regularly scheduled monthly meetings** and agendas include: technology training, supporting student assignments/schoolwork, fund raising, event/activity support, a full array of volunteer opportunities, additional topics of parent interest/concern; and parents are invited to **attend student presentations** such as community breakfasts, talent shows, theater productions, etc.

(5) Quality of project personnel (34CFR 75.210(e)(1), (e)(2), and (e)(3)(ii))(22 points).

(i) Employment/Underrepresented: TCS is an Equal Opportunity Employer and complies with Title IX of the Education Amendment Act of 1972, with the American with Disabilities Act, and with all other state and federal employment laws. TCS does not discriminate against any person on the basis of race, religion, color, national origin, age, disability, gender, marital status, changes in marital status, pregnancy, or parenthood.

TCS will seek to encourage applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability and will not discriminate on any basis, including race, color, national origin, gender age or disability. These teachers will be recruited from the local universities (University of Louisiana, La Tech University, Grambling State University, Jackson State University, Alcorn University, Teach for America local chapter, Teach Louisiana website- <http://www.teachlouisiana.net/>). In addition, TCS will advertise positions widely and publicly for the purposes of encouraging diverse applicants. TCS will recruit by placing advertisements in publications that focus on underrepresented groups, through institutions of higher learning with high percentages of students from underrepresented groups, through social medias frequent by underrepresented groups, distributing flyers at neighborhoods and

civic venues located in areas where underrepresented groups live and work, and maintain a user friendly website and internet presence.

(ii) **Qualification/training:** The following personnel who will be managing the grant will be a part of the regular TCS staffing. TCS design team is comprised of members with the necessary range of experiences to open and operate a successful school of excellence, bringing to the effort expertise ranging from education to business.

Founding Board: The founding board of TCS is comprised of nine long-term residents or natives of Tallulah, LA with lengthy experience and **deep expertise in education, nonprofit work, and management**, as well as positive relationships with Madison Parish School District. These seven represent and promise outreach to various vested stakeholders in the TCS project, and have committed to staggered, multi-year terms on the school's directing board to provide stability during the project's launch.

Five of the nine founders are educators with more than 144 years' collective work in education. These individuals work with students from preschool age to postgraduates, and bring a range of training in innovative, research-based educational best practices to TCS. Numerous classroom teaching awards and consultancies testify to their effectiveness in the classroom. Experience in various methodologies from literacy consultant (Myra Harris' strategies for boosting literacy) to (Gloria Watkins' interdisciplinary curriculum development), attest to the considerable expertise our founders bring to the TCS project. Equally important, several of our founders already have experience working with educational models that emphasize strong community engagement and community-based learning, hallmarks of our proposed charter.

Founding board members have served on a wide variety of **nonprofit management boards**. The interests of many of these boards coincide with those of TCS and its mission and include: extra- and

co-curricular hands-on education initiatives; programs for at-risk learners; rural community development and health work; local foods and local natural resource stewardship; and local anti-poverty work. The Board has had extensive training in **financing and recruitment**. However, Louisiana Charter School Association has agreed to further **train the Board of Directors**. They will provide workshops and other support for a comprehensive overview of the fundamentals of effective nonprofit board governance in a charter school setting.

The TCS founding board also brings field-tested experience in starting business and nonprofit organizations both within and beyond the realm of education. As chair of a local start-up organization, Carl Walk, **Director** of Delta Community Action Head Start, **guided the opening and now successful operation** of the Delta Community Action Early Head Start and Head Start (**non-profit organization**). He has also served on **numerous non-profit boards**. Carolyn Robinson's **family business** is among our fastest-growing and successful locally-owned companies, tapping a strong market for locally-produced goods. They have the commitment and capability to ensure successful realization of this project. Part of their capability also involves their ability to identify and recruit other professionals whose skills will further enhance project success. Calvin Washington has over 30 years experience as an educator. In addition, he has experience in **operating and managing** one of the largest stores in Madison Parish area, U-Pack It. As demonstrated, the founding board has considerable expertise in **education, community organizing, non-profit management, and organization start-ups**.

Project Director: Dr. Patricia B. Candler will serve as the Project Director. In addition to her educational **background/experience (including district and charter school)** she has over eight years experience in **managing a non-profit organization**, Madison-Tallulah Education Center, Inc. (M-TEC) In addition, she has successfully presented governance workshops to the non-profits

organization (i.e., Youth of Excellence of Louisiana, New Dimensions Charter School, Marie Health, etc.) in the immediate area. She has over forty years of experience in public school and charter school education, and a long and well-established record of experience with school and district administration in Madison Parish and Louisiana. She has served in Madison Parish School District as kindergarten teacher, Assistant Principal and Principal at Wright Elementary School, Early Reading First and Reading First Director (wrote the grants, developed, and implemented the programs), Elementary Supervisor for the district, Chief Academic Officer for the district, Assistant Superintendent, and Acting Superintendent for Madison Parish School District. She has **post secondary experience** at University of Louisiana, Grambling State University and Jackson State University and as a mentor at University of Phoenix, Wilkes University, and Northcentral University- where she serves as **Head Mentor and Curriculum Developer** for the early childhood department. Additionally, Dr. Candler has served as an independent consultant for the Louisiana Department of Education in the areas of **curriculum and teacher evaluation** (COMPASS). Dr. Candler will manage the overall operations of TCS, reporting to the Board of Directors. Dr. Candler has ability to leverage this network through her service in public education and through her involvement with the United Way, Louisiana Center for Afterschool Learning Board, and Learning Forward Louisiana Staff Development Council. Overall, she has successfully **written/planned** the charter application for a high quality public charter school to the state of Louisiana (approved December 2012) and **designed the pre-operation phase (January-June, 2013)**, and is **slated to open** TCS in August 12, 2013.

Project Coordinator: Keith Wolfe will provide the day-to-day management of the Planning Project in cooperation with the Project Director. Wolfe will report regularly to the Project Director about the daily operations of the project. He holds an Educational Leadership endorsement to his Level 3 certificate and will be employed in the role of Principal for TCS. He has over ten years of

experience in education and administration serving as **Assistant Principal Madison Middle and Madison High Schools and interim Principal at Wright Elementary and Madison High Schools**, with certifications in mathematics, chemistry; a Master's of Science Education Leadership, and a Specialist's in Education Leadership. His excellence organizational and interpersonal skills enable him to coordinate this project efficiently and effectively.

Business Manager: Kathy Hughes' education and experience make her uniquely qualified to be responsible for the financial management system of TCS and the accounting for this project. She holds certification in business and has taken courses in accounting including governmental fund accounting. Her experience managing the accounting function of an organization comes from **eight years managing the Madison Parish School's Business Office**, 2005 through present, where she developed the financial management system with assistance from accounting consultants. She was ultimately responsible for supervising the accounting department and four other departments that reported to her in her role of Business Manager for Madison Parish School District. The organization's budget comprised over a dozen federal grants, contracts, and cooperative agreements culminating in an approximate budget of 4.5 million.

Parent Community Coordinator: Beverly Ross has extensive experience serving as a parent center coordinator. Her expertise in researching and acquiring community resources that support the instructional programming is beyond your wildest expectations. She facilitates in such a manner that there is always a positive parent, school, and student relationship. She will lead the coordination/distribution community information and marketing efforts. She will be responsible for all outreach, especially parent communication and community outreach to the underserved student populations. She will also be responsible for scheduling a significant number of activities, meetings, and/or events as well as gather, collate, and/or classify data.

Project External Evaluator: TCS and M-TEC will work cooperatively to develop the specifications of the Request for Proposals (RFP) for this evaluation. The evaluation of responses to the RFP will be the responsibility of the Project Director. Criteria will be developed for selecting a contractor from among the RFP respondents and will include a method for scoring vendor responses against specific criteria. This process will simplify the evaluation process and enable TCS to explain why any responding vendor was or was not selected. The standards and competencies, developed by the American Evaluator Association, will form the basis for selection criteria to secure an evaluator for this project. TCS recognizes the importance and value of providing students with an educational environment comprised of staff who are highly qualified and represent a diverse community. To provide such a learning environment, TCS will search both locally via job fairs and the Louisiana Department of Education Job Posting venue, Teach for America, and national recruiting sites for teachers and staff members who will best fit the academic needs of the students and who subscribe to our philosophy of education.

TCS Teachers: Qualified, dedicated teachers are the most important resource for implementing a rigorous educational program. TCS's highly qualified, certified teachers will be selected through a highly competitive process based on their outstanding qualities both as educators and individuals. Our teachers will truly exemplify our philosophy as they are devoted learners who value personal improvement, self-reflections and self-evaluation. In addition, they are vested in the community and work to make a difference in the community. They strive for excellence in all that they do and work to contribute to the environment and society at large. Selected teachers will have experience working with at-risk students and charter schools.

We have obtained commitments from strategic community partners that have the capability to enhance our curriculum with arts, environmental, social justice, and other content. These partners will not only

offer advice during the current planning phase, but will also bring critical expertise to the classroom once the school is open (See letters of Support).

The following are additional members of the leadership team. Secretary, Curriculum Director (Oversee all areas of curriculum), and **Special Ed Coordinator/Teacher** (Responsible for coordinating Special education services, developing and managing IEPs). **(See Appendix for resumes and job descriptions).**

(6) Quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)) (16 points). M-TEC is the legal entity that has organized and will operate the TCS.

The governance structure of M-TEC is comprised of a nine Board of Directors **(See Table B)** and other standing committees that will have prescribed duties and responsibilities as outlined in the By-Laws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, parent and community committee, a nomination committee, and a development committee. The Director and the Board of Directors are responsible for approving all policies, fiduciary financial management and all decision-making responsibility. Lines of responsibility and accountability are well articulated within our Charter School application.

TCS Board of Directors Table B

	Current Professional Title	Board Role	Focus/Expertise	Year Elected	End of Term
Myra Harris	4 th grade teacher	President	Education, consulting	2010	2013
Sheila Rose	Retired Educator	Secretary	Education, speech	2010	2013
Gloria Watkins	Retired Principal/Counselor	Vice President	School Administrator, Counselor	2011	2014
Calvin Washing	Retired Educator	Treasurer	Education, operation of U-Pa Store	2012	2015
Carl Walk	Director Delta Head Start	Board Member	Non-Profit/Administration Accounting	2012	2015
Angela Claxton	Lawyer	Board Member	Law	2012	2015

Carlos Ford	Parks and Recreation Director	Board Member	Community Development	2012	2013
Albert Harris	Capital One Bank	Board Member	Parent/Finance	2012	2013
Carolyn Robins	Robinson's Day Care C	Board Member	Parent, Business operation	2011	2013

The roles and responsibilities of board members include:

1. **Mission, policy, and strategic planning:** Establish and set TCS's vision, overall direction, short and long-term goals and ensure alignment with the mission and charter; evaluate and update policy positions concerning the mission, governance, and management; monitor adherence to stated performance criteria, both quantitative (e.g., state and federal educational standards) and qualitative (e.g., execution of leadership projects, impact in the community, etc.); and participate in strategic planning to review the school's priorities, financial standing, and goals (both strategic and financial).
2. **Ensure financial health and stability of TCS:** Monitor the financial stability and integrity of the organization, through reports made by the Finance and Audit Committees to the full board, by reviewing quarterly financial statements, approving the external auditor, and reviewing annual audited statements. Seek external funding sources, partnerships, or sponsorships.
3. **Ensure legal and regulatory compliance:** Assure the filing of all legal and regulatory documents; review compliance with relevant federal, state, or local laws affecting the institution; and formulate policies related to contracts from public or private resources.
4. **Hire and evaluate the Director:** Appoint, review, and support the Director in all TCS activities; ensure regular evaluations of the Director against agreed upon, clearly-defined performance criteria; make Director compensation decisions annually; commend, reprimand or, if necessary, dismiss the Director based on success against performance criteria; offer guidance to and support the Director in administration or activities of TCS.
5. **Be accountable to the community and other stakeholders:** Commit to making decisions in the

best interests of TCS, its personnel, students, parents, and the community; accept responsibility for all conditions and policies attached to existing or new programs; be responsive to the concerns of community members and major stakeholders; expand TCS's community and network; actively participate in Madison Parish and surrounding community; seek external partnerships to broaden TCS network with educational and non-educational institutions; promote TCS's culture of leadership and academic excellence; review performance of the Board against founding principles and by-laws.

6. **Ethics and values: Embody the core values and ethics of TCS at all times.** The Board will assure that the education vision as per the charter application is maintained. The founding Board of Directors for TCS is a diverse group of professionals skilled in various disciplines. Board members were recruited for the experience and skills they possessed, and the contributions they offered in ensuring success of the TCS's vision. *Board members' terms are staggered* (serving for 3 years) to ensure transitions are smooth and do not compromise the school's leadership capacity with one third of the board transitioning off at any given time, leaving two-thirds as veteran Board members.

Community Involvement in Governance and Operations

TCS seeks to add a minimum of two additional board members in the next five years. In addition, the Board plans to institute a policy of having skilled non-board members serve on board committees as a way of developing a pool of potential board candidates that have proven their passion for the school and their ability to contribute meaningfully to the work of the board. Selection of the TCS board members is guided by the goals of adding directors who are aligned to the mission of TCS, who provide needed professional expertise, who help to achieve ethnic and gender diversity on the board, and who help to represent the communities we serve.

Additionally, the current Board is interested in receiving input from the communities surrounding our schools. Our meetings will be posted and open to anyone who wishes to attend. We have a record of

active outreach to all community groups and leadership to establish avenues of communication.

Board Training

In order for a Board to be effective, training must take place. Orientation and training for the Board of Directors will begin as soon as the charter is granted. The Louisiana Association for Non-profit Organizations will be requested to assist with the initial orientation, training, and professional development for the Board of Directors. Evaluation will be continuous. The evaluation will be done by interacting with one another and sometimes more structured evaluation instruments such as surveys and questionnaires will be used. An annual board retreat will provide professional development and also serve as an end of the year evaluation for the board. The professional development requirements are listed below:

- All members of the governing body of the school will be required to complete a training course consisting of 12 instructional hours. Training must be completed within one (1) calendar year of appointment to the governing body.
- A module consisting of at least 30 minutes of instruction in health and safety issues.
- A module consisting of at least 60 minutes of instruction in other requirements relating to accountability, with special emphasis on state wide assessments, dropout reporting, and state wide standards for acceptable student performance.
- A module consisting of at least 120 minutes of instruction in accountability requirements related to use of public funds. In subsequent years, to complete the twelve hours of training, Board members will participate in workshops, seminars, and conferences at local and national levels. Additionally, professional consultants, lawyers, and educators who have extensive knowledge and expertise in school board training will be hired to provide board training workshops.

There will be on-going opportunities for additional training and professional development for the

Board including but not limited to visits to other top performing public and private schools in the area. Members of the Board will be encouraged to participate in annual conferences, meetings and trainings of the Louisiana Charter School Association and the Louisiana Department of Education Department (See Appendix).

During the start-up process, the Principal has the primary responsibility for the start-up activities. The Principal will receive significant support from M-TEC’s Board and the Director, especially in the areas of student recruitment, identification of teaching candidates, hiring non-instructional staff, and facilities procurement and set-up. The Director and Development Committee will support the Principal through weekly meetings and tracking of the progress made. The Start Up Plan will enable TCS to achieve its objectives on time and within budget. The table below (Table C) provides an explanation of the Start-Up Plan, milestones, tasks, timeline and persons responsible.

Start-Up Process

Table C

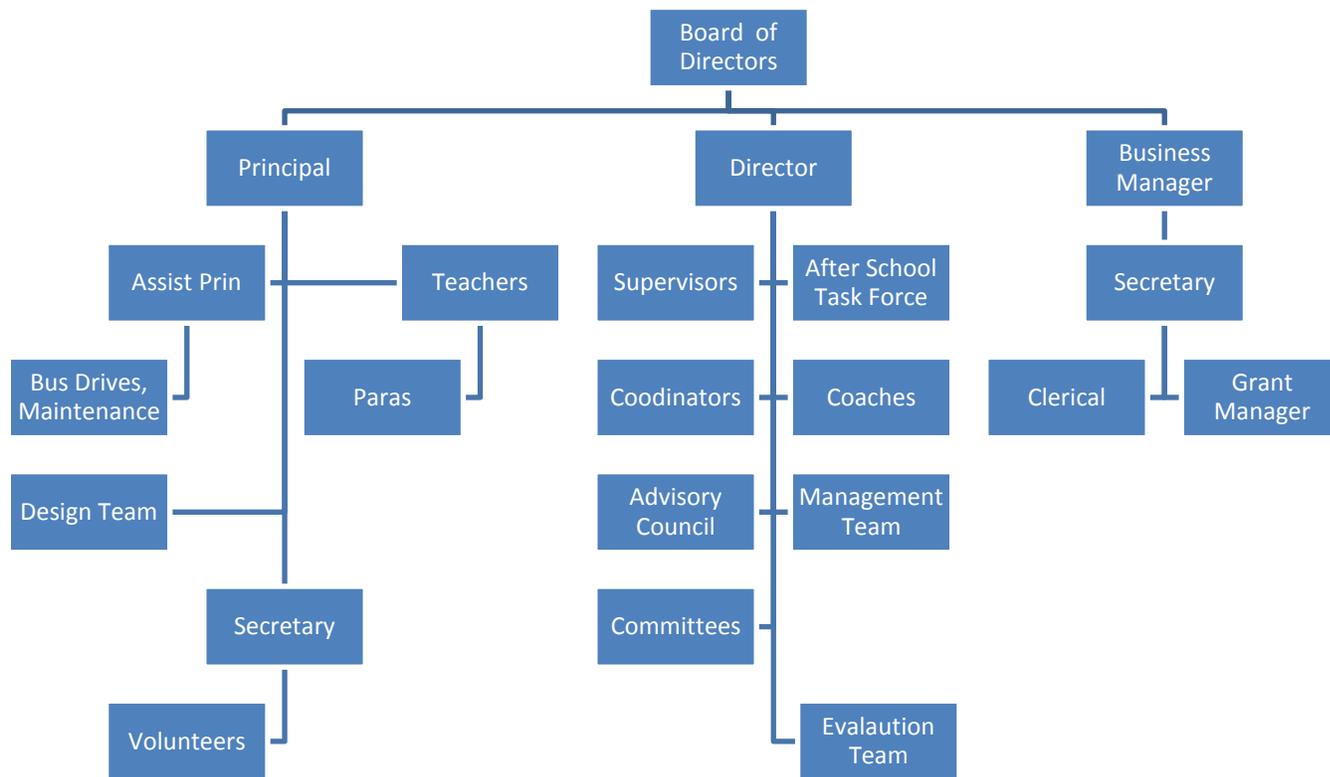
Milestones	Responsibilities	Timelines	Person Responsible (lead)
Application Approved	BESE approves TCS as a Type 2 Charter School	December 2012	BESE
Recruitment	Draft, approve, and run advertisement for teachers, Special Education	January 2013	Charter Board
Interview	Receive resumes and applications, organize selection committee, review applications, conduct interview, check references	January 2013	Interview Committee
	Complete employee benefit enrollment	February/2013	Business Manager
	Recommend Personnel to be hired	March/2013 June/2013	Principal
Facility	Set up office space for school set-up	January/2013 February/2013	Business Manager
	Finalize school facility plan	January/2013 February/2013	Charter Board
Authorization	Complete pre-opening requirements with Office of Parental Options	January/2013 July/2013	Principal Business Manager

Staff Recruitment	Recruitment of additional Board Members	January 2013- May 2013	Board of Directors
	Principal hires all additional staff members	March/2013 June 2013	Principal Board of Directors
Student Recruitment	Prepare, mail announcements about enrollment procedures, solicit parent support, prepare enrollment forms, disseminate forms	February/2013 March/2013	Principal
	Visit schools, parent groups, community organizations, churches, school fairs to promote the opening of TCS	January 2013- July 2013	Principal Business Manager Director Teacher Leaders
	Place advertisements with local media to promote open enrollment	January 2013- August 2013	Principal Business Manager Director
	Collect applications for enrollment and conduct students lottery if necessary	February/2013 March/2013	Principal
	Establish list of selected students, letters to students and ones on waiting list	February/2013	Principal
Special Population	Identify students with IEPs, ESLs, follow procedures for IEPs & ESLs	March/2013	Principal
Scheduling	Produce school and student schedules	February/2013	Principal
Parent/Community Engagement	Schedule meetings with community leaders	February/2013 June/2013	Principal
	Informational meetings for parents and community	April 19 & 26 May 10, 2013	Director
	Distribution of Surveys	April-June 2012	Director
	Focus groups with stakeholders	May 2012	Director
	Host initial parent school meeting	July/2013	Principal
Finance/ School Operations	Hire Personnel	March/June/2013	Principal
	Establish student enrollment systems	February/2013	Business Manager
	Establish bank account/credit cards	February/2013 May/2013	Business Manager
Charter Contract Acceptance	Establish payroll setup	March/June/2013	Business Manager
	Charter Contract Signed	June 2013	Board President
Professional Development	Hire professional development staff	April 2013	Principal

	Principal and CEO attend professional development	January 2013 May 2013	Principal Director
	Leadership Team attend leadership training	June 2013	Principal Director
	Staff attend professional development	July 2013	Principal Director
	Parent Training	August 2013	Principal Teacher Leaders
	Student Orientation	August 2013	Principal Teacher Leaders
Procurement	Order materials for teacher professional development	May/2013 June/2013	Business Manager
	Establish food service contract	May/2013 July/2013	Principal
	Order school supplies and equipment for start of school	July/2013	Business Manager
Implement Capital Improvement	Prepare TCS campus for occupancy	January 2013- May 2013	Principal Director
Charter/contract	Sign charter with BESE (authorizer)	June 2013	BESE Director
Opening		August 2013	Board of Directors Principal Director
School Performance	Principal will be evaluated on performance based on student academic growth and achievement, fiscal management, staff recruitment, student retention	June 2014	Director Board of Directors

The organizational chart below (Table D) shows the direct line of management and personnel that will be involved in executing our goals and objectives.

TCS Organizational Chart Table D



(7) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20U.S.C. 7221i(1)(L) (15 points).

Charter Contract-Our *Charter agreement* has specific language outlining the goals, objectives, and performance standards which TCS must meet to remain operational, and the language around performance evaluation. It specifically states:

Accountability Plan. TCS shall be held accountable by the Board in accordance with the Accountability Plan contained. Due to potentially sweeping changes regarding testing requirements and

other accountability standards that may occur because of the enactment of the No Child Left Behind Act or other laws or mandates, the parties agree that the Accountability Plan hereto is subject to renegotiation effective on or before June 30 of each year of the Agreement upon written notice from the Board no later than April 1 of each year. The parties agree to work diligently and in good faith to re-negotiate the Accountability Plan so as to comply with any and all required changes regarding accountability standards which are applicable to charter schools.

Standardized Tests. TCS shall administer such standardized tests of academic proficiency as are provided for in the Board's policies and procedures, and shall participate in State assessments required by Louisiana State Department of Education. TCS shall participate fully in the Louisiana Standards Achievement Test (LEAP) for grades 3 through 11, **administering DIBELS Next, IOWA, iLEAP, LEAP, EOC, GEE.** TCS shall administer the Louisiana Alternate Assessment to students with significant cognitive disabilities. TCS is responsible for ensuring that the data elements required to administer the State assessments are correctly entered into the state's system.

TCS will participate in Louisiana's accountability program, including high stakes testing. IOWA, DIBELS, iLEAP, LEAP, GEE, and End of Course (EOC) tests will be administered annually, in compliance with NCLB requirements. Results from these tests will be used along with other assessments to monitor progress (weekly), inform revision to the educational program, and to set appropriate academic goals for individual students and the school as a whole.

Student Performance Measures-Our charter with the Louisiana Board of Education and Secondary Education clearly describes how student performance will be measured at TCS pursuant to State assessments that are required of other Louisiana Public Schools:

2.16 Assessment of Student Performance and Procedures for Corrective Action.

2.16.1 The Charter Operator shall implement the plan for assessment of student performance

administration of state-wide assessments, and procedures for corrective action as required by state law, BESE policy, and the LDE. The Charter Operator shall perform all student testing required by state and federal law and BESE policy and regulation (Charter Contract, p. 11)

TCS and BESE has entered into a formal contract. That contract requires that TCS conduct the Louisiana Educational Assessment Program exam (LEAP) on all students in grades 3-11. BESE issues school report cards for all public schools that show the community how individual schools compare to the state and local averages on the LEAP, both in composite score and individual subjects, as well as average ACT score, student attendance rate, chronic truancy rate, dropout rate, and college graduation rate.

Other Assessments-TCS will utilize Measures of Academic Progress (MAP) throughout the school year to guide students and teachers in decision-making about what constitutes quality work. MAP is aligned to Louisiana's Grade Level Expectations/Common Core State Standards and will be administered as quarterly interim assessments. In addition, over the first three years, TCS will develop a variety of rigorous and relevant assessments (portfolios, oral recitations, teacher observation records, etc.) that are part of the instruction and that challenge students to prove standards proficiency and achievement.

Copy of Charter- In order for TCS to open, it must have a finalized signed charter contract with BESE. TCS has a five year charter signed with BESE (**See Attachment**).

In Louisiana, charter schools can have their charters revoked for three reasons: poor academic performance, business mismanagement, and legal noncompliance. Therefore, it is our intentions to work closely and cooperatively with BESE to immediately address any deficiencies in our assessment and accountability plan. For example, TCS is issued a Notice of Breach, we will fully cooperate and follow the necessary actions outlined to cure the breach.

(8) *The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7721c(b)(2)) (3 points).*

Relationship: TCS's authorized public chartering agency is Louisiana Board of Elementary and Secondary Education (BESE). BESE does not interfere with the operation of our charter schools, but is required by statute to monitor the progress of the school, authorize amendments to a school's charter, renew a school's charter, or if necessary, take a school's charter.

We maintain a strong administrative relationship with the Directors and other personnel in the Education Department as well as the Department of Parent Options Department. For example, the State Director has met with the Directors of charter schools approved for opening in August 2013 to express his willingness to provide for the growth of charters, as well as a commitment to eliminating unnecessary red tape. We work hard to ensure that this ongoing partnership and relationship continues and is strengthened. We will continue to interact with the Education and Parent Options Departments through necessary reporting that includes reports pertaining to facilities, finances, and other operational and legal matters. The Principal, Business Manager, and Director are readily available to answer any questions and handle any issues that may arise. Our staff utilizes all the professional developments offered by LA DOE. The staff of TCS will volunteer to serve on committees and groups for BESE.

Exemption: Louisiana public charter schools are governed independently by a Board of Directors and are free from many of the laws and regulations governing traditional public schools, which allow them significant flexibility and autonomy in allocating resources, managing time, management and operations, school's budget, expenditures, daily operation, personnel and in all other aspects of operating the school. In return for this autonomy, they are held accountable for student achievement and other results.

<http://www.louisianaschools.net/divisions/charters/keyconcepts.html>; §1101.Charter School Evaluation, Part CXXXIX. Bulletin 126—Charter Schools)

TCS will comply with all federal and state laws and regulations and provide timely reports to BESE where applicable.

Autonomy: M-TEC (M-TEC), a 501(c) 3 non-profit organization has full management, legal, and fiscal autonomy over TCS. Its Governing Board will have seven members which will have a diverse set of professional skills and practical work experience in the areas of education, public, non-profit and/or for-profit administration or operations, community development, financial management, and law. The Governing Board will model the highest ethical standards, set policy, and ensure that TCS remains true to its mission.

*Below is the description of the **flexibility** afforded under Louisiana State's law that helps establish an administrative relationship between TCS and BESE.*

Accountability

TCS will submit an annual written report to BESE. This report includes information on the attainment of performance expectations, meetings of governing bodies of TCS, descriptions of TCS's activities, and other information of interest to BESE. TCS will be also financially accountable by providing a detailed budget annually and through compliance with the uniform system of financial record keeping and spending procedures of BESE. Annual required audits, GAAP accounting, required management and financial controls and quarterly financial reports provide guidance and accountability around financial management. The freedom of management and full control over budget and finances enables TCS to best serve students through the setting of goals, hiring of staff, and implementation of a program designed to meet the needs of our students.

School Budget

TCS has complete autonomy over the manner in which funds are utilized in the school's budget and expenditures and determines the manner in which State and local funds are utilized, allowing for maximization of funds to support student achievement. The long-term financial stability of public charter schools is dependent on prudent management and efficient operations. TCS's practice in building the school's budget will be fiscally conservative. Per-pupil revenue projections are based on

enrollment, although we anticipate the school to be fully enrolled for the 2013-2014 school year and have a waiting list.

Expenditures

State-mandated staffing requirements do not impact staffing decisions at TCS, thus allowing for greatest utilization of the budget and parent/community volunteers. For example, TCS is not mandated to allocate specific funds to specific positions making it possible to use volunteers to help with these positions freeing up funds to be used to hire qualified, certified staff.

Daily Operations

Public charter schools in Louisiana enjoy freedom of operation that is regulated and managed as defined in a contract between the charter school and BESE. Louisiana charter school laws protect freedom of operation and ensure flexibility for operation in the following manner. A charter school is exempt from the school district's textbook, program, curriculum and scheduling requirements. In developing the application to BESE, TCS had the freedom to outline the methods and curricular program for the school as well as the materials that will be used to support its program. The length of the day and year is determined by TCS. Its school calendar is developed by the principal and approved by the Board of Directors, allowing for optimal use of professional development days. In accordance with Louisiana State Statute and policy, TCS has the flexibility to determine student to teacher ratio.

Personnel

TCS will be allowed to hire certified teachers, as well as long term substitutes to lead core subjects. All staffing decisions will be made by TCS's principal in consultation with the Director and Board of Directors. Supervision of employees is the responsibility of TCS's principal.

Absolute Priority: Improving Achievement and High School Graduation Rates [High-Poverty]. Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

Tallulah Charter School will serve rural, high-poverty students—providing them with a challenging and enriching academic program, a pathway to success. Tallulah Charter School was founded with a solid commitment to providing all students with accelerated learning opportunities, with an emphasis on strong reading, math and academic skills that will lead to better achievement resulting in increased graduation rates. Tallulah Charter School has proactively developed a series of innovative supports, remediation strategies and robust staffing plans to ensure that the needs of students with disabilities, those with high needs, and ELL students are comprehensively addressed to allow for accelerated learning.

The demographics of Madison Parish range from middle to lower middle class, single parent families. Over 95% of the families that have children are enrolled in public schools. Over 50% of the families are receiving some form of public assistance from the federal government and work minimum wage jobs with 33.6% living below poverty

(<http://quickfacts.census.gov/qfd/states/22/22065.html>). **Eighty-eight** of the students are from low-income families as determined using the criteria specified under section 113 (a) (5) of ESEA.

Seventy-nine percent of Tallulah Charter School students live in high poverty neighborhoods.

Eighty-eight percent of Tallulah Charter School students will be eligible for free or reduced-price lunches under the Richard B. Russell National School Lunch Act

(http://www.laeducationresults.net/District/Essential_Facts.aspx?RecordID=033)

Extreme numbers of high school drop-out rates (**10.9%**)

(<http://www.laeducationresults.net/State/Dropout.aspx?RecordID=000>) and the **lack of post-**

secondary educational opportunities exist (<http://www.louisianaschools.net/data/>;

<http://quickfacts.census.gov/qfd/states/22000.html>).

Tallulah Charter School reflects the challenged community which the school serves:

- 62% African American
- 60% are male/40% female
- 85% qualify for free or reduced lunch
- 11% with Bachelor' degree or better

Addressing the needs of an underserved community, local elementary schools are underperforming, and parents have few options.

Competitive Preference Priority 1—Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners] (up to 4 points).

Tallahassee Charter School's (TCS) curriculum is well-suited to addressing the specific needs of high-needs students, through its emphases on arts integration, project-based teaching methods, and cooperative community, and will add to Tallahassee's striking success in addressing what is still a major crisis. A solid and engaging education in the elementary grades, especially for at-risk students, lays the groundwork for the development of academic knowledge and a student's relationship with school through middle and high school. Students who build their academic and social emotional skills to an age-appropriate level, if not higher, and who are engaged, excited, and invested in their schooling are much more likely to graduate from high school wanting to continue onto college and other post-secondary options. TCS will provide an academic framework and school culture to develop and nurture the innate curiosity of all children at the school, thereby increasing their ability to take responsibility for their education, work through problems and think critically. This task will be accomplished by applying the research, create, and connect framework to our arts-integrated curriculum operating within a cooperative community.

Project-based learning encourages student ownership of learning by having students develop and act on their own questions (Junior Great Books Curriculum) and couch their learning in their own interests. Numerous studies show project-based learning is not only good at raising standardized test scores, but also develops 21st century skills such as critical thinking and creativity. A project-based framework causes students to become invested in their learning and understand not only more of the subject material, but also why they are learning what they are learning.

Arts integration has been shown to be an effective tool in helping high need and high

poverty students graduate from high school and continue onto college. In Catterall's 2009 study, *Doing Well and Doing Good By Doing Art: A 12-year National Study of Education in the Visual and Performing Arts*, he and his colleagues found that eighth graders from under-resourced environments who are highly involved in the arts have better grades, less likelihood of dropping out by grade 10, have more positive attitudes about school, and are more likely to go on to college (Catterall, 2009). By using project-based learning, arts integration, and engaging literacy (Core Knowledge curriculum) and mathematics approaches (Singapore Math curriculum) outlined in this proposal, TCS will provide a rich and stimulating environment for learning academics.

(a) Accelerating learning and helping to improve high school graduation rates college enrollment rates for students in rural local educational agency.

Tallulah Charter School (TCS) will serve a total rural population of 12,154 residing in rural northeast Louisiana, 20 miles west of Vicksburg, Mississippi (<http://quickfacts.census.gov/qfd/states/22/22065.html>). Madison Parish is declared a rural designation by the Rural and Low-income School (RLIS) (<http://www2.ed.gov/programs/reaprlisp/eligible11/index.html>). As a charter school operating within Tallulah-Madison Parish, TCS will serve high-risk rural students. It is designed to provide the academic and community support structures that deliberately accelerate the achievement of those easily overlooked in an ever more urbanized 21st world.

TCS's entire design is meant to address the needs of rural at-risk students. TCS will train its staff in working with rural at-risk populations and will also have a social worker and counselor on staff to provide support to students and families, as well as provide guidance to staff in working with particularly difficult situations. The educational needs of our rural at-risk students will be

met by the curriculum through our same-gender advisory program that is designed to provide skills necessary for rural at-risk students to stay in school. Our curriculum will emphasize study skills and organizational skills – specifically teaching the use of an agenda and organizer. The curriculum will also confront those social and personal issues that often lead to student dropout. The educational needs of our rural at-risk students will also be met through the college-preparatory course focus of our program. This rigorous college focus enables our students to be more successful in their classes and also reduces the likelihood of them dropping out.

Other strategies include intervening early in the lives of students, increasing attendance rates, involving families and supporting parental engagement, establishing rigorous expectations, and addressing misbehavior problems (Balfanz, Herzog & Mac Iver, 2007).

TCS's academic program and curriculum allows all students to have meaningful learning opportunities that are accompanied by high expectations. Students will be challenged to achieve to their highest potential through a curriculum that works to enhance both their areas of strengths and weaknesses within a supportive community. We will address the whole child philosophy by addressing the emotional, physical, and academic needs of the child. The Professional Development Initiative in this proposal will ensure that TCS's teachers are fully qualified to have the largest impact on the lives of students and implement the Core Knowledge, Junior Great Books, F.O.S.S. and Singapore Math curriculum to their greatest potential.

According to a report published for the Bill & Melinda Gates Foundation, almost half of students who end up dropping out of school are disengaged and not inspired to work hard (Bridgeland, Dilulio, Morison, 2006). TCS's active learning environment and service learning opportunities will work to increase academic achievement by thoroughly engaging students in the process of learning.

According to the National Dropout Prevention Center Network, both service learning and active learning are effective strategies for increasing student engagement (Smink, Reimer, and National Dropout, 2005). Additionally, when students are engaged in meaningful learning activities, attendance rates increase.

TCS's Schoolwide Positive Behavior program will work to positively support students in the area of behavior and personal growth through a tightly knit structure of student buddies, peer mentoring, and parent involvement. This model initiative will work to address and eliminate the behavioral problems that often occur by sixth grade and lead to student dropout.

Finally, family involvement in a child's education has been shown to positively affect academic achievement for all students regardless of ages or socioeconomic, racial/ethnic backgrounds (Mapp, 2004). TCS's dedication to parent involvement is a cornerstone in preventing dropout and promoting academic excellence. Parents will be involved in all aspects of the school, from governing to classroom assistance.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students with disabilities.

TCS will serve a predominately low-income, minority community. Regrettably, the Madison Parish School District's (TCS students will come from the Madison Parish School District) achievement rate for students with disabilities is about 12% with the state average of 11%

(<http://www.laeducationresults.net/District/Summary.aspx?RecordID=033>) and Louisiana

Educational Assessment Program (LEAP) pass rates for students with disability from Madison Parish is 28% where the state's average is 52%

(http://www.laeducationresults.net/District/Subgroup_Performance_Scores.aspx?RecordID=033)

All students attending TCS will have access to the same rigorous curriculum and the same highly qualified teachers. TCS will ensure that all students with disabilities receive instruction that

meets Louisiana Core Curriculum Content Standards. With appropriate instruction and other support, many of these students can meet the marks of the general education population and that is one of goals of TCS.

Know who the students with exceptional needs and/or special education services are:

Teachers will be given a list of all students in their classroom with exceptional needs and/or special education services by the Director of Special Education. It is expected that teachers will be able to address concerns that the students or their parents have regarding their performance in the class in connection to their needs and/or services.

Be familiar with each student as an individual and be aware of how their exceptional needs impact their progress and performance in your class:

There may be a wide range of exceptional needs among the students, including pervasive developmental disorders, dyslexia, ADHD, emotional disorders, and medical illnesses that have resulted in impairments. The Director of Special Education will provide teachers with information regarding the nature of our students' needs and ways that these can be addressed in the classroom setting.

Collaborate: It is expected that teaching teams and the Director of Special Education will collaborate in all facets of the educational process, including: 1) assess student strengths and weaknesses and discuss ways that knowledge of these could be used to increase effectiveness of classroom instruction for this student, 2) determine appropriate goals and outcomes for the class, 3) design intervention strategies and implement them, and 4) evaluate student progress.

On a weekly basis, teaching teams and the Director of Special Education and/or special education teacher are expected to meet and collaborate regarding special education support in the classroom (as determined by a student's IEP), grading assignments, modifying instructional plans, and requesting parent/administrator conferences.

Provide quality instruction, modified curriculum and high expectations: Students with exceptional needs and/or special education services must be given access to the general curriculum. Teachers should develop their scope and sequence, in collaboration with the Director of Special Education and/or special education teacher, to teach targeted skills in a way that students receiving special education services can be successful.

Assume responsibility for students with exceptional needs: General education teachers are accountable for effectively educating students with exceptional needs and/or special education services, just as they are accountable for the success of general education students. The grading, record keeping, curriculum development, parent contact, assessment and discipline of students with special needs are the responsibility of all the teachers assigned to a classroom. The Director of Special Education and the special education teacher will provide push in services in the general setting. Special Education team members and all teaching teams are encouraged to work together to divide responsibilities for all students in the given class, with both teachers being responsible for general education and special education students.

Participate in the development of IEPs and 504 Plans: All general education teachers will be expected to participate in the development of a student's IEP, because their input is necessary and beneficial to best meet a student's needs in the general education classroom and because it is required by law.

Participate in the development of IEPs and 504 Plans: All general education teachers will be expected to participate in the development of a student's IEP, because their input is necessary and beneficial to best meet a student's needs in the general education classroom and because it is required by law.

Be an advocate for and an active practitioner of true inclusion of students with exceptional

needs. Though it will take time and consistent effort to create a lasting paradigm shift, it is the long-term goal that the can do characteristic of the provisions for special education services within the public education system in the US will be eliminated at TCS.

(c) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for English Learners.

TCS will serve students at risk of educational failure primarily because of poverty and/or because they have disabilities. The school is designed to particularly address the needs of both groups as well as our parish's small population of English learners. TCS will adhere to all applicable state and federal laws and regulations with regard to serving English Language Learners (ELL). TCS will administer the Home Language Survey to determine which students meet the criteria to be designated as ELL.

Our ELL students will become fluent readers, speakers and writers of English as quickly as possible. Our overall education program is built to meet the needs of the ELL population. Through intensive focus on literacy and additional supports, our students will move toward mastery of the English language at a rapid pace. Based on research findings, we will use an inclusive structured English immersion (SEI) program. In an inclusive SEI program, ELL students are not segregated from their English-speaking peers. The program provides extra support students need, while immersing them in the English language.

Recognizing that ELLs are often at-risk for reading problems, the strongest programs respond quickly to the results of formative assessments by offering small group reading intervention for struggling readers that augments the core literacy program. A key element to the educational program will be regular small-group tutoring for students who are struggling and skills-based Academic Workshop modules.

Additionally, our ELL students will receive grade appropriate instruction which meets the Louisiana Common Core Content Standards. Teachers will be trained to teach ELL students in a mainstreamed environment, and will use volunteer language instructors to serve as tutors and help translate information for parents. The ELL program will promote proficiency in listening, speaking, reading, and writing in English. Comprehension and proficiency in state-required core content will be gained through the systematic use of both English and the student's native language, when necessary, to best match the academic and linguistic proficiency levels of each English language learner

Competitive Preference Priority 2—Promoting Diversity (up to 2 points). Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.

There are two primary objectives associated with the goal of promoting diversity by reducing minority isolation. The first is to create schools that are “racially integrated” by increasing the enrollment of non-minority students through aggressive recruitment and marketing strategies. The second objective to reduce minority isolation is to offer opportunities for students from diverse backgrounds to interact and engage with each other. Performance measures include the extent to which instructional strategies promote student interaction and engagement in the classroom as well as opportunities outside of classroom settings. Steps to increasing positive interaction among students of different social, economic, ethnic, and racial groups must be intentional and deliberate. Promoting positive interaction is a philosophy embraced by all our stakeholders. Opportunities for interaction must be embedded within instructional practice throughout the school day. TCS will utilize core strategies to increase positive interaction among students in the classroom and community.

Increasing Interaction with Student Grouping

At TCS, grouping and regrouping of students for instruction will be a fluid process, with groups changing according to the learning outcomes and student need for differentiated instruction.

Students will be grouped for project teams and interdisciplinary teams where content learning takes place across grade levels. The school day will be structured to include student teaming for project based learning, cross age grouping and tutoring. Teachers will receive training in how to group students so that extended and frequent opportunities for contact with those from different racial and ethnic backgrounds will be available.

Heterogeneous grouping will be used at TCS. This structure will ensure that children from different social, economic, ethnic, and racial backgrounds come together in the same classroom—providing exposure to multiple thoughts and ideas. Tracking has proven to be divisive and inequitable (Glass, 2002) and can deny access to challenging academic curriculum. Research by Villa and Thousand (2003) found positive effects on student achievement, self-esteem, and interpersonal relationships for academically struggling students who are grouped heterogeneously. Heterogeneous grouping will provide an effective strategy to ensure all students are **college-and-career** ready as they exit the program.

Increasing Interaction with Cooperative Learning

Not all groups are cooperative groups. Putting groups together in a room does not mean cooperative learning is taking place (Johnson & Johnson, 1995). In cooperative learning, students work with their peers to accomplish a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal.

Interaction is increased in classrooms where cooperative learning is embraced. In studies comparing cooperative learning versus traditional classrooms, achievement levels of the highest

performing students are comparable. However, the achievement gap is significantly reduced between different ethnic populations in cooperative learning classrooms, regardless of the academic content taught or grade level of the student (Kagan, 2009).

All classrooms will implement cooperative learning strategies into lesson design and delivery. The cooperative design will be intentionally and deliberately planned and assessed. Teachers will embed cooperative learning elements into planned inquiries or lessons including positive interdependence, face-to-face interaction, individual accountability, social skill development, and group processing. **Cooperative learning** is used as the primary vehicle to address language skills, reading, writing, speaking, and listening. Just as important are the interpersonal skills that students develop as they actively engage in discussions, sharing ideas, brainstorming, and problem solving. Cooperative learning fosters the four **C's of 21st Century learning: collaboration, communication, critical thinking, and creativity**. The development of these skills will allow low performing students to raise their achievement level and drastically lessen the gap between minority and non-minority students.

Cooperative learning increases interaction among children of different racial, ethnical, and social and economic backgrounds. The approach fits with TCS's SIOP model of instruction. Cooperative learning builds on students' different strengths and involves them in activities at a high cognitive level. Researchers have demonstrated the success of cooperative learning in enhancing students' social and academic development in multicultural settings (Cohen & Lotan, 1995; Katz, 1992). Also, Hurley, Allen, and Boykin (2009) posited that students from cultures, who are more community-focused, performed best in cooperative learning groups. Cooperative learning will also be incorporated during **Extended-day and Extended-year activities**. TCS will provide its students with an additional 10 days of

learning and will provide structured after school activities. These after school programs and educational camps will give students the opportunity to work in small groups to cooperatively solve a problem or design a product. Extended day and year opportunities will allow diverse groups of students who might not usually have access during the school day to work and play together as they are exposed to STEM and other themed concepts. The extended year will decrease the likelihood of the traditional summer slide experienced by students of low income.

Reducing Minority Group Isolation and Improving Academic Achievement with Multicultural Curriculum Reform

There are several perceptions as to what constitutes multicultural curriculum reform. TCS will be responsible for the development of curriculum that includes social awareness and action conceptualizations. Based on the work of Banks (1993) and McIntosh (2000), the voices, ideas, and perspectives of the students regarding these and all other topics are brought to the forefront in the learning experience - the students themselves becoming yet another multicultural classroom resource. The textbook is viewed as a single perspective among many, and the relevance of its limitations, along with those of other educational media, are explored and discussed. Students will gain a greater understanding of differing viewpoints as they study other cultures, the arts, and participate in community service learning projects. Using this **transformational approach**, students will take action and make decisions related to the concepts, issues, or problems related to the inquiry-based pedagogy. Cultural competency is the ability to work effectively across cultures. For individuals, it is an approach to learning, communicating and working respectfully with people different from themselves. Culture can refer to an individual's race, class, gender, sexual orientation, religion, immigration status and

age, among other things. For organizations, cultural competency means creating the practices and policies that will make services more accessible to diverse populations and that provide for appropriate and effective services in cross-cultural situations.

TCS recognizes that access to participation in education is seen as a critical avenue to assure equal and meaningful participation in our political and social community. Multiple sociological studies show that participation in integrated environments is necessary for participation in a diverse, multicultural society. Several studies, such as one on diversity and multiculturalism and its effect on students (Astin, 1993) have focused on the positive impact that desegregation has on students' racial attitudes and social behavior. Such research concludes that both minority and non-minority students in racially diverse schools are less racially prejudiced than those in other schools. The study also found that an increase in interracial contact among students creates more interracial sociability and friendship.

TCS administrators are aware that strategic placement of programs and the choice of themes that appeal to students and families of all racial/ethnic backgrounds will contribute significantly to the building of diverse and close-knit learning communities. Together with site administrators they will ensure that the Recruitment Specialist works to recruit underrepresented students and that not only is there a decrease in minority isolation at TCS as a whole but also within each of the classes within our school.

TCS will use the following methods to **sustain students' interest**: interdisciplinary integrated curriculum that makes learning more comprehensible to students and provides a wider range of areas in which they can demonstrate their expertise; instructional tasks that replicate real-life situations and are thus more meaningful to students; classroom activities built on open-ended questions, which arouse curiosity and give learners some control over how to proceed with their

investigations; full development of themes that attracted students in the first place; and daily use of the Internet as a renewable and limitless source of information and a means of communication.

Furthermore, to accommodate **different learning styles** TCS will offer: hands-on, multisensory learning experiences that give students multiple avenues toward mastery; virtual reality simulations via electronic means; use of visual, auditory, kinesthetic, or spatial approaches, as appropriate to the topics of study; creation of “what-if” scenarios to help students envision the likely results of certain problem-solving strategies; use of collaborative methodologies in which students can learn from one another and respect each other’s contributions to the overall effort of the group; involvement of students as full partners in planning, execution, and evaluation of classroom learning activities; and regular, planned opportunities for student-teacher communication.

If students do not see that they are making progress, they may give up. In order to ensure that students know where they stand in terms of mastering skills and content, our programs will take the following steps: use standard rubrics that are understood by students for scoring projects and other work; maintain student portfolios that permit everyone—students, parents, and teachers—to see improvements in performance levels; and assign long-term projects that provide a more global perspective on students’ knowledge, skills, and strengths/weaknesses. Teachers will utilize **Response to Intervention** training in how to identify specific areas in which individual students are successful and provide those students with opportunities to demonstrate their skills to their peers. Full participation of special needs students in TCS’s programs is a high priority. English language development (ELD) teachers and specialists who work with students in

individual and small group instruction will utilize thematic curricula and strategies for integrating it into their own instruction.

In addition, the proposed project will assure that necessary adaptives are available to give students with disabilities full and meaningful access to school curriculum; acquire audio and print materials in Spanish and other students' first languages, for teachers of English learners; to the greatest degree possible, provide primary language support to English learners when needed; and involve teachers in professional development in order to build their expertise in working with special needs populations to help resolve any difficulties that impair access to curriculum.

In addition, Tallulah Charter School (TCS) will provide opportunities to enable all students to acquire the knowledge, skills, and attitudes they need to function effectively in a culturally and ethnically diverse society. TCS will use the **SIOP** (Sheltered Instruction Observation Protocol) **strategies** outlined by Echevarria, Vogt, and Short (Making Content Comprehensible for English Learners, 2008) to achieve the goal of content integration that will allow all students to access rigorous curriculum. This goal will involve comprehensive professional development in: lesson preparation focused on each student including content and language objectives; build background knowledge for less experienced students; provide comprehensible input during instruction; selecting effective teaching strategies, provide opportunities for interaction; give students ample opportunities for practice and application; provide lesson delivery that will be paced for all students; and present review and assessment to assure mastery. Professional development of SIOP strategies will be monitored as well as implementation quality in the classroom. In addition to the sheltered-instruction strategies that ensure equity in instruction for all students including English Language Learners (ELLs), ELL services provided by and ESL

endorsed teacher will be available. The District also has programs for newcomers and support for families of ESL students.

TCS will integrate curriculum in multiple subject areas, with students seeing the lives of people from many social, ethnic, economic, and racial groups reflected in historical accounts, novels, stories, and visual and other art forms. **Professional development** will enable teachers to work effectively with students from different cultural backgrounds—addressing the connections among teacher quality, teacher preparation, and the achievement gap for all children regardless of race or ethnicity.

Application Requirements

- (i) ***Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;***
See SECTION CRITERIA 1
- (ii) ***Describe how the charter school will be managed;***
See SECTION CRITERIA 6
- (iii) ***Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;***
See SECTION CRITERIA 1
- (iv) ***Describe the administrative relationship between the charter school and the authorized public chartering agency;***
Madison-Tallulah Education Center/Tallulah Charter School enjoy a positive and mutually beneficial relationship with the Louisiana Department of Education. We maintain strong relationships with the Department of Education leaders and regularly work to strengthen this ongoing partnership. We continually interact with LA DOE through necessary reporting. Furthermore, Tallulah Charter School will be readily available to answer reporting questions and handle any discrepancy issues. LA DOE has offered many professional developments, which Tallulah Charter School has been a part of. Additionally, LA DOE has offered support to Tallulah Charter School by sharing best practices. This relationship will only grow.
- (v) ***Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;***
See SECTION CRITERIA 4
- (vi) ***Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (iii);***
Annual per-pupil allocations from Louisiana Department of Education cover

approximately 90% of the operating cost to educate a child. This requires Tallulah Charter School to seek individual, corporate, foundation and government grants for the remainder. Tallulah Charter School will form a committee that will create a financial plan that enables us to maintain fiscal solvency. We will utilize Title I, Title IIA and IDEA-B funds (entitlement funds). The students we intend to serve are in a rural setting and the majority of our families are economically disadvantaged. Entitling us to entitlement funding. We will use these funds to support our federal programs by integrating the programs into our daily curriculum. In addition, we serve Title I students with intervention services and provide a Title I teacher and paraprofessionals. We will also provide our special needs students with IEPs and special education teachers with funding from Idea-B, when available. We will serve our special needs students according to their IEP. We will utilize Title II-A to fund our professional development series for teachers. We will also use this fund to ensure that our teachers maintain their highly qualified status. We will also apply for competitive funds through Louisiana State Department of Education and use our general fund to sustain our program once funding has ended.

(vii) ***If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school. Each applicant for a pre-charter planning grant that is requesting a waiver of the requirement under section 5203(d)(3) of the ESEA (20 U.S.C. 7221b(d)(3)) that an eligible applicant provide its authorized public chartering agency with notice, and a copy, of its CSP application should indicate whether it has applied for a charter previously and, if so, the name of the authorized public chartering authority and the disposition of the charter application;***
No waiver has been requested.

(viii) ***Describe how the grant funds will be used, including a description of how***

these funds will be used in conjunction with other Federal programs administered by the Secretary;

An award through the Charter Schools Program (CSP) will fund the following: two positions; advertising; recruitment; start-up supply investments; training; website development costs; technology equipment to support instruction; equipment to support student access to coursework, office equipment – copiers, fax machines, etc. for the mandatory and efficient operation of the school and record keeping; a focus on professional development for leaders and staff; enrollment; marketing activities, advertising contracts and materials, recruitment, materials and supplies that support intervention services and supplemental curriculum; and attendance at mandatory meetings.

Staff Recruitment

Funding will be used for recruitment costs associated with teacher and staff hiring.

The school configuration will include plans for PreK-4 the first year of operation with an additional grade added each year thereafter until the 12th grade is reached. Because we are committed to finding the best educators, we will recruit from around the country.

Investment in recruitment in these early years drives the tenor of the campus and the dynamic of the staff as a core team of educators and administrators are assembled.

Funding in Conjunction with Other Federal Funds

All supplies or equipment funded by our current grant have carefully been omitted from our budget for planning, program design and implementation to avoid funding conflicts and inappropriate use of funds. An award through Charter School Program 84.282B would be managed as a separate project and would fund the two positions, advertising, recruitment, startup supply investments and website development costs, etc. involved in

the planning and implementation phase of a campus - costs that are currently not funded by any other federal grant money.

Federal Entitlement Funds and other federal and state monies will dovetail with the implementation monies and state money to target: Food service equipment to safely store breakfast and lunches for students participating in the Child Nutrition Programs; Point-of-Service computer system to analyze family applications, track participation, and perform State reporting of the deliverance of meals to students in the Child Nutrition Program, and Parent Command Center computer system. All previous U.S. Department of Education funds have been expended in a manner consistent with the approved application and budget, and all required expenditure reports have been submitted on or before the deadline.

***(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;
See SECTION CRITERIA 4***

(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA); and Note: For more information on IDEA, please see

<http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2CI%2CB%2C613%2C>

Tallulah Charter School will provide special education services as permitted and authorized by the Charter Agreement and as required under federal and state law. The education program is designed to meet the learning needs of the broadest possible spectrum of students. Tallulah Charter School will provide appropriate services and support to special needs students and teachers to meet the individualized needs of each student per their IEP, including students identified as Gifted and Talented. In Tallulah Charter School's setting, this means that student's IEP and Personal Graduation Plan will include a customized course of study that best addresses each individual student's

needs in both content and delivery options which will include personal on-site instructional opportunities. Tallulah Charter School will serve children with disabilities in the same manner as the local district serves children with disabilities in other schools, including providing supplementary and related services on site at Tallulah Charter School to the same extent to which the local educational agency has a policy or practice of providing such services on the site to its other public school(s) and has designated funds to cover those services on the same basis as the local educational agency provides funds to the local educational agency's other public schools, including proportional distribution based on relative enrollment of children with disabilities.

The Response to Intervention (RTI) team may consider an evaluation to determine the need for special education services for those students who do not show a positive response to interventions. Parental permission is required prior to any formal evaluations. A multidisciplinary team will conduct the evaluation once parental permission is obtained and the results from the evaluation will be organized in an evaluation report. The evaluation report will be shared with the parent and the team will meet to discuss the results and determine if the student meets eligibility criteria for special education services. At any point parents can request an evaluation to determine eligibility for special education services.

Furthermore, if parents disagree with the results of the evaluation obtained they can request an Independent Education Evaluation. Parents will be provided a copy of their Procedural Safeguards once they provide written consent for the evaluation.

Individual Education Plan Process

If a student is found eligible for special education services the team will meet to

develop an Individual Education Plan (IEP). Parents will be involved in the process of developing the IEP and must provide consent to the provision of services before any such services are provided. All students attending Tallulah Charter School who are eligible for special education services will have a current IEP that reflects their educational needs and services within the service delivery model at Tallulah Charter School. The Director of Special Education, in collaboration with the Special Education Teachers, will ensure that every student's IEP is accessible to personnel responsible for the implementation of the IEP such as related services providers and teachers. The school also will ensure that appropriate confidentiality guidelines are strictly enforced. All students with IEPs at Tallulah Charter School will participate in the same Louisiana Graduation Tests as their nondisabled peers unless determined otherwise by the IEP team. Furthermore, the IEP team will determine an appropriate alternate assessment for those students who do not participate in the graduation.

Postsecondary transition will be a consideration for IEP teams at Tallulah Charter School beginning with the IEP in place for each student beginning at age 16. The IEPs for students age 16 or older will include a statement of the student's strengths, interests and preferences and identify a course of study and related strategies that are consistent with the student's strengths, interests, and preferences. The IEP team will also consider what support, if any, will be required from other agencies to support the postsecondary transition of students with IEPs. Additionally, IEPs will include appropriate postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living and the Transition services including a course of study needed to assist the student in reaching

those goals. Beginning at least one year before a student with an IEP at Tallulah Charter School reaches the age of 18, the IEP will include a statement that the student and the parent have been informed of the rights that will transfer to the student on reaching the age of majority.

Instructional Model

Tallulah Charter School will provide special education and related services both directly and under contract with outside providers. Tallulah Charter School will offer a continuum of special education services per the services defined in the IEPs of all enrolled students with disabilities. The continuum of services will include both indirect and direct services. To the greatest extent possible special education services will be provided in a general education classroom/setting. The location of where services will be delivered as well as the frequency and duration of services will be determined by the IEP team.

Parent Notification

Parents of students with disabilities will receive the same timely notifications as those provided to parents of nondisabled students regarding performance of their students on the mastery of the general curriculum and standardized assessments. In addition, parents of students with IEPs will receive updates on their student's progress on IEP goals and objectives on the same schedule in which regular education students receive grades and progress reports.

Discipline of Students with Disabilities

Tallulah Charter School will abide by all policies and regulatory rules set forth by law regarding discipline for students with disabilities. Administrative personnel at Tallulah Charter School may remove a student with a disability who violates the code of student

conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 school days during a school year. Should a student with a disability be removed from his or her current placement for more than 10 consecutive school days the student will continue to receive educational services, so as to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in his/her IEP. A change of placement occurs when a student is removed from his/her educational setting for more than 10 days as a result of disciplinary problem.

Within 10 school days of any decision to change the placement of a student with a disability because of a violation of the code of student conduct, an IEP team will convene to review all relevant information in the student's confidential file, to determine whether the conduct in question was a manifestation of the student's disability (i.e., the conduct in question was caused by, or had a direct and substantial relationship to the student's disability). When the conduct in question is found by the IEP team to be a manifestation of the student's disability, the IEP team will conduct a functional behavioral assessment and develop and/or revise a behavior intervention plan for the student and the student will be returned to the placement from which they were removed (unless the parent and IEP team agree to change the student's placement as part of the behavior intervention plan). If the team determines that the student's behavior was not a manifestation of a disability, school personnel may apply disciplinary procedures in the same manner and for the same duration as would be applied to children without disabilities.

If the removal constitutes a change in placement, the IEP team determines services that enable the student to advance in the general curriculum and to progress in achieving the goals of his or her IEP. Special education services must be provided to the child beginning on the 11th cumulative day of removal in a school year.

Section 504

Some students with a disability at Tallulah Charter School will receive accommodations under Section 504 of The Rehabilitation Act of 1973. Students qualified to receive accommodations under Section 504 will be any student who (1) has a mental or physical impairment that substantially limits one or more major life activity; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

As part of the evaluation to determine whether a student qualifies for a 504 plan a multidisciplinary team may consider several sources of information such as grades over the past several years, teacher's reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information.

Accommodations are determined by a 504 team and are based on the individual needs of the student. Determination of what is appropriate for a student who is on a 504 plan will be based on the nature of the student's disabling condition and what that student needs in order to have equal access to the same programs as the students without disabilities.

Students with 504 plans at Tallulah Charter School will receive accommodations and their educational program in the general education setting to the greatest extent possible. The 504 team will adhere to the least restrictive environment process when determining the placement for a student with a 504 plan.

Services for Limited English Proficient Students

Limited English Proficient (LEP) students will be identified early in the enrollment application process in order to provide timely access to LEP services. A Home Language Survey (completed upon registration) and other assessments will be completed for students whose home/native language is not English to guide Tallulah Charter School staff in developing an appropriate educational program. Services for LEP students will be provided by appropriately endorsed teachers in classroom settings, small groups, and/or individual tutoring sessions. The focus of instruction for LEP students will be teaching subject matter. However the subject matter will be introduced in a way that can be understood by the LEP students. Teachers will be provided information on the language proficiency of LEP students and adjust instruction accordingly. A LEP specialist will be available to support students by providing guidance to classroom teachers so that students can make adequate academic progress.

(xi) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C. 7221a(c)(2)(C)), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.

Tallulah Charter School will not use grant funds for dissemination activities.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 04 2005**

MADISON-TALLULAH EDUCATION CENTER
C/O PATRICIA B CANDLER
101 TRAVIS ST
TALLULAH, LA 71282

Employer Identification Number:
20-1755034
DLN:
17053301057014
Contact Person:
FELICIA JOHNSON ID# 31287
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
October 25, 2004
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
June 30, 2009

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 1045 (DO/CG)

MADISON-TALLULAH EDUCATION CENTER

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 1045 (DO/CG)



LOUISIANA DEPARTMENT OF EDUCATION

June 25, 2013

Dear Charter Board President,

Enclosed, please find your Charter Contract. Please sign and date the items indicated by a "Sign Here" tab, including the final page of the Charter Contract, Exhibit C, Exhibit F, and Exhibit G. In addition, please mark Option 1 or Option 2 on Exhibit F – Collective Bargaining Option and on Exhibit G – Teachers' Retirement System of Louisiana Option.

Please return the completed, original contract at your earliest convenience to:

Patrick Walsh
Louisiana Department of Education
1615 Poydras Street
Suite 1400
New Orleans, LA 70112

We request that you obtain a tracking number when you mail the document.

You may make a copy of the document, but you must return the original contract to us. If you have questions about your contract, please contact Patrick Walsh, patrick.walsh@la.gov or (504) 920-6882.

Sincerely,

Patrick Walsh
Executive Director, Charter Accountability
Office of Portfolio
Louisiana Department of Education

Louisiana Believes

CHARTER SCHOOL CONTRACT: EXHIBIT A

Location

Name of Charter School: Tallulah Charter School

The Charter Operator shall provide educational services, including the delivery of instruction, at the location(s) specified below:

Tallulah Charter School
1206 N. Cedar St
Tallulah, LA 71282

CHARTER SCHOOL CONTRACT: EXHIBIT C

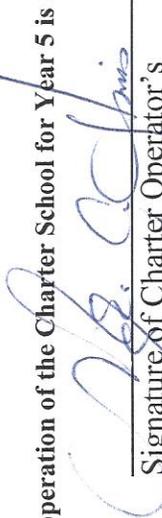
Grade Level Enrollment Projection Table

Name of Charter School: Tallulah Charter School

Name of Charter Operator: Madison-Tallulah Education Center

Grade Level	Year 1 July 2013 - June 2014	Year 2 July 2014 - June 2015	Year 3 July 2015 - June 2016	Year 4 July 2016 - June 2017	Year 5* July 2017 - June 2018
PK	40	40	40	40	40
K	40	40	40	40	40
1	48	48	48	48	48
2	48	48	48	48	48
3	48	48	48	48	48
4	48	48	48	48	48
5	0	48	48	48	48
6			48	48	48
7				48	48
8					48
9					
10					
11					
12					
TOTAL	272	320	368	416	464

*Continued operation of the Charter School for Year 5 is contingent upon the granting of an extension by BESE, pursuant to standards outlined in Bulletin 126.



 Signature of Charter Operator's
 Authorized Representative



 Date

CHARTER SCHOOL CONTRACT: EXHIBIT D

TYPE 2 CHARTER SCHOOL STUDENT ENROLLMENT POLICIES AND PROCEDURES

The State Board of Elementary and Secondary Education (BESE) is committed to ensuring that the student enrollment process in the charter schools it authorizes is **fair**, **transparent** and **accessible** to all students and families interested in attending a charter school.

The following describes the student enrollment process, both in terms of policies and procedures, for BESE charter schools.

ENROLLMENT POLICY

The Board of Directors must adopt a written student enrollment policy. The policy should include:

- Five-year enrollment plan (including expansion plan for additional grades and number of students served);
- A non-discrimination assurance;
- Eligibility and application requirements (including ages/grades at which the school enrolls, or does not enroll, new students);
- Marketing/outreach/recruitment timeline and activities;
- Due dates for application materials;
- Lottery date and process;
- Instructions for accepting admission if chosen in the lottery; and
- Waitlist procedures.

The BESE staff will review the school's approved enrollment policy and any application materials (i.e. written application, recruitment flyer) to ensure consistency with the Louisiana charter school law.

Non-Discrimination Requirement

Charter schools authorized by BESE are public schools and are open to all students eligible for enrollment in a public school. Charter schools may **not** discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or academic achievement in admitting students, nor may charter schools set admissions criteria that are intended to discriminate or that have the effect of discriminating on any of these bases.

Enrollment of Students with Disabilities

It is expected that charter schools will enroll students with disabilities in compliance with all applicable law. BESE will monitor all schools for compliance with the law to ensure equal access for ALL students. In admitting students in compliance with applicable law, it is anticipated that a charter school will enroll a percentage of students that is reflective of the number of students with disabilities being served in public schools in the parish in which the school is located. This is not a quota or a cap on the enrollment of students with disabilities. All students must be admitted in compliance with applicable law.

The percentage of students eligible for special education services who are admitted to the charter school will be reviewed annually based on the percentage of students identified as receiving special education services in schools in the parish in which the charter school is located. In the event that a charter school does not enroll a percentage of special education students that is reflective of the percentage of special education students in the parish where the charter school is located, LDE may choose to manage recruitment and admissions in subsequent years.

CHARTER SCHOOL CONTRACT: EXHIBIT D

Required Enrollment of At-Risk Students for New Start-Up Type 2 Charter Schools

The percentage of students enrolled in the charter school who are at-risk, as defined in La. R.S. 17:3973, must be equal to the percentage of students who are eligible for free and reduced lunch in the school district(s) from which the charter school draws its students.

Eighty-five percent of the charter school's at-risk students must be eligible for free and reduced lunch. The remaining 15% of the charter school's at-risk students may be at-risk in any of the ways set forth in La. R.S. 17:3973.

For new Type 2 charter schools drawing students from more than one school district, the percentage of students eligible for free and reduced lunch, which is to be used to calculate the required percentage of at-risk students enrolled in the charter school, is to be determined using the average percentage of students eligible for free and reduced lunch in all those districts. If accepting applications from all districts, the percentage of students eligible for free and reduced lunch, which is to be used to calculate the required percentage of at-risk students enrolled in the charter school, is to be determined using the statewide average.

For a new start-up Type 2 charter school located in any parish having a population between 20,500 and 21,000 according to the most recent federal census, the percentage of at-risk students who are eligible for free and reduced lunch shall be, as near as practicable, not more than the percentage of students eligible for free and reduced lunch in the public and state-approved private schools in the parish. At least 50% of the students enrolled in the charter school must, as near as practicable, be eligible for free and reduced lunch.

Required Enrollment of At-Risk Student Requirements for Conversion Type 2 Charter Schools

Unless otherwise provided in the charter contract, a conversion Type 2 charter school must enroll a percentage of at-risk students who are eligible for free and reduced lunch that is at least equal to the percentage of students eligible for free and reduced lunch enrolled in the school during the school year immediately preceding the school's conversion to a Type 2 charter school.

For a conversion Type 2 charter school located in any parish having a population between 20,500 and 21,000 according to the most recent federal census, the percentage of at-risk students who are eligible for free and reduced lunch shall be, as near as practicable, not more than the percentage of students eligible for free and reduced lunch in the public and state-approved private schools in the parish. At least 50% of the students enrolled in the charter school must, as near as practicable, be eligible for free and reduced lunch.

ENROLLMENT PERIOD

To initiate the enrollment period, the charter school should:

- Determine the spaces available in each grade based on the school's capacity;
- Set a deadline for accepting student applications. Pursuant to the Louisiana Charter School Law, an application period shall not be less than one month nor more than three months;
- Publicize the application deadline in multiple venues with reasonable notice of at least **one month** before the deadline;
- Set a date for the lottery with reasonable public notice given at least one week prior to the lottery; and

CHARTER SCHOOL CONTRACT: EXHIBIT D

- Set a final date for students to accept enrollment and the actual date of enrollment.

Recommended Practice in Recruiting Students

To meet the requirement of “reasonable notice,” a charter school might:

- Send notification to local non-profits advertising the school and its enrollment process;
- Post notices in various locations across the parish(es);
- Hold well-publicized informational meetings for students and families to learn about the school and its enrollment process; and
- Run advertisements in the city’s major commercial and community newspapers.

Application Requirements

As stated above, charter schools may not discriminate in their enrollment practices. At the same time, charter schools have an interest in making sure that prospective students and families understand the mission and focus of the school and that they are interested in being part of that school community. To that end, charter schools may have application requirements, provided those requirements are not designed, intended, or used to discriminate unlawfully. Meetings with parents/guardians, for example, must be designed to inform them about the school rather than to discourage certain types of students from attending the school.

Acceptable Application Requirements

- Charter school **may** require a written enrollment form that includes basic and general information about the prospective student (i.e. name, address, birth date, last grade completed, prior school attended).
- Charter schools **may** require proof of residency in the parish or parishes served by the charter school (such requirement may **not** be made of homeless students).
- Charter schools **may** require students to successfully complete the grade preceding the grade the student plans to enter.
- Charter schools **may** encourage (not require) parents/guardians to attend informational sessions.

Unacceptable Application Requirements

- Charter schools **may not** require a written application that is intended to assess the student’s aptitude (i.e. essay responses, prior test scores, special education and English language learner identification)
- Charter schools **may not** make statements in meetings that are intended to or have the effect of discouraging parents/guardians of students with disabilities, or English language learners, or any other protected group of students from submitting an application to the school.

Eligibility

In order to be eligible to enroll, a student must live in the parish or parishes that are described as the jurisdiction within which a student shall reside to be eligible to attend the charter school in the school’s charter application.

Students Entitled to an Admission Preference in a Type 2 Conversion Charter School

For a Type 2 charter school that is a pre-existing public school converted, pursuant to the process provided by law, students enrolled in the pre-existing school shall be given preference over all other

CHARTER SCHOOL CONTRACT: EXHIBIT D

applicants and applications procedure shall be established in a fashion that provides ample opportunity for such students to exercise the right for preferential admission.

Recommended Application Materials

Charter schools should make it as easy as possible for students and families to complete the enrollment application. Toward that end, charter schools should:

- Translate the application in languages spoken by the prospective population to the extent possible.
- Make the application available in multiple locations (i.e. school building, neighboring non-profit organizations, internet/website).

Charter schools are expected to make proactive efforts to reach out to students and families throughout the community in recruiting new students, and to administer their enrollment process in a way that is open, inclusive and fair. Failure to do so may indicate that the school is using its enrollment process to discriminate and may result in sanctions by BESE.

CONDUCTING THE LOTTERY

New Type 2 Charter School

In a new charter school's first year of operation, at the conclusion of the application period, if the applications for students do not exceed the slots available, students applying during the application period shall be admitted. If the total number of eligible applicants exceeds the capacity of a program, class, grade level, or school, admission to the program, class, grade level, or school shall be based on an admissions lottery conducted from among the total number of eligible applicants.

If the percentage of at-risk applicants, as defined herein, does not exceed the required percentage of at-risk students to be enrolled in the charter school, then all those at-risk applicants are to be admitted. If the number of applicants remaining, after enrolling all the at-risk students, exceeds the remaining slots available, then an admissions lottery is to be conducted among all the remaining applicants.

If the percentage of at-risk applicants, as defined herein, exceeds the required percentage of at-risk students to be enrolled in the charter school, then a lottery is to be conducted among the at-risk students until the required percentage of at-risk students has been obtained. Then the remaining at-risk students are to be placed in a lottery with all other applicants, and a lottery is to be conducted among those applicants until all the remaining slots are filled.

Conversion Type 2 Charter School

For a conversion Type 2 charter school, in the school's first year of operation, at the conclusion of the application period, if the applications for students previously enrolled in the preexisting school do not exceed the slots available, such students shall be given preference over all other applicants, e.g. they must be automatically admitted. If the charter school receives more applications from previously enrolled students than spaces available, the school must conduct a lottery to fill slots.

After all students who previously attended the school have been admitted, the charter school must determine how many at-risk students, as defined herein, are needed to obtain the required percentage of at-risk students to be enrolled at the charter school.

If the percentage of at-risk applicants, as defined herein, does not exceed the required percentage of at-risk students to be enrolled in the charter school, then all those at-risk applicants are to be admitted. If the

CHARTER SCHOOL CONTRACT: EXHIBIT D

number of applicants remaining, after enrolling all the at-risk students, exceeds the remaining slots available, then an admissions lottery is to be conducted among all the remaining applicants.

If the percentage of at-risk applicants, as defined herein, exceeds the required percentage of at-risk students to be enrolled in the charter school, then a lottery is to be conducted among the at-risk students until the required percentage of at-risk students has been obtained. Then the remaining at-risk students are to be placed in a lottery with all other applicants, and a lottery is to be conducted among those applicants until all the remaining slots are filled.

New Start-Up Type 2 Charter Schools and Conversion Schools

Following the admission of students entitled to a preference, if there are spaces available and the charter school's applications exceed the spaces available, the school must conduct a lottery to fill slots.

The following requirements apply to both new and conversion Type 2 charter schools:

In the second year of operation and thereafter, all charter schools must modify their enrollment procedures in order to give preference to students previously enrolled in the school and their siblings.

Charter schools must conduct their lotteries in public, with a disinterested party drawing the names. A "disinterested" person is someone who is not affiliated with the school. Every time that an admissions lottery takes place, the process must be fair and all rules applied consistently.

Even after all spaces in the school are filled through a lottery, schools must continue to draw the names of all students who apply and place the names of students not selected for an available space on a waiting list in the order the names were drawn. Charter schools must keep and make public the waiting list and explicitly specify rules for their waiting lists clearly and in writing as part of their enrollment policies.

If the principal enrollment process fails to fill all the available slots, and all names on the waiting list have been given an opportunity to enroll, a charter school may repeat the process of accepting applications for enrollment. This process should be well documented by specified dates and clear to all prospective families and students. As spaces become available during the school year, a school may repeat the application process to fill these openings, provided that all students on a current waiting list have first been selected.

Recommended Practice in Conducting Lottery During the First Year of Operation:

- Separate applications by grade level.
- For each grade level, draw names until all slots have been filled.
- If there are more names for a given grade than slots available, continue to pull names and add such names to the school's waitlist in order as pulled.

It is important to note that in subsequent years (Year 2 and thereafter), all charter schools **must**:

- Provide all previously enrolled students (e.g. students that attended the school during its first year of operation) the right to continue to attend the school, provided that the school serves the grade level in which the student should be enrolled.
- Give lottery preference to siblings of students already enrolled in the charter school.

CHARTER SCHOOL CONTRACT: EXHIBIT D

ENROLLING STUDENTS

Once the lottery is complete, the school should send notification to each student that submitted an application the status of their application. Students that were chosen in the lottery should be given explicit instructions on how they accept admission to the school and pertinent information regarding the start of the school year.

Acceptance Requirements

Just like the application requirement, the admission acceptance requirement may not in any way discriminate against students and families.

Recommended Acceptance Requirements

The charter school should require a parent or guardian to accept admission to the charter school by notifying the school (providing multiple ways and ample time to do so) of his or her intent to attend.

The charter school must notify BESE of the school's anticipated student enrollment by established deadlines. For each student that has accepted enrollment, provide:

- Name
- Address
- Social security number
- Birth date
- Grade
- Previous school attended

A school is only required to hold a slot for a child whose parent has not accepted admission for two weeks. Thus, if an admitted student does not attend school for two consecutive weeks, that slot may be released to given to a student on the waitlist.

In such cases, a charter school is required to:

- Notify the parent/guardian after five days of missing school to discuss their intent to send their child to the school.
- State that in order for the slot to be held, the student must attend school within the next five days.
- If the student does not attend within those five days, the school may release that particular slot and fill it with a child from the waitlist (if no waitlist exists, the school may receive applications for that slot.)

CHARTER SCHOOL CONTRACT: EXHIBIT E

CHARTER SCHOOL FISCAL OVERSIGHT POLICY FOR CHARTER SCHOOLS IN LOUISIANA (Revised May 2013)

1. PROPOSED INITIAL BUDGET

Detailed budget data must be submitted in all Type 2 and Type 5 charter school proposals. The proposal review committee, BESE staff and LDOE review the data. The budget data shall include the following:

- a. Detailed budget for start-up/planning period
- b. Detailed budget for the first year of operation
- c. Detailed budget plan for the next four years of operation
- d. Supporting evidence that the start-up budget plan, first year budget plan, and five year budget plan are sound
- e. Procedures the school will institute to comply with the required performance of fiscal audits
- f. Projections of student enrollments for the first five years of operation

2. FINANCIAL REPORTING

- a. Each charter school shall submit quarterly reports to LDOE listing year-to-date revenues and expenditures through that quarter and budgeted revenues and expenditures for the fiscal year using forms provided by LDOE and on dates specified by LDOE.

Due Date:	Financial Report
July 31	Annual Operating Budget Includes actual data for the prior fiscal year ending June 30 along with budgeted data for the current fiscal year starting July 1.
September 30	Adopted Operating Budget Submission is required if July 31 Annual Operating Budget was not adopted in accordance with the Louisiana Local Government Budget Act.
October 31	First Quarter Financial Report Includes budgeted data for the fiscal year along with the YTD actual data through September 30.
January 31	Second Quarter Financial Report Includes budgeted data for the fiscal year along with the YTD actual data through December 31.
April 30	Third Quarter Financial Report Includes budgeted data for the fiscal year along with the YTD actual data through March 31.

(Quarterly reports will include a statement from the Charter Operator's lead executive and Board President certifying the accuracy of the reports and the adherence to the Operator's Internal Control procedures.)

- b. Each charter school shall submit an Annual Financial Report (AFR) to the Department of Education no later than September 30 each year as required by R.S. 17:25(A)(2) and 17:92. The AFR is a summary of financial activities for the school year just completed and is the instrument for the collection of fiscal data from the local education agencies (LEAs) in electronic form via the Department's LEADS portal. AFR instructions are located on the Department website at the following link:

<https://leads13.doe.louisiana.gov/lug/AFR/AFR.htm>

- c. The Charter Operator shall maintain records in a manner to reflect compliance with Generally Accepted Accounting Principles.

3. STATE FUNDING ALLOCATIONS

a. Type 2 and Type 5 Charters

1. Funding for Type 2 and Type 5 charter schools is provided through the Minimum Foundation Program (MFP) and is based on the prior year's February 1 student count.
 - a. Charter schools in the first year of operation begin the fiscal year with a projected student count based on the approved charter application
2. The LDOE will calculate the per-pupil amounts per R.S. 3995.A.(1).
 - a. The initial per-pupil, provided in July, is based on projected, prior-year revenue and projected student counts. The initial local revenue per-pupil amount is a placeholder until the final calculation in the spring. Final local per-pupil amounts may be more or less than projected per-pupil amounts and allocations will be adjusted accordingly.
 - b. The final per-pupil, provided in the spring, is based on actual prior-year local revenue (as reported in the AFR for each LEA) and actual current-year student counts.
3. The LDOE will provide the charter school with a schedule of the initial allocation including monthly payments on or about July 1. Payments will be made on or about the 25th of each month.
4. Mid-year adjustments to funding are provided based on student membership count dates of October and February
 - a. October 1 of the current fiscal year compared to February 1 of the prior fiscal year
 - i. Charter schools receive adjustments for the base per-pupil amount times the number of students gained or lost
 - b. February 1 of the current fiscal year compared to October 1 of the current fiscal year

- i. Charter schools receive adjustments for one-half of base per-pupil amount times the number of students gained or lost

4. FEDERAL ALLOCATIONS

- a. The charter school is eligible for all federal program funding for which regular public school districts are eligible. The charter school will be notified of this eligibility and the application procedures and timelines by individual program offices within LDOE.
- b. Charter schools must submit copies of invoices or similar documentation to BESE/LDOE to substantiate all reimbursement requests for federal charter school grant funds issued from BESE/LDOE. All requests for reimbursements must be signed by the duly authorized representative of the charter operator.

5. AUDITS OF STATE AND FEDERAL FUNDS

- a. The charter school must agree to follow state audit and reporting requirements established by the Legislative Auditor and R.S. 24:513-556. Charter schools are required to have an annual audit, and they must submit their audits to the Legislative Auditor's Office by six months after their fiscal year end.
- b. The charter school must also submit their annual audit to the Bureau of Internal Audit, Louisiana Department of Education, P. O. Box 94064, Baton Rouge, LA 70804-9064 by six months after their fiscal year end.
- c. In addition, the charter school is subject to audit by BESE, LDOE, Legislative Auditor, and any other appropriate state official.

6. GENERAL FISCAL PROCEDURES

- a. Charter operator shall allow the state officials full access to its financial and educational records, reports, files and documents of any kind.
- b. Charter operator further agrees to timely supply all reports, test results and other information, which are required under its charter, state law and regulations.
- c. Any charter school that receives state and federal money directly from BESE or LDOE, the president or chairman of the non-profit corporation (charter operator) that operates the charter school will be the official contact and duly authorized representative for all notices or inquiries issued by BESE, LDOE, or other state or federal agencies. The board of directors of the non-profit corporation may identify and officially designate by board motion, a member of that board of directors other than the president or chairman who will serve as their

duly authorized representative. Copies of all notices or inquiries will also be provided to the school principal.

- d. All transactions or requests submitted by the charter operator to BESE/LDOE must be signed by the duly authorized representative of the charter operator.

7. INTERNAL CONTROLS

- a. Charter operator shall submit its Internal Control policy to the Department of Education for review and approval prior to beginning operations. The Department shall verify that the Internal Control policy for each Charter Operator contains the necessary procedures to ensure funds are safeguarded.
- b. All charter schools will be subject to selective, intermittent reviews of school financial records and internal control procedures. Additionally, the Department will use its risk assessment process to identify specific charter schools for mandatory internal control procedures review.
- c. Quarterly and annual financial reports will include certification that the Charter Operator's Internal Control procedures are being followed.

8. TECHNICAL ASSISTANCE

- a. BESE and LDOE may conduct annual fiscal in-service meetings or workshops. It is the responsibility of the charter operator to send appropriate staff or representatives of the charter school to these in-service meetings.
- b. Charter operator should reference the following publications and implement appropriate procedures based on this guidance:
 - i. *Louisiana Accounting and Uniform Governmental Handbook*, Bulletin 1929. Available at <http://www.louisianabelieves.com/lde/uploads/18078.pdf>
 - ii. *Best Financial Practices for Louisiana Local Government*. Available at <http://www.lla.state.la.us/userfiles/file/oppaga.pdf>
 - iii. *School Activity Accounts Guide*. Available at <http://www.lla.state.la.us/userfiles/file/school.pdf> (scroll down to the School Activity Accounts Guide.)

CHARTER SCHOOL CONTRACT: EXHIBIT F

Collective Bargaining Option

Name of Charter School: Tallulah Charter School

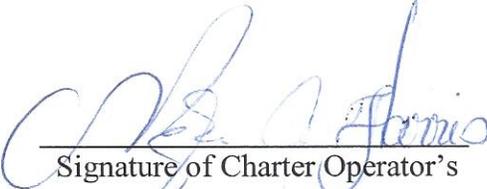
Select one of the options below:

Option 1

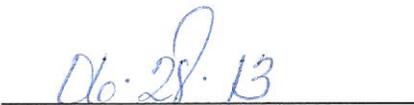
The Charter Operator intends that the provisions of the collective bargaining agreement entered into by the local school district in whose jurisdiction this charter school is located shall apply to the Charter School.

Option 2

The Charter Operator does not intend that the provisions of the collective bargaining agreement entered into by the local school district in whose jurisdiction this charter school is located shall apply to the Charter School.



Signature of Charter Operator's
Authorized Representative



Date

CHARTER SCHOOL CONTRACT: EXHIBIT G

Teachers' Retirement System of Louisiana Option Retirement System of Louisiana Option

Name of Charter School: Tallulah Charter School

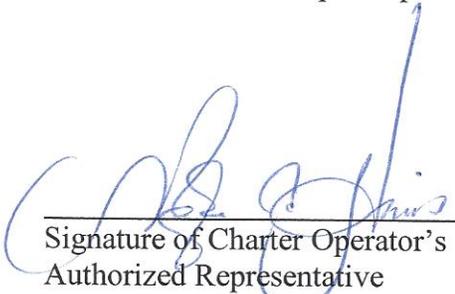
Select one of the options below:

Option 1

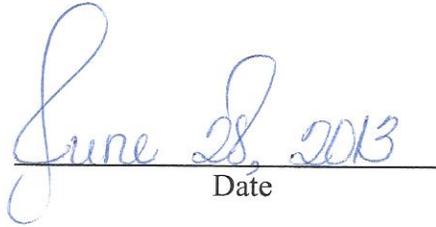
The Charter Operator will permit employees who are not on a leave of absence from a local school board to participate in the Teachers' Retirement System of Louisiana.

Option 2

The Charter Operator will not permit employees who are not on a leave of absence from a local school board to participate in the Teachers' Retirement System of Louisiana.



Signature of Charter Operator's
Authorized Representative



Date

Type 2 Charter Contract entered into by Madison-Tallulah Education Center and the
Louisiana Department of Education

Dated as of July 1, 2013

Charter Contract for Tallulah Charter School operated by Madison-Tallulah Education Center

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CHARTER SCHOOL CONTRACT
FOR TYPE 2 CHARTER SCHOOLS

THIS AGREEMENT is a Charter School Contract, authorized pursuant to Louisiana Revised Statutes, Title 17, Chapter 42, and executed by and between the Louisiana Board of Elementary and Secondary Education ("BESE") and Madison-Tallulah Education Center ("Charter Operator").

RECITALS

WHEREAS, the "Charter School Demonstration Programs Law," La. R.S. 17:3971 *et seq.*, authorizes experimentation in the creation of innovative kinds of independent public schools for students; and

WHEREAS, the Louisiana legislature has stated its intention that the best interests of at-risk students shall be the overriding consideration in implementing the provisions of the Charter School Demonstration Programs Law; and

WHEREAS, the purposes of the "Charter School Demonstration Programs Law" are to provide opportunities for educators and others interested in educating students to form, operate, or be employed within a charter school designed to accomplish the following objectives, namely: (1) to improve student learning and, in general, the public school system; (2) to increase learning opportunities and access to quality education for students; (3) to encourage the use of different and innovative teaching methods and a variety of governance, management, and administrative structures; (4) to require appropriate assessment and measurement of academic learning results; (5) to account better and more thoroughly for educational results; and (6) to create new professional opportunities for teachers and other school employees, including the opportunity to be responsible for learning programs at the school site; and

WHEREAS, BESE finds that the Charter School's application is valid, complete, financially well-structured, educationally sound, and offers potential for fulfilling the purposes of the Charter School Demonstration Programs Law; and

WHEREAS, BESE is authorized, pursuant to La. R.S. 17:3971 *et seq.*, to execute Charter contracts authorizing the operation of charter schools; and

WHEREAS, BESE approved the Application to be a Type 2 charter school, subject to completion of prescribed pre-opening activities and execution of a charter contract.

NOW, THEREFORE, the parties hereto, intending to be legally bound by the terms and conditions set forth herein, enter into the following Agreement:

Charter Contract for Tallulah Charter School operated by Madison-Tallulah Education Center

AGREEMENT
SECTION 1: ESTABLISHMENT OF SCHOOL

1.1 Parties

- 1.1.1 This Charter Contract is entered into between Madison-Tallulah Education Center and its Board of Directors (“Charter Operator”) and the Louisiana Board of Elementary and Secondary Education (“BESE”) for the purpose of operating Tallulah Charter School (the “Charter School”). This contract will be referred to herein as an “Agreement” or a “Charter Contract,” and such terms may be used interchangeably.
- 1.1.2 The person authorized to sign on behalf of BESE is the President of BESE.
- 1.1.3 The Louisiana Department of Education (“LDE”) shall have jurisdiction over the Charter School Pursuant to La. R.S. section 17:3981(3).
- 1.1.4 The person authorized to sign on behalf of the Charter Operator is Myra Harris (“Charter Representative”), who must be an Officer of the Charter Operator’s governing board. The Charter Representative affirms as a condition of this Agreement that the Charter Operator’s governing board has authorized him or her to execute agreements, including this Charter Contract, on behalf of the Charter Operator.
- 1.1.5 The Charter Operator affirms, as a condition of this Charter Contract, that the nonprofit corporation is duly authorized according to the laws of the State of Louisiana, and certifies that all contracts obligating the charter school have been and will be undertaken by the Charter Operator as a nonprofit corporation. Failure to act strictly as a nonprofit corporation shall be grounds for rescission of its charter.
- 1.1.6 The Charter Operator affirms, as a condition of this Charter Contract, that the nonprofit corporation has a Board of Directors, whose members receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of such a Board.
- 1.1.7 The Charter Operator affirms, as a condition of this Charter Contract, that no more than one person from the same immediate family, as defined in La. R.S. 42:1102(13), serves as a member of the Charter Operator’s governing board.

1.2 Location.

- 1.2.1 The Charter Operator shall provide educational services, including the delivery of instruction, at the location(s) listed in **Exhibit A**.

1.3 Facility.

- 1.3.1 The Charter Operator shall maintain either ownership of, a lease for, or other suitable agreement covering the use of all facilities, and shall ensure that the facilities comply with all state and local health and safety standards and other applicable laws, regulations, and rules.

Charter Contract for Tallulah Charter School operated by Madison-Tallulah Education Center

- 1.3.2 The Charter Operator shall provide a copy of the lease, purchase agreement and/or facility agreement upon request by BESE and/or the Department of Education.
- 1.3.3 In the event that an adequate Facility Agreement and/or necessary certificates and permissions are not in place at any time, the Charter Operator may not provide instruction at the facility. In such event, BESE reserves the right to enforce its revocation rights set forth herein.
- 1.3.4 The Charter Operator shall be subject to all rules and procedures adopted by BESE with respect to facility maintenance, and shall comply with all applicable local, state, and federal laws and codes regarding school facility maintenance and upkeep.

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SECTION 2: OPERATION OF SCHOOL

2.1 Purpose.

2.1.1 The Charter Operator shall provide educational services according to the educational standards established by law and the Charter Contract; measure student progress toward stated goals; and participate in student assessments required by law, regulation, and BESE policy. The Charter Operator shall manage the charter school in a financially prudent manner and provide BESE with timely and accurate reporting.

2.2 Governance.

2.2.1 The Charter Operator and its Board of Directors are responsible for complying with and carrying out the provisions of this Agreement, including compliance with applicable laws and regulations and all reporting requirements. This provision shall not be construed to give rise to personal liability of individual board members in instances where the law would not impose such personal liability.

2.2.2 The Board of Directors of the Charter Operator will adopt by-laws for the charter and operate in accordance with such by-laws. The Board of Directors of the Charter Operator shall meet the member composition requirements in Bulletin 126.

2.2.3 Each member of the Charter Operator's Board of Directors shall complete and submit to the LDE a Disclosure of Financial Interest and Conflict of Interest Form ("Financial Disclosure") and an Affirmation of Eligibility to Serve ("Board Affirmation"). These documents shall be submitted by each new Charter Operator board member within thirty (30) days of appointment. The Financial Disclosure shall be submitted by each board member on or before August 1 of each year after initial submission following appointment.

2.2.4 The school's Board of Directors shall establish by-laws consistent with the Louisiana Code of Governmental Ethics, including, but not limited to, the adoption of and adherence to a formal conflict of interest policy that is consistent with applicable law.

2.2.5 Meetings of the Charter Operator and any committee or subcommittee thereof shall be conducted in accordance with the Louisiana Open Meetings Law, La. R.S. 42:4.1, et seq.

2.2.6 The Charter Operator and its Board of Directors are responsible for the sound fiscal management of the Charter School. This provision shall not be construed to give rise to personal liability of individual board members in instances where the law would not impose such personal liability.

2.2.7 The Charter Operator shall be the final authority in matters affecting the Charter School, including, but not limited to, staffing, financial accountability, and curriculum, except as otherwise provided in this contract and as provided by applicable law and by policies promulgated by BESE.

Charter Contract for Tallulah Charter School operated by Madison-Tallulah Education Center

- 2.2.8 Should the Charter Operator propose to enter into a contract with a “management organization,” as defined by BESE Bulletin 126, to manage the Charter School, the Charter Operator shall submit a copy of the proposed contract to the Office of Portfolio for approval by BESE. The Charter Operator also agrees to submit any other information requested by LDE regarding the management arrangement, including but not limited to, a description of the managing company, with identification of its principals and their backgrounds. The Charter Operator shall not enter into a management contract without BESE approval. Prior to submission to BESE for approval, the management contract must be submitted to the LDE for review of compliance with the requirements listed in BESE Bulletin 126 and the LDE “Management Organization Contract Requirements,” available upon request by the LDE or RSD. A copy of any management contract entered into by Charter Operator and approved by BESE shall be incorporated into this Agreement as **Exhibit B**.
- 2.3 Grade Range; Number of Students.
- 2.3.1 The Charter Operator shall provide instruction to students in such grades and numbers in each year of operation under the Agreement as described in the Charter School’s Enrollment Projection Table incorporated into this Agreement as **Exhibit C**.
- 2.3.2 The Charter Operator may make reasonable modifications within the grade levels approved as set forth in the Charter School’s Enrollment Projection Table as to the number of students in any particular grade, and number of students within a class to accommodate staffing exigencies and attrition patterns, but may not without written permission eliminate a grade that the Charter School was scheduled to serve.
- 2.4 Student Recruitment and Enrollment.
- 2.4.1 The School Enrollment Policies and Procedures attached as **Exhibit D** must be used as guidance in the creation and modification of the School Recruitment and Enrollment Plan. Enrollment in the school shall be conducted pursuant to the School Recruitment and Enrollment Plan, which was developed by the Charter Operator and which must be in compliance with the School Enrollment Policies and Procedures and applicable state law. In all cases, student recruitment and enrollment decisions shall be made in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability, or need for special education services.
- 2.5 Attendance.
- 2.5.1 Attendance of students at the Charter School shall be in compliance with Louisiana’s Compulsory Attendance Laws.
- 2.6 Student Handbook.
- 2.6.1 The Charter Operator shall implement a Student Handbook, developed by the Charter Operator, and shall disseminate the Student Handbook to students and

parents each school year. The Charter Operator's Student Handbook shall include the Charter School's Student Code of Conduct, Complaint Policy, and Discipline Management Plan, each of which must be in compliance with applicable federal and state laws. The Charter School may be evaluated based on compliance with the provisions of the Charter School's Student Handbook, to the extent that such provisions do not violate federal or state law.

2.7 Student Code of Conduct and Discipline Management Plan.

2.7.1 The Charter Operator shall maintain and implement written rules and procedures for student discipline, including clear guidelines for suspension and expulsion, and which may be reviewed by the LDE. Such rules and procedures must be consistent with all applicable state and federal law. Those provisions regarding suspension and expulsion must meet all requirements for due process, provision of alternative instruction, and federal laws and regulations governing the placement of students with disabilities. Any material modifications of the disciplinary code shall be approved by the board of the Charter Operator prior to such modifications becoming effective.

2.7.2 The Charter Operator shall provide and/or pay for alternative education services for any student expelled from its school for disciplinary offenses in accordance with state law and BESE policy.

2.8 Complaint Policy.

2.8.1 The Charter Operator shall implement and maintain a complaint policy to receive and handle complaints brought against the Charter School and/or the Charter Operator. The complaints process implemented by the Charter Operator shall be consistent with applicable law and due process. A copy of the Charter Operator's complaint policy shall be distributed to the parents and/or guardians of students enrolled in the School as part of the Student Handbook, and shall be made readily available to all others requesting a copy.

2.9 Student Progression Plan.

2.9.1 The Charter Operator shall implement and adhere to a Student Progression Plan that is adopted in compliance with applicable law and state regulation, and which will include provisions to ensure that the needs of at-risk students are being met. The Charter Operator may adopt the Student Progression Plan of the Parish School Board in the District in which it is located or it may adopt a School-Specific Student Progression Plan, which must be in compliance with applicable law and state regulation. The Charter Operator shall annually submit its Student Progression Plan as required by the LDE.

2.10 Student Welfare and Safety.

2.10.1 The Charter School shall comply with all applicable federal and state laws, concerning student welfare, safety and health, including but not limited to, state laws regarding the reporting of child abuse, accident prevention and disaster response, fire safety, and any state regulations governing the operation of school facilities.

2.11 Nonsectarian Status.

2.11.1 The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.

2.12 Evaluation.

2.12.1 The Charter Operator's performance shall be evaluated in conformity with the standards set forth in BESE Bulletin 126, and which is hereby incorporated into, and made a part of, the charter school contract by reference. For purposes of contract extension, renewal, and revocation decisions, and other evaluations of the Charter School's performance, BESE will rely primarily on the performance standards set forth in BESE Bulletin 126. The Charter Operator acknowledges that the performance standards set forth in BESE Bulletin 126 are subject to change throughout the term of the Agreement, and agrees to be evaluated by standards in BESE Bulletin 126 at the time of the evaluation.

2.13 Curriculum.

2.13.1 Subject to the conditions of this Agreement, the Charter Operator shall have the authority and responsibility for refining the design and implementation of its educational program, subject to the conditions of this Agreement, in a manner that is consistent with state law, including but not limited to requirements regarding content standards.

2.14 Student Records

2.14.1 The Charter Operator shall comply with any and all record-keeping requirements of BESE and state law and regulation and shall provide, upon request by the LDE, any reports or student records, including, but not limited to, immunization records, class schedules, records of academic performance, disciplinary actions, attendance, standardized test results, and documentation required under federal and state law regarding the education of students with disabilities.

2.14.2 The Charter Operator shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.A §1232g.

2.14.3 If this Charter Agreement is terminated, the Charter is revoked or surrendered, or the school otherwise ceases to operate, all student records shall be immediately secured and transferred to the LDE. The Charter Operator shall supply in a timely manner all reports, test results, and other information that are required under this Agreement, state law, and BESE policy and regulations in accordance with timelines and processes established by the LDE.

2.14.4 The Charter Operator shall provide for the transfer of the education records, including special education records, of any student who was enrolled at the school upon the written request of any authorized person on behalf of an educational facility within or outside of the state of Louisiana, where the student has become enrolled or is seeking enrollment, if not inconsistent with FERPA..

2.14.4.1 The transfer of such records, whether by mail or otherwise, shall occur not later than ten (10) business days from the date of receipt of the written request.

2.14.4.2 If a student has been expelled, the transferred records shall include the dates of the expulsion and the reasons for which the student was expelled.

2.14.5 The Charter Operator shall maintain records of all students transferring into the charter school and withdrawing from the Charter School as required by the LDE.

2.15 Reporting

2.15.1 The Charter Operator shall timely supply all reports, data, test results and other information required under this Agreement, state and federal law or BESE policy and regulations, or requested by the LDE, in accordance with timelines and processes established by BESE or the LDE.

2.15.2 The Charter Operator agrees to submit all reports and other information in the manner prescribed by BESE or the LDE, which may include the use of a document-storage and management system and an oversight and compliance management system.

2.16 Assessment of Student Performance and Procedures for Corrective Action.

2.16.1 The Charter Operator shall implement the plan for assessment of student performance, administration of state-wide assessments, and procedures for corrective action as required by state law, BESE policy, and the LDE. The Charter Operator shall perform all student testing required by state and federal law and BESE policy and regulations.

2.17 Education of Students with Exceptionalities.

2.17.1 The Charter Operator will comply with the applicable requirements of federal and state law and BESE policy concerning the education of children with exceptionalities, including the requirements of the Individuals with Disabilities Act, 20 U.S.C. §1401 et seq., and related provisions of the School Enrollment Policies and Procedures (**Exhibit D**). Pursuant to La. R.S. 17:3996(C) the Charter School serves as the local educational agency (“LEA”) for the purposes of any special education funding or statutory definitions.

2.18 Volunteer Requirements.

2.18.1 Any requirement that parents commit a number of volunteer hours shall be subject to a waiver process that considers individual family circumstances. The Charter Operator shall not condition the enrollment of any student on the commitment of the student’s parents to provide any number of volunteer hours or on otherwise donating volunteer hours to the Charter School.

2.19 Parental Involvement Plan

2.19.1 The Charter Operator shall implement a plan to encourage and increase parental involvement.

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2.20 Oversight Authority.

2.20.1 BESE and the LDE shall have broad oversight over the Charter School pursuant to La. R.S. 17:3981. Such oversight authority shall include the right of BESE or the LDE to require the Charter Operator to undertake and complete corrective action in the event that there is a reasonable basis to believe that the Charter Operator may have violated any federal or state laws, BESE policy, or any of the terms or conditions of this Charter Agreement. All records established and maintained in accordance with the provisions of this Agreement, BESE policies and/or regulations, and federal and state law shall be opened to inspection by BESE or the LDE.

2.21 Site Visits.

2.21.1 The Charter Operator shall allow representatives from BESE, the Louisiana Department of Education, the Louisiana Legislative Auditor, law enforcement officials, contracted evaluators, or any other federal, state or local regulatory agency to visit the school site at any time to inspect operations and performance and to ensure compliance with all applicable laws and regulations, the terms of this Agreement, and the terms of state and federal grants. During such site visits, the Charter Operator shall allow the visiting officials full and immediate access to its financial and educational records, reports, files, and documents of any kind. The Charter Operator shall be entitled to 24 hours prior notice of any site visits conducted by LDE or BESE that are scheduled to occur after the charter school's normal business hours.

2.22 Production of Documents.

2.22.1 Representatives of the Charter Operator or the administrator of the Charter School shall produce all documentation and information requested by BESE, the LDE, the Louisiana Legislative Auditor, law enforcement officials, contracted evaluators, or any other federal, state, or local regulatory agency within three (3) business days of a request, if not prohibited under FERPA. The production of documents requested pursuant to this provision shall be distinguished from requests for documents made during site visits.

2.23 Attendance Required of Charter Operator and/or its Employees.

2.23.1 Members and employees of the Charter Operator shall attend all training sessions required by BESE or the Department of Education, if notice of any such training session is provided at least one week in advance.

2.23.2 The Charter Operator shall attend all meetings in which BESE or the LDE requests its presence. These meetings shall include, but are not limited to, meetings with BESE or LDE staff, BESE committee meetings, and Board meetings.

2.24 Health Services and Protections.

2.24.1 The Charter Operator shall provide appropriate health services and safety protections consistent with applicable federal and state law and BESE policy.

2.25 Non-Discrimination.

- 2.25.1 The Charter Operator agrees to abide by the requirements of the following as applicable: Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Federal Executive Order 11246; the Federal Rehabilitation Act of 1973, as amended; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; Title IX of the Education Amendments of 1972; the Age Act of 1975; and the Americans with Disabilities Act of 1990.
- 2.25.2 The Charter Operator agrees not to discriminate in its employment practices and will render services under this contract without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities.
- 2.25.3 Any act of discrimination committed by the Charter Operator or its agents, or failure to comply with these statutory obligations, when applicable, shall be grounds for termination of this contract.

2.26 Notification Requirements.

- 2.26.1 The Charter Operator shall notify the LDE in a timely manner of any conditions that it becomes aware of that may cause the school to vary from the terms of its approved charter or from state law, federal law, or BESE requirements.
- 2.26.2 The Charter Operator shall notify the LDE of any circumstances requiring the temporary or permanent closure of the Charter School as required by BESE Bulletin 126, including, but not limited to, a natural disaster, such as a hurricane, tornado, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the school facility.
- 2.26.3 The Charter Operator shall notify the LDE if it becomes aware of the arrest of any members of the Charter's Board of Directors, employees, contractors, subcontractors, or any person directly or indirectly employed by the Charter Operator for a crime listed in La. R.S. 15:587.1(C) or any crime related to the misappropriation of funds or theft.
- 2.26.4 The Charter Operator shall notify BESE and the LDE of its default on any obligation related to the Charter School. Any debts for which payments are past due by ninety (90) days or more shall be reported the LDE as an attachment to the quarterly financial reporting. The report shall include a payment plan for the debt over ninety (90) days past due.
- 2.26.5 The Charter Operator shall remain in good standing with the Office of the Louisiana Secretary of State and shall immediately notify LDE and BESE of any change in its standing.
- 2.26.6 The Charter Operator shall notify the LDE if its enrollment decreases by ten percent or more compared to the most recent student count submitted to the Department of Education and/or BESE no later than the end of the calendar month, as required by Bulletin 126 § 3101(F).

2.26.7 If the Charter Operator has contracted with a management organization and such contract is terminated or not renewed, the Charter Operator shall provide written notification to the Department of Education Office of Portfolio within two business days stating the reasons for the termination of the relationship.

2.26.8 Failure of the board to notify LDE about loss of the management organization within two business days may result in BESE rendering the charter operator or a majority of its board members ineligible to operate a charter school for up to five (5) years.

2.27 Compliance with Applicable Law.

2.27.1 The Charter Operator shall comply with all federal and state laws and regulations applicable to charter schools and all requirements imposed by BESE policy and regulation. The Charter Operator shall conform, in all respects, with the educational standards contained in the Charter Agreement.

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SECTION 3: SCHOOL FINANCIAL MATTERS

3.1 Funding.

- 3.1.1 Prior to the beginning of each new fiscal year, the Charter Operator shall report enrollment projections for the upcoming school year in the manner prescribed by BESE and/or the Department of Education.
- 3.1.2 The Louisiana Department of Education will calculate state funding pursuant to La. R.S. 17:3995 and federal funding pursuant to formulas developed by the LDE Division of Education Finance. All such calculations shall be consistent with the Charter School Fiscal Oversight Policy promulgated by BESE (“Fiscal Oversight Policy”), attached hereto as **Exhibit E**. The Charter Operator shall remain subject to any amendments to the Fiscal Oversight Policy subsequent to the execution of this Charter Contract.
- 3.1.3 Monthly Minimum Foundation Program (“MFP”) allocations will be transferred to the Charter Operator not later than the 25th of each month, and the first Minimum Foundation Program allocation shall occur in July 2013. The Charter School will report student, staff and financial information in the manner prescribed by BESE and the LDE and allocations may be adjusted during the year, as necessary, to reflect the actual student count, staff count and prior year local revenues.
- 3.1.4 The Louisiana Department of Education is permitted to withhold a percentage of each Charter School’s MFP funds for administrative overhead costs incurred by the chartering authority for considering the charter application and any amendment thereto, providing monitoring and oversight of the school, collecting and analyzing data of the school, and for reporting on school performance.
- 3.1.5 The Charter Operator acknowledges that each year initial funding will be based on the projected student enrollment and projected dollar per student. The amount of funding will be adjusted throughout the school year to reflect actual student counts, the results of any audits, and the final dollar per student rate.
- 3.1.6 The implementation and/or continuation of the provisions of this Charter Contract are contingent upon a legislative appropriation or allocation of funds necessary to fulfill the requirements of the Charter Contract. If the legislature fails to appropriate sufficient monies to provide for the implementation and/or continuation of the Charter Contract, or if such appropriation is reduced by the veto of the Governor or by any means provided in the appropriations act to prevent the total appropriation for the year from exceeding revenues for that year, or for any other lawful purpose, and the effect of such reduction is to provide insufficient monies for the implementation and/or continuation of the Charter Contract, the Contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.
- 3.1.7 No liability shall accrue to BESE, the Louisiana Department of Education, the

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State of Louisiana or any political subdivision of the state, should the events described in the preceding paragraph occur. Neither the State of Louisiana, nor BESE, nor the Louisiana Department of Education, shall be obligated or liable for any future payments or for any damages as a result of termination under the previous paragraph.

- 3.1.8 Notwithstanding the foregoing, the Charter Operator acknowledges that BESE may, at its discretion, withhold funds to charter schools that do not submit requested data by designated deadlines to Board staff, the Louisiana Department of Education, and the evaluators contracted by BESE until such time as the required information is provided.

3.2 Financial Accounting and Reporting.

- 3.2.1 The Charter Operator shall be responsible for the Charter School's operation, including the preparation of a budget. The Charter Operator shall comply with the provisions of La. R.S. 39:1301 through 1315 (Local Government Budget Act) and shall submit a budget directly to the State Superintendent of Education ("Superintendent") in a manner and at the times prescribed in the Fiscal Oversight Policy promulgated by BESE, attached hereto as **Exhibit E**. The Division of Education Finance shall determine the date for annual budget submission required by this Paragraph.
- 3.2.2 The Charter Operator shall comply with all rules, guidelines, and regulations adopted by BESE and/or the LDE prescribing forms and practices for budgeting, accounting, and financial reporting including, but not limited to, those prescribed in the Fiscal Oversight Policy promulgated by BESE, and attached hereto as **Exhibit E**.
- 3.2.3 The Charter Operator agrees to submit any amended budgets or other requested financial documents according to the guidelines developed by the Division of Education Finance and BESE regulation.
- 3.2.4 The Charter Operator shall conduct an annual independent audit and submit it to the Louisiana Legislative Auditor, with copy to BESE and the Louisiana Department of Education, Division of Education Finance, said audit to be conducted by a certified public accountant in accordance with La. R.S. 24:513 et seq., and La. R.S.17:3996(F), the cost of which shall be borne by the Charter Operator.
- 3.2.5 The Charter Operator shall maintain records in a manner that reflects compliance with this Charter Contract and generally accepted accounting principles. The Charter Operator is subject to appropriate financial audits in accordance with La. R.S. 24:513 et. seq. and La. R.S. 17:3996(F).

3.3 Qualified and Competent Business Professional.

- 3.3.1 The Charter Operator shall retain for the duration of this Charter a Qualified and Competent Business Professional to produce all financial and accounting information and reporting required by this Charter Contract, state law, and BESE policy and regulation, except the required annual audit, which must be

performed by an independent auditor. The Qualified and Competent Business Professional shall affix his or her signature to every document he or she prepares, thereby validating its authenticity as his or her work product and thereby affirming that the information contained therein is true and accurate. All documents and reports submitted pursuant to this Paragraph shall contain the signature of the Qualified and Competent Business Professional, thereby affirming that the information contained therein is true and accurate.

3.3.2 The Charter Operator shall ensure that a Qualified and Competent Business Professional validates all student count reports submitted by the Charter Operator to the Department of Education and BESE.

3.3.3 The Charter Operator shall ensure that a Qualified and Competent Business Professional is responsible for validating all inventory reports submitted to BESE or the LDE by the Charter Operator.

3.4 Tuition and Fees.

3.4.1 The Charter Operator shall not charge any student tuition, an attendance fee, or a fine of any kind unless allowed by state or federal law. Any such fees allowed by state or federal law shall be subject to a waiver process created by the Charter School that considers individual family circumstances. The Charter Operator shall not condition the enrollment, registration, earning of credit, or receipt of grades of any student on the payment or nonpayment of fees.

3.5 Financial and Operational Records.

3.5.1 All records of the Charter School are subject to inspection and production as set forth in this Agreement and as required by the Louisiana Public Records Act. If this Agreement is terminated, the Charter is revoked or surrendered, or the school otherwise ceases to operate, the possession of all records of the school shall be immediately transferred to the LDE.

3.6 Assets.

3.6.1 Any assets acquired by the Charter Operator are the property of the Charter School for the duration of this Agreement and any renewal of the Agreement. If this Agreement is terminated, the charter is revoked or surrendered or the school otherwise ceases to operate, all assets purchased with any public funds shall automatically revert to full ownership by BESE.

3.6.2 If the Charter School fails to open and serve students or closes for any reason, the Charter Operator shall return to the state all equipment and refund all cash on hand attributable to state funding to the state. If the Charter School fails to open and serve students or closes for any reason, the Charter Operator shall return all equipment and refund all cash on hand attributable to federal funding to the appropriate division within the Department of Education or other federal funding source.

3.6.3 The Charter Operator shall maintain records of any assets acquired with any private funds that remain the property of the Charter Operator. If the Charter Operator's accounting records fail to clearly establish whether a particular

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asset was purchased with public funds or private funds, ownership of the asset will revert to BESE.

- 3.6.4 The Charter Operator shall maintain a complete and current inventory of all immovable school property and all movable school property which are non-consumable or fixed assets and shall update the school property inventory annually.
- 3.6.5 The Charter Operator shall be responsible for adequately safeguarding all assets purchased with any public funds and shall produce evidence of such upon request by BESE or the LDE.

3.7 Insurance.

- 3.7.1 The Charter Operator shall provide a description of the insurance coverage the school will obtain according to application requirements outlined in Bulletin 126.
- 3.7.2 Property Insurance for buildings being used by the Charter Operator to fulfill the purposes of this contract and any contents purchased by the Charter Operator with state or federal funds. The property insurance obtained by the Charter Operator shall provide BESE or the State of Louisiana with the ability to file a claim for any loss of property purchased with state or federal funds.
- 3.7.3 As evidence of compliance with the insurance required by this Charter Contract, the Charter Operator shall annually provide BESE with current certificates of insurance signed by an authorized representative of the insurer(s). The certificates shall evidence that policies providing the required coverage, conditions and limits are in full force and effect.

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SECTION 4: PERSONNEL

4.1 Employment Matters.

4.1.1 The Charter Operator shall employ and contract with necessary personnel. It shall implement a personnel policy that addresses such issues as hiring of personnel, terms of employment, and compensation consistent with that contained in the Application. The parties agree that teachers and other staff employed by the Charter Operator are not employees of BESE or the LDE. The Charter Operator shall complete and submit to the LDE the Collective Bargaining Option Form, incorporated herein as **Exhibit F**. The Charter Operator shall also complete and submit to BESE the Teachers' Retirement System of Louisiana Option Form incorporated herein as **Exhibit G**.

4.2 Instructional Providers.

4.2.1 The Charter Operator shall employ or otherwise utilize in instructional positions only those individuals who are credentialed in accordance with applicable federal and state law, rules and regulations.

4.2.2 The Charter Operator shall evaluate all administrators and instructional providers as required by applicable state law and BESE policy

4.3 Paraprofessionals.

4.3.1 Paraprofessionals employed by the Charter School shall meet all qualification requirements imposed by applicable federal and state law, rules, and regulations.

4.4 Criminal History Review.

4.4.1 The Charter Operator shall conduct a criminal history review through the Louisiana Department of Public Safety and Corrections, Office of State Police, Bureau of Criminal Identification for each individual the Charter Operator intends to hire. The criminal history review shall include a fingerprint check and simultaneous FBI check. All costs associated with the criminal history review shall be the responsibility of the entity granted the charter, although the Charter Operator may assign the responsibility to those persons undergoing the criminal history review.

4.4.2 No person who has been convicted of or has pleaded nolo contendere to a crime listed in La. R.S. 15:587.1(C) shall be hired by a public charter school or public school system for a position of supervisory or disciplinary authority over school children unless approved in writing by a district judge and the district attorney of the parish. For the purposes of this paragraph, any person employed to provide cafeteria, transportation, janitorial, or maintenance services by any person or entity that contracts with a school or school system to provide such services shall be considered to be hired by the Charter School.

4.4.3 No person employed or otherwise associated with the Charter School, including any contact person listed on the Charter School application or any member of the management board, who has been convicted of or has pleaded

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nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Charter School funds.

- 4.4.4 The Charter Operator shall adhere to all policies/procedures adopted by BESE concerning criminal history review for public school employees, as well as other persons associated with the Charter School who are engaged in direct processing of Charter School funds.

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SECTION 5: CONTRACT TERM, RENEWAL & REVOCATION

5.1 Four-Year Term.

- 5.1.1 This Charter School Contract shall be effective upon complete execution for an initial period of four years and will terminate on June 30, 2017, unless extended for a maximum initial term of five years, contingent upon the results of a review conducted after the completion of the third year of operation.

5.2 Extension

- 5.2.1 BESE shall conduct an evaluation of the Charter School after the completion of its third year of operation based on the evaluation and extension standards outlined in BESE Bulletin 126.
- 5.2.2 The Charter Contract shall be reviewed based on academic, financial, and organizational standards set forth in Bulletin 126. If such performance data reveal that the Charter School is meeting the extension standards outlined in Bulletin 126, BESE shall extend the duration of the charter contract for a maximum initial term of five years.
- 5.2.3 If the Charter School fails to meet the extension standards outlined in Bulletin 126, BESE may, at the Superintendent's recommendation, allow the charter contract to expire at the end of the Charter School's fourth year of operation, or grant the school a one year probationary extension.
- 5.2.4 If the Charter School is granted a probationary extension, the Charter Operator must comply with all conditions set forth in BESE's extension determination and submit progress reports as required by the LDE regarding the progress toward improving its performance. If the Charter School has resolved all issues related to its probationary extension, BESE may, at the Superintendent's request, vote to remove probationary status.
- 5.2.5 BESE may require, as a condition of an extension, that the Charter Operator amend its charter and/or take appropriate corrective action to remedy any material deficiencies that BESE identifies.
- 5.2.6 If BESE grants the Charter Operator an extension of this Agreement, the extension will terminate on June 30, 2018.

5.3 Renewal.

- 5.3.1 Prior to the expiration of the current Charter Contract, the Charter Contract may be renewed at the discretion of BESE pursuant to applicable provisions of Title 17, Chapter 42, of the Louisiana Revised Statutes and BESE policy in Bulletin 126.
- 5.3.2 Upon consideration for initial renewal, if the Charter School is on probationary extension, and has not resolved all of the issues related to its probation status, the State Superintendent may recommend that the board deny the charter school's request for renewal.

5.4 Revocation.

- 5.4.1 As provided by law, this Charter Contract may at any time be terminated and the Charter revoked upon a determination and affirmative vote by a majority of BESE members that the Charter Operator, its board members, officers, or employees did any of the following:
- 5.4.1.1 Committed a material violation of any of the conditions, standards, or procedures provided for in the approved Charter or in BESE policy;
 - 5.4.1.2 Failed to meet or pursue within the agreed timelines any of the academic or other educational results specified in the approved Charter or in BESE policy;
 - 5.4.1.3 Failed to meet generally accepted accounting standards of fiscal management; or
 - 5.4.1.4 Violated any provision of law or policy applicable to a charter school, its officers, or employees.
- 5.4.2 This Charter Contract may be terminated immediately and the Charter revoked if BESE determines that the health, safety, or welfare of the students is threatened. BESE must provide written notice of termination, which shall include its findings and basis for termination. The termination and revocation shall be effective upon receipt of the Notice of Termination by the Charter Operator.

5.5 Dissolution.

- 5.5.1 The Charter Operator shall adopt an approved dissolution plan (“Dissolution Plan”) within one year of the effective date of this Agreement. Should the Charter Operator fail to adopt an approved dissolution plan within one year of the effective date of this Agreement, the parties agree that the BESE Model Dissolution Plan will be the Dissolution Plan for the Charter School.
- 5.5.2 The BESE Model Dissolution Plan has been pre-approved for adoption by the Charter Operator. In the alternative, the Charter Operator may develop a School-Specific Dissolution Plan, which must be submitted to the LDE for approval. The LDE may require the Charter Operator to modify a School-Specific Dissolution Plan, but approval will not be unreasonably withheld.
- 5.5.3 In the event that the Charter School should cease operations for any reason, including termination of this Agreement, surrender, revocation, or non-renewal of the Charter, or dissolution of the non-profit corporation, the Board of Directors of the Charter School shall have direct responsibility for carrying out the dissolution of the school and disposition of assets in accordance with the Dissolution Plan and applicable law. The LDE and BESE shall have authority

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to supervise, oversee, or direct the dissolution of the charter school and the disposition of assets of the charter school.

- 5.5.4 If the Charter School permanently closes and ceases its operations, the Charter School shall comply with La.R.S. 17:3991 and proceed according to the BESE Model Dissolution Plan, or, if applicable, the School-Specific Dissolution Plan as approved by the LDE.
- 5.5.5 Upon the Charter Operator's receipt of written notice of termination, and throughout the period of Charter School operation between the notice of termination and school closure, if any, the Charter Operator shall (i) comply with the Model Dissolution Plan and applicable provisions of law and perform all obligations necessary thereto, (ii) designate a representative of the Charter Operator who shall retain responsibility for the security of and access to all Charter School records, including student records, (iii) provide the means and capability to access Charter School records, including student records, to the LDE, as designated in writing, and (iv) fully cooperate with the LDE, who shall have unrestricted and equal access to Charter School records, including student records during the period prior to the closure of the Charter School. Upon termination and closure, Charter Operator shall secure all Charter School records, including student records, in the possession of the Charter School and shall grant to the LDE access to records requested by the LDE. The LDE may take possession of such records, and upon taking possession of such records shall thereafter fulfill any and all statutory and contractual duties concerning the Charter School records, including the student records which are within the LDE's possession; provided that in performing the Charter Operator's legal or contractual duties, the Charter Operator shall comply with applicable law, and the Model Dissolution Plan. The Charter Operator shall take all reasonable steps necessary to collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school so that those records may be transmitted within seven (7) business days of the school closing to the LDE.

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SECTION 6. OPERATION OF THE CONTRACT

6.1 Entire Agreement.

- 6.1.1 The Charter Operator and BESE intend this Agreement, including all of the Exhibits, to represent a final and complete expression of their contract, which shall be considered the school's Charter; except that the parties recognize that amendments to this Agreement may be approved from time to time hereafter. All prior representations, understandings, and discussions are merged herein, and no course of prior dealings between the parties shall supplement or explain any terms used in this document.

6.2 Notice.

- 6.2.1 Any notice required or permitted under this Agreement shall be in writing and shall be effective immediately upon personal delivery (subject to verification of service or acknowledgment of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to the following:

In the case of the Charter Operator:

The address(es) specified in **Exhibit A**.

In the case of the Board of Elementary and Secondary Education:

Executive Director
Board of Elementary and Secondary Education
P.O. Box 94064
Baton Rouge, LA 70804

Assistant Superintendent of Portfolio
Office of Portfolio
P.O. Box 94064
Baton Rouge, LA 70804

6.3 Indemnification and Disclaimer of Liability.

- 6.3.1 The parties acknowledge that the Charter Operator is not acting as the agent of, or under the direction and control of BESE, except as required by law or this Agreement and that BESE and the LDE do not assume liability for any loss or injury resulting from the acts or omissions of the Charter School, its directors, trustees, agents, or employees.
- 6.3.2 The Charter Operator acknowledges that it is without authority to extend the faith and credit of BESE to any third party. The Charter Operator shall clearly communicate to vendors and other entities and individuals outside BESE that the obligations of the Charter Operator under agreement or contract are solely the responsibility of the Charter Operator and are not the responsibility of BESE or the LDE.

- 6.3.3 The Charter Operator shall defend, indemnify, and hold harmless the State of Louisiana, BESE, the Recovery School District, the Louisiana Department of Education, and the officers, directors, officials, agents and employees of each of these entities from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including but not limited to, attorneys' fees and/or litigation expenses which may be brought or made against or incurred by the State, BESE, the Recovery School District or the Department of Education on account of any action of the Charter Operator, its employees, agents or assigns. The provisions or limits of insurance required under this contract shall not limit the liability of the Charter Operator.
- 6.3.4 This Agreement is not an employment contract. No officer, employee, agent, or subcontractor of the Charter Operator or the School is an officer, employee, or agent of BESE, the Recovery School District, the Department of Education, or the State of Louisiana.
- 6.3.5 The parties acknowledge that neither BESE, nor the Department of Education, nor the State of Louisiana are liable for the debts or financial obligations of the Charter Operator or the Charter School.
- 6.3.6 The parties acknowledge that BESE and its members individually are immune from civil liability for any damages arising with respect to all activities related to the operation of any type of charter school they may authorize as a chartering authority, including the Charter School.

6.4 Waiver.

- 6.4.1 The parties agree that either party's failure to insist on strict performance of any term or condition of this Agreement shall not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

6.5 Assignment.

- 6.5.1 No right or interest in this Agreement shall be assigned by anyone on behalf of the Charter Operator without prior written approval of BESE, and delegation of any contractual duty of the Charter Operator shall not be made without prior written approval of BESE, which approval may be given or withheld at the sole discretion of BESE. A violation of this provision shall be grounds for immediate termination of this Agreement and revocation of the Charter.

6.6 Applicable Law.

- 6.6.1 This Agreement shall be governed by and construed in accordance with the laws of the State of Louisiana and all applicable federal laws of the United States.
- 6.6.2 The Charter Operator shall comply with all federal and state laws and regulations applicable to Type 2 charter schools, and all requirements imposed

by BESE policy and regulation. The Charter Operator shall conform, in all respects, with the educational standards contained in this Agreement and in BESE policy and regulation.

- 6.6.3 The parties intend that they be bound by, and that this Agreement be subject to, any and all future amendments or additions to the statutes, regulations, policies and procedures applicable to charter schools. The Charter Operator and BESE hereby agree to comply with any such change as if it were specifically set forth herein. Any such change shall supersede any provision within this Agreement that conflicts with it.

6.7 Severability.

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

6.8 No Third Party Beneficiary.

- 6.8.1 The enforcement of the terms and conditions of this Agreement, and all rights of action relating to such enforcement, shall be strictly reserved to BESE and the Charter Operator. Nothing contained in this Agreement shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the parties to this Agreement that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

6.9 Counterparts; Signature by Facsimile.

- 6.9.1 This Agreement may be signed in counterparts, which shall together constitute the original Contract. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

6.10 Material Amendment.

- 6.10.1 Any material amendment to this Agreement will be effective only with approval of both BESE, or its designee, and the Charter School's Board of Directors. A Material Amendment shall not become effective and the Charter Operator shall not take action or implement the changes requested in the amendment until the amendment is approved by BESE or its designee.
- 6.10.2 The Charter Operator will submit any proposed Material Amendment in accordance with guidance promulgated by BESE.
- 6.10.3 Changes to the Agreement that constitute Material Amendments shall be identified in BESE Bulletin 126.

6.11 Non-Material Amendment.

- 6.11.1 A Non-Material Amendment of this Agreement may be made effective by the Charter Operator through written Notification to BESE and the LDE.
- 6.11.2 The Charter Operator will notify the LDE and BESE of any proposed Non-

Charter Contract for Tallulah Charter School operated by Madison-Tallulah Education Center

Material Amendment in accordance with guidance to be promulgated by BESE.

- 6.11.3 A Non-Material Amendment by the Charter Operator will be effective five (5) business days following receipt of Notification, unless BESE or the LDE notifies the Charter Operator that it objects to the proposed Amendment.
- 6.11.4 A non-material amendment by BESE due to a change in BESE policy or LDE or RSD regulations or policies or any amendments thereto will be effective immediately unless a different effective date is stated therein.
- 6.11.5 Non-Material Amendments to the Agreement shall be identified in BESE Bulletin 126.

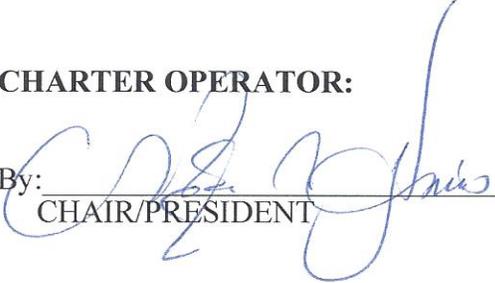
IN WITNESS WHEREOF, the parties have executed this Contract as of the date first above written.

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION:

By: 
BESE PRESIDENT

6/25/2013
DATE

CHARTER OPERATOR:

By: 
CHAIR/PRESIDENT

06-28-13
DATE

TABLE OF EXHIBITS

Exhibit A:	Location
Exhibit B:	Management Organization Contract (if applicable)
Exhibit C:	Enrollment Projection Table
Exhibit D:	School Enrollment Policies and Procedures
Exhibit E:	Fiscal Oversight Policy
Exhibit F:	Collective Bargaining Option Form
Exhibit G:	Teachers' Retirement System of Louisiana Option Form

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Tallahassee Charter School

Informational Meeting

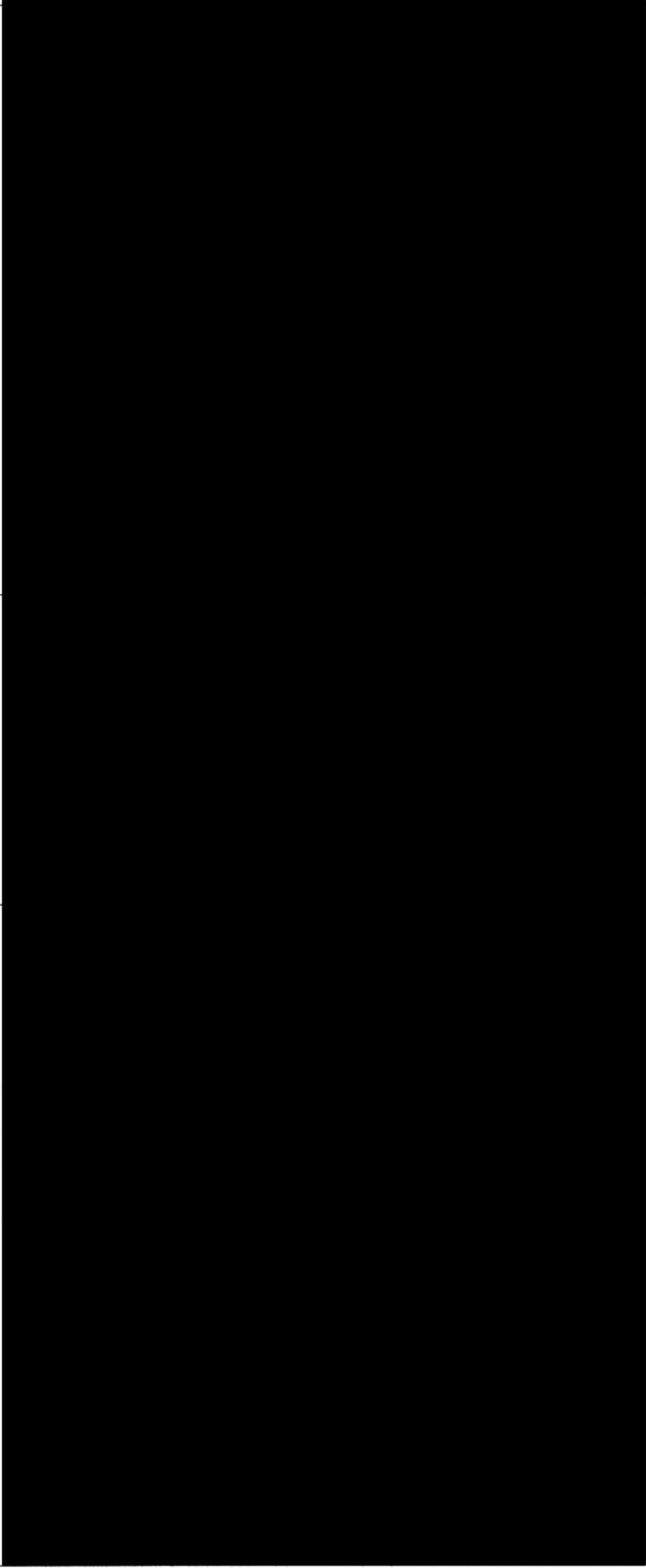
Sign-In Sheet

Name	Phone Number	Email Address
Shweta Williams	1078-993-4534	Shwetakug54@yahoo
Teresa Johnson	318-341-4624	teresa.johnson76@aol.net
Angela L. Claxton	318-308-7474	angelclaxton@yahoo.com
Arlene White	318-341-6006	arlene.white@yahoo.com
Barbara Davis	318-418-9795	barbaradavis@gmail.com
Princess Allen	(318) 524-0151	PrincessAllen25@yahoo.com
Michael Washington	318-574-2751	blackjackbottom@yahoo.com
Terrianna Jones	318-574-3953	
Anna Sanders	318 574-4868	tinass08@aol.net
Courney Isaac	318 341 3878	yanna71282@yahoo.com
Summer Hodges	941-6680	summer.hodges@gmail.com
Amber Williams	(318)341-4171	amwilliams04@yahoo.com
Emilia Rivera	(318)737 9848	emiliar1986@yahoo.com
April Spivey	318-341-9419	
Marla Leightner Long	(318) 341-4860	charlotleighter@yahoo.com
Christina Hill	318-341-9881	cullsmhs14@yahoo.com
Elisha W. Thomas	318-341-1373	mlish77@yahoo.com

Pre-K

*Tallahah Charter School
Informational Meeting*

Sign-In Sheet

Name	Phone Number	Email Address			
					

June 25, 2013
6:00 PM
Tallahah Community Center

Pre-K

*Tallahulah Charter School
Informational Meeting*

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

*marks.wilm.
edu*

io.com

*Tallulah Charter School
Informational Meeting*

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted Content]		

June 25, 2013
6:00 PM
Tallulah Community Center

Tallahlah Charter School
Informational Meeting

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted Content]		

June 25, 2013
6:00 PM
Tallahlah Community Center

K

Tallahlah Charter School
Informational Meeting

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

*Tallahulah Charter School
Informational Meeting*

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

June 25, 2013
6:00 PM
Tallahulah Community Center

il.com

Tallulah Charter School
Informational Meeting
Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

June 25, 2013
6:00 PM
Tallulah Community Center

K

Tallulah Charter School
Informational Meeting

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

June 25, 2013
6:00 PM
Tallulah Community Center

Tallulah Charter School
Informational Meeting

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

June 25, 2013

6:00 PM

Tallulah Community Center

Tallulah Charter School
Informational Meeting
Sign-In Sheet

Name	Phone Number	Email Address
[Redacted Sign-In Data]		

June 25, 2013
6:00 PM
Tallulah Community Center

*Tallahlah Charter School
Informational Meeting*

Sign-In Sheet

Name	Phone Number	Email Address
[Redacted]		

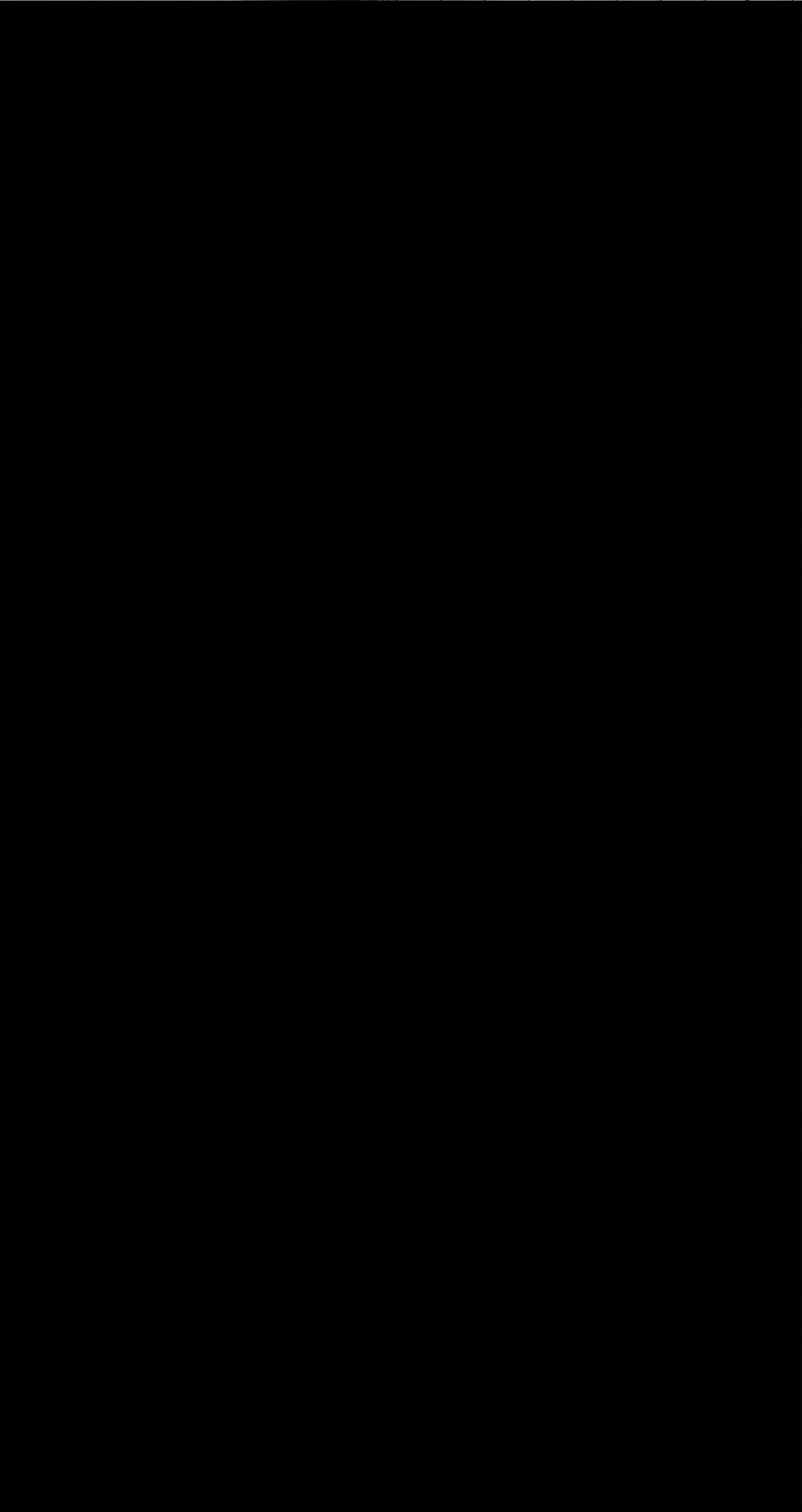
June 25, 2013
6:00 PM
Tallahlah Community Center

Requesting Grade Addition to Tallulah Charter School

The parents of this request wholeheartedly support Tallulah Charter School without any reservations. The parents below are requesting that the Louisiana Department of Education allow Tallulah Charter School in Tallulah, Louisiana to add grade 5 for the 2013-214 school year. If 5th grade is added, all parents (with signatures) below intend to enroll their children in 5th grade at Tallulah Charter School.

5th Grade Parents for Tallulah Charter School

21

Parent Name PRINTED	Signature	Address	Child's Name
			

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[Redacted]			

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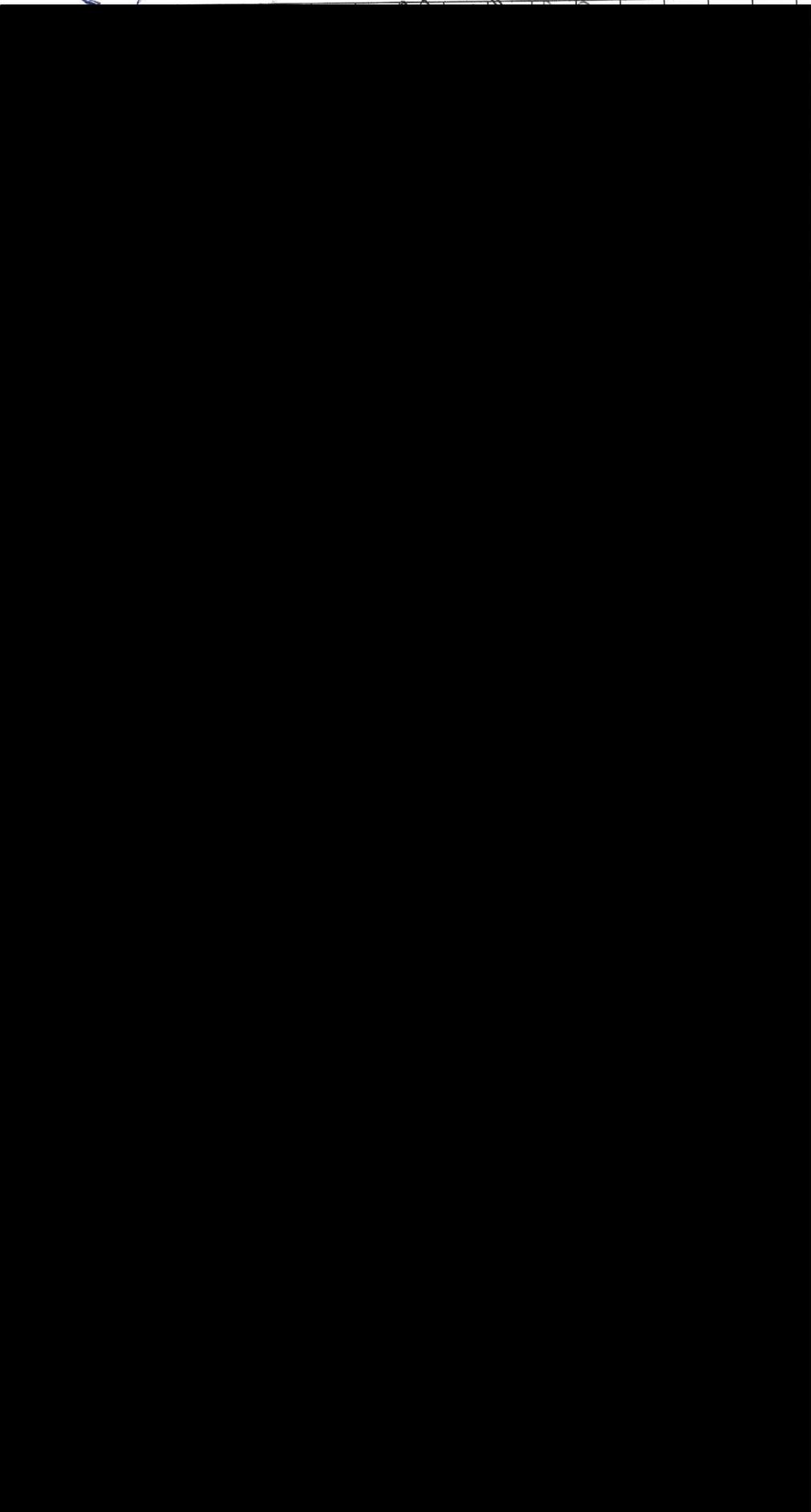
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[Redacted]			

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5th Grade Parents for Tallulah Charter School

Parent Name PRINTED	Signature	Address	Child's Name
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Tallulah Charter School
Annual Board Calendar

Activity	Description	Date	Time
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of January 2013	6:00 P.M.
Training LA Association of Public Charter Schools	Initial training following application approval	2 nd Saturday in January 2013	9:00 A.M.- 4:00 P.M.
Training LA Association of Public Charter Schools	Accountability and Public Funds	2 nd Saturday of January 2013	9:00 A.M.- 4:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of February 2013	6:00 P.M.
Training Visitation to top performing charter schools	Training	2 nd Thursday of February 2013	9:00 A.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of March 2013	6:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of April 2013	6:00 P.M.
Training Vicki Clark of Building Capacity of Boards	Instructional Leadership	2 nd Saturday of April 2013	1:00-3:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of May 2013	6:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of June 2013	6:00 P.M.
Training Board Retreat	June	Friday and Saturday of 1 st week in June 2013	5:00-8:00 and 9:00 A.M.- 4:00 P.M.
Training for Prospective Directors	Overview for prospective directors	1 st Tuesday of July 2013	6:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of July 2013	6:00 P.M.
Training LA Association of Public Charter Schools	Accountability including statewide assessment, Dropout report, Core Curriculum standards	2 nd Thursday July 2013	9:00 A.M.- 4:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of August 2013	6:00 P.M.
Training Visitation to top performing charter schools	Training	2 nd Thursday of August 2013	9:00 A.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of September 2013	6:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of Oct. 2013	6:00 P.M.
Training Vicki Clark of Building Capacity of Boards	Instruction training including Health and Safety issues	2 nd Saturday of October 2013	1:00-3:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of Nov. 2013	6:00 P.M.
Board Meeting	Regularly scheduled Board meeting	1 st Thursday of Dec. 2013	6:00 P.M.
Training New Board Directors	New Board Member Orientation	2 nd Tuesday of January 2014	6:00 P.M.

LITERACY FACILITATOR/COACH

Job Description

REPORTS TO: PRINCIPAL

GENERAL RESPONSIBILITIES:

The School Literacy Facilitator/Coach works with classroom teachers, principals, and parents to provide appropriate instructional support for addressing school and school issues in reading reform.

PERFORMANCE RESPONSIBILITIES:

Domain I: Planning:

- . Develops an acceptable Professional Development Plan
- . Assists teachers in developing appropriate instructional and behavioral/social strategies to meet individual needs specifically geared towards reading and literacy
- . Assists teachers (regular and special education) in developing appropriate instructional and behavioral/social strategies to meet individual
- . Assists in addressing school and school issues in reading reform

Domain II: Management:

- . Serves as a consultant to administrators, parents, and teachers in the area of literacy
- . Assists school personnel in maintaining accurate records
- . Assists in developing school to school networks for teachers to share their professional expertise
- . Acts as a liaison between the school system, teachers, and parents to facilitate meaningful literacy experiences
- . Works with teachers to develop and improve the necessary paperwork associated with literacy instruction
- . Works with teachers to develop appropriate goals and objectives to meet literacy/reading needs/requirements
- . Advocates for the needs of all students
- . Gathers data necessary for school, state and federal reports to allow adjustments to be made in the program direction as needed
- . Provides leadership and encouragement for all teachers, especially uncertified and first-year teachers through assistance with lesson plans, model lessons, etc.
- . Performs other duties as assigned by the Chief Executive Officer or other proper authority

Domain III: Instruction:

- . Assists teachers (regular and special education) in developing appropriate instructional and behavioral/social techniques to meet individual needs
- . Provides technical assistance with literacy strategies and methodology to teachers, administrators, and parents to enhance literacy across the curriculum

Domain IV: Professional Development:

- . Provides and/or assists in the provision of professional development for school personnel, parents, and the public
- . Keeps abreast of new developments in federal, state, and local policy and law
- . Keeps informed of current research and information as related to the program
- . Develops a Professional Growth Plan

Domain V: School Improvement:

- . Develops working, cooperative relationships with appropriate business and agencies for providing appropriate community experiences
- . Attends staff, faculty, professional and interagency meetings
- . Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom activities
- . Seeks community involvement in the instructional program
- . Guides parents in seeking and connecting with viable community resources to aid in improving their children's education

PERSONAL TRAITS:

- . Exhibits competency in the following areas:
 - . Poise and self-confidence
 - . Enthusiasm and optimism
 - . Punctuality
 - . Dependability
 - . Flexibility
 - . Willingness to implement recommendations
 - . Acceptable speech and grammar
 - . Effective communication with students
 - . Discreet handling of confidential information
 - . Unbiased attitude regarding race, sex, creed, religion or disability
 - . Effective communication with colleagues and other adults

WORK ENVIRONMENT

The Literacy Facilitator/Coach will work in an environment adhering to the Madison-Tallah Education Center Board of Directors' energy policy. Workday consist of regular school hours. Then length of the workday varies as the result of evening activities or emergencies. In addition, job responsibilities may require work on weekends or holidays and attendance at meetings.

COMMUNICATION SKILLS

The Literacy Facilitator/Coach must be able to effectively communicate in English both orally and in writing. Must have the ability to accurately give and receive information via telecommunication system and must be able to communicate successfully with students, teachers, parents, school personnel, and the community.

EQUIPMENT USED

The Literacy Facilitator/Coach must be able to use a telephone, cell phone, fax machine, scanner, audio-visual equipment, PC, PC software, hardware, copy machine, laminator, calculator, and other appropriate machines.

PHYSICAL INVOLVEMENT

The Literacy Facilitator/Coach should be able to perform these physical activities: standing,

walking, reaching bending, and lifting 10 pounds (sometimes required).

MENTAL INVOLVEMENT

The Literacy Facilitator/Coach must be able to plan and implement appropriate educational programs for staff. Must be able to understand and interpret written and verbal instructions. Must keep accurate, up-to-date records. Must be able to comply with state and school regulations.

HUMAN RELATIONS INVOLVEMENT

The Literacy Facilitator/Coach must be able to work cooperatively with school personnel and the community. Must be able to respond appropriately to supervision and accept commendations and recommendations. Must demonstrate sensitivity/understanding in interpersonal relations with persons of diverse cultures/backgrounds.

QUALIFICATIONS:

Master's Degree in Education preferred.

At least five years of teaching experience, including reading instruction at the level which they are coaching. (May be adjusted relative to grant requirements, if applicable, or if changes are needed for a specific location)

Minimum of twelve graduate hours in reading instruction at the appropriate level (or equivalent professional development in instructional strategies grounded in scientifically based reading research.) Experience in a leadership role working with other teachers.

Satisfactory performance from previous evaluations.

Satisfactory criminal background check and drug screening.

Additional criteria may be established by the Board.

TERMS OF EMPLOYMENT:

9 months.

SALARY:

As designated on the Salary Schedule.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Appendix I: Curriculum to be used by the school

No more than 1 page for each grade served including all content areas

Grade Curriculum Serves	Content Area	Publisher/Curriculum	Rationale
PreK-4	Math	Marshall Cavendish Education; 503-557-8100 or school@singaporemath.com http://www.singaporemath.com Singapore Math	<i>Singapore Math</i> is a teaching method based on the national curriculum of Singapore. The instructional materials have a consistent and strong emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills. <i>Singapore Math</i> uses a hands and minds on approach to provide differentiated instruction.
PreK-4	Science	Core Knowledge -See below Delta Education 80 Northwest Blvd. P.O. Box 3000 Nashua, NH 03061-3000 Full Option Science System	<i>FOSS</i> is an enrichment program that augments the Comprehensive Curriculum activities. <i>FOSS</i> is an ongoing research project dedicated to improving the learning and teaching of science. The <i>FOSS</i> program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21 st century. <i>FOSS</i> actively engages students to ask questions about nature, to seek answers, collect things, and observations, and discuss.
PreK-4	English Language Arts	The Great Books Foundation 35 East Wacker Drive, Suite 400 Chicago, IL 60601-2105 Junior Great Books Core Knowledge -See below	<i>Junior Great Books</i> (JGB) are aligned with Louisiana's frameworks, and provide for international, regional, and family cultural and character literacy. Reasoning and logic are introduced early in the curriculum to promote early mastery of inquiry skills. <i>Shared Inquiry</i> builds active readers who can grasp the meaning of a variety of texts.
PreK-4	Social Studies	Core Knowledge Foundation 801 E. High St. Charlottesville, VA 22902 Core Knowledge	It is critically important that our students understand their own history, the world in which they live, and the history and culture of many different countries and peoples. The social studies curriculum follows the comprehensive and challenging <i>Core Knowledge</i> Sequence which contains key information students needed to know to be literate, culturally-aware citizens; the material is mapped in a clear, grade-level specific curriculum, and conforms to the Louisiana Comprehensive Curriculum. It builds from year to year discussing World and American History, and Geography.

Appendix J Scope and Sequence

Grade 1

Math

Singapore Math

Scope and Sequence for *Primary Mathematics*, U.S. Edition

	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Whole Numbers												
Understand and use ordinal numbers to describe position.	✓											
Count objects in a set, read and write numerals to 10.	✓											
Compare two or more sets of objects up to 10 and identify which set is equal to, more than, or less than the other.	✓											
Compare two sets of objects up to 10 and determine how many more or less are in one set than the other.	✓											
Count and identify 1 more than or 1 less than a number within 10.	✓											
Count and identify 1 more than or 1 less than a number within 30.	✓											
Understand number order and know that larger numbers describe sets with more objects in them than smaller numbers.	✓											
Count, read, and write whole numbers to 20.	✓											
Compare numbers within 20.	✓	✓										
Use place-value models to represent numbers to 100.		✓										
Read, write in words, standard, and expanded notation, and identify place values of digits for numbers within 100.		✓										
Count and identify 1 more than, 1 less than, 10 more than, 10 less than a number within 100.		✓										
Compare numbers within 100 and use the symbols $<$, $+$, $>$.			✓									
Make reasonable estimates when comparing numbers and sets of objects within 100.												
Describe and extend regular number patterns within 100, including counting by 2's and 20's.		✓										
Use place-value models to represent numbers to 1000.			✓									

Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 1000.			✓									
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B
Describe and extend regular number patterns within 1000.			✓									
Compare numbers within 1000 and use the symbols $<$, $+$, $>$.			✓									
Use place-value models to represent numbers to 10,000.					✓							
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 10,000.					✓							
Count on and back in steps of 1, 10, 100, and 1000 and complete or extend regular number patterns within 10,000.					✓							
Round numbers within 100,000 to the nearest 10 or 100							✓					
Round numbers within 10,000 to the nearest 10, 100, or 1000.									✓			
Use place-value models to represent numbers to 100,000.							✓					
Read, write in words, standard, and expanded notation, identify place values of digits, and compare and order numbers within 100,000.							✓					
Complete or extend regular number patterns for numbers within 100,000.							✓					
Use place-value models to represent numbers to 1,000,000.									✓			
Addition and Subtraction of Whole Numbers												
Understand number bonds and part-whole concept.	✓											
Understand the meaning of addition (missing whole, putting together, counting on, and simple addition stories).	✓		✓									
Understand the meaning of subtraction (missing part, taking away, counting back, and simple subtraction stories).	✓		✓									
Add/Subtract numbers within 20.	✓											
Use inverse relationship between addition and subtraction.	✓		✓	✓								
Learn addition and subtraction facts within 20.	✓											
Compare numbers by using subtraction to find the difference.		✓	✓									

Add/Subtract numbers within 100.		✓											
Count by 10's within 100.		✓											
	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	
Find the sum of three 1-digit numbers.		✓											
Add/Subtract numbers within 1000.			✓										
Add/Subtract numbers within 10,000.					✓		✓						
Use estimation to verify the reasonableness of calculated results in addition and subtraction, check subtraction problems using addition.							✓		✓				
Determine whether an estimate is sufficient for a specific problem situation.							✓						
Multiplication and Division of Whole Numbers													
Use repeated addition and arrays to solve multiplication problems within 40.		✓	✓										
Use sharing and grouping to divide.		✓	✓										
Relate division to multiplication.			✓	✓	✓								
Recognize and extend regular linear patterns.		✓	✓	✓	✓								
Multiply/divide by 2's and 3's.			✓										
Learn multiplication/division facts for 2's and 3's.			✓										
Multiply/divide by 4's, 5's, and 10's.				✓									
Learn multiplication/division facts for 4's, 5's, and 10's.				✓									
Understand quotient and remainder.					✓								
Understand the properties of 0 and 1 in multiplication and division.					✓								
Multiply/Divide by 6's, 7's, 8's, and 9's.					✓								
Learn multiplication/division facts for 6's, 7's, 8's, and 9's.					✓								
Multiply numbers within 1000 by a 1-digit number.					✓								
Multiply numbers within 10,000 by a 1-digit number.							✓						
Divide numbers within 1000 by a 1-digit number, including situations where there is a remainder.					✓								
Divide numbers within 10,000 by a 1-digit number, including situations where there is a remainder.							✓						
Multiply numbers within 10,000 by a 2-digit number.							✓		✓				
Divide numbers within 10,000 by a 2-digit number.									✓				
Use estimation to verify the reasonableness of calculated results in multiplication and division problems.							✓		✓				
Find the factors and common factors of whole numbers within 100.							✓		✓				

Grade 1 Core Knowledge Scope and Sequence

(Language Arts, Visual Arts, Music, Math, History and Geography, and Science) All these areas are contained within the Core Knowledge, however, only the Scope and Sequence for Language Arts and is presented here.

Language Arts: Grade 1

I. Listening and Speaking

Teachers: Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

A. CLASSROOM DISCUSSION

- Participate in age appropriate activities involving listening and speaking.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag” .

B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.
- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.

C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

Teachers: Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language

of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the first grade level, a child's ability to understand what he hears far outpaces his ability to independently read and understand written text. By listening to stories or nonfiction selections read aloud, children can experience the complexities of written language without expending cognitive energy on decoding; they can likewise access deeper and more complex content knowledge than they are presently able to read independently.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included on pages 32–34. Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 1 students in the Core Knowledge Sequence, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama. Grasping Specific Details and

Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read-aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.

- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction read-aloud topics from the first grade history, science, music, and visual arts topics listed on pages 35–47, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

II Reading

A. PRINT AWARENESS

- Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.
- Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).
- Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).
- Demonstrate correct book orientation by holding book correctly and turning pages.
- Recognize that sentences in print are made up of separate words.
- Understand that words are separated by spaces.
- Distinguish letters, words, sentences, and stories.
- Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.
- Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.
- Say the letters of the alphabet in order, either in song or recitation.

B. PHONEMIC AWARENESS

- Demonstrate understanding that words are made up of sequences of sounds.
- Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.
- Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).
- In riddle games, supply words that begin with a target phoneme.
- Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.
- Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.
- Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.
- Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.
- Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to make *cat*.
- Segment a spoken word into phonemes, e.g., given *bat*, produce the segments/b//a//t/.
- Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply *bit* or *mitt*.
- Identify the number of syllables in a spoken word.

C. PHONICS: DECODING AND ENCODING

Teachers: Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading and

writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read one to two syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 30 words generally identified as high frequency words.

CONSONANT SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*

/d/ spelled 'd' as in *dog*, 'dd' as in *madder*, 'ed' as in *filled*

/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*

/g/ spelled 'g' as in *get*, 'gg' as in *egg*

/h/ spelled 'h' as in *him*

/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*

/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*

/l/ spelled 'l' as in *lip*, 'll' as in *sell*

/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*

/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*

/p/ spelled 'p' as in *pet*, 'pp' as in *happy*

/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*

/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*

/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*

/v/ spelled 'v' as in *vet*, 've' as in *twelve*

/w/ spelled 'w' as in *wet*, 'wh' as in *when*

/x/ spelled 'x' as in *tax*

/y/ spelled 'y' as in *yes*

/z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*

/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*

/sh/ spelled 'sh' as in *ship*

/th/ spelled 'th' as in *thin*

/th/ spelled 'th' as in *then*

/qu/ spelled 'qu' as in *quick*

/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

VOWEL SOUNDS AND SPELLINGS TAUGHT IN FIRST GRADE

/a/ spelled 'a' as in *cat*

/e/ spelled 'e' as in *get*
/i/ spelled 'i' as in *hit*
/o/ spelled 'o' as in *hot*
/u/ spelled 'u' as in *but*
/æ/ spelled 'a_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*
/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e_e' as in *Pete*,
'ie' as in *cookie*
/ie/ spelled 'i_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*
/oe/ spelled 'o_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*
/ue/ spelled 'u_e' as in *cute*
/aw/ spelled 'aw' as in *paw*
/oo/ spelled 'oo' as in *look*,
/oo/ spelled 'oo' as in *soon*
/ou/ spelled 'ou' as in *shout*
/oi/ spelled 'oi' as in *oil*
/er/ spelled 'er' as in *her*
/ar/ spelled 'ar' as in *car*
/or/ spelled 'or' as in *for*

D. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 15 minutes each day.

E. READING COMPREHENSION—ALL TEXTS

Teachers: During the beginning of first grade, most students will still need to devote considerable energy when reading to deciphering the written text. Over the course of this year, they will learn even more elements of the code, meaning that the decodable texts that they can read independently will increasingly resemble “real stories” and trade books. With practice and repeated readings of the same text, students will develop increasing automaticity, allowing them to focus more intently on the meaning of what they are reading. Both of these factors, i.e., the student’s increasing fluency and the use of more authentic text—which is now decodable because of the student’s increasing code knowledge—mean that attention to reading comprehension can move to a higher level than just the rudimentary understanding of text expected at the kindergarten level. This expectation is reflected in the increased number of objectives below that have been added to the kindergarten level objectives.

However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children’s ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

- Demonstrate understanding of completely decodable text after reading independently.

Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, and chapters.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first, next, then, etc.*
- Identify words that link ideas, i.e., *for example, also, in addition.*

F. READING COMPREHENSION—FICTION, DRAMA, AND POETRY

- Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.
- Compare and contrast characters from different stories.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places and events.

G. READING COMPREHENSION—NONFICTION AND INFORMATIONAL TEXT

Teachers: Select nonfiction topics from the first grade history, science, music and visual arts topics listed on pages 35–47, with emphasis on history and science.

- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

Grade 1 Science

Full Option Science System (FOSS)

OVERVIEW

NEW PLANTS

GOALS

The New Plants Module provides experiences that heighten young students' awareness of the diversity of life in the plant kingdom. Students care for plants to learn what they need to grow and develop. They observe the structures of flowering plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and organize their observations on a calendar and in a journal.

FOSS EXPECTS STUDENTS TO

- Develop a curiosity and interest in plants as living things.
- Experience some of the diversity of forms in the plant kingdom.
- Provide for the needs of growing plants.
- Observe and describe the changes that occur as plants grow and develop.
- Become familiar with the structures and functions of flowering plants (root, stem, leaf, bud, flower, seed).
- Discover various ways that new plants can develop from mature plants.
- Compare change over time in different kinds of plants.
- Organize and communicate observations through drawing and writing.
- Acquire the vocabulary associated with the structures of plants.

OVERVIEW

SOLIDS AND LIQUIDS

GOALS

The Solids and Liquids Module provides experiences that heighten students' awareness of the physical world. Matter with which we interact exists in three fundamental states: solid, liquid, and gas. In this module first and second graders have introductory experiences with two of these states of matter, solid and liquid.

FOSS EXPECTS STUDENTS TO

- Develop curiosity and interest in the objects that make up their world.
- Investigate materials constructively during free exploration and in a guided discovery mode.

- Recognize differences between solids and liquids.
- Explore a number of liquids.
- Observe and describe the properties of solids and liquids.
- Sort materials according to properties.
- Combine and separate solids of different particle sizes.
- Observe and describe what happens when solids are mixed with water.
- Observe and describe what happens when other liquids are mixed with water.
- Use information gathered to conduct an investigation on an unknown material.
- Acquire the vocabulary associated with the properties of solids and liquids.
- Use written and oral language to describe observations.

OVERVIEW
AIR AND WEATHER

GOALS

The **Air and Weather Module** consists of four sequential investigations, each designed to introduce concepts in earth science. The investigations provide opportunities for young students to explore the natural world by using simple tools to observe and monitor change.

FOSS EXPECTS STUDENTS TO

- Develop an interest in air and weather.
- Experience air as a material that takes up space and can be compressed into a smaller space.
- Observe the force of air pressure pushing on objects and materials.
- Observe and compare how moving air interacts with objects.
- Observe and describe changes that occur in weather over time.
- Become familiar with instruments used by meteorologists to monitor air and weather conditions.
- Compare monthly and seasonal weather conditions using bar graphs.
- Observe the location of the Sun and the Moon in the sky over a day and the change in the appearance of the Moon over a month.
- Organize and communicate observations through drawing and writing.
- Acquire vocabulary associated with properties of air and weather conditions.

OVERVIEW
PLANTS AND ANIMALS

- ***GOALS***
- The Plants and Animals Module provides experiences that heighten young students' awareness of the different ways that plants and animals meet their needs. Students care for plants to learn what they need to grow and develop. They observe the structures of plants and discover ways to propagate new plants from mature plants (from seeds, bulbs, roots, and stem cuttings). They observe and describe changes that occur as plants grow, and organize their observations on a calendar and in a notebook. They build a terrarium and provide for the needs of both plants and animals living together in a classroom habitat. They read about and view photographs and

videos of plants and animals living in different habitats.

FOSS EXPECTS STUDENTS TO

- Develop a curiosity and interest in plants as living things.
- Provide for the needs of growing plants and animals.
- Observe and describe the changes that occur as plants grow and develop.
- Become familiar with the structures and functions of flowering plants (root, stem, leaf).
- Discover various ways that new plants can develop from mature plants.
- Compare the basic needs of common plants and animals.
- Experience some of the diversity of forms in the plant and animal kingdoms and become aware of features that help plants and animals thrive in different habitats.
- Learn that some animals eat plants, and others use them for shelter and nesting.
- Compare structure and function of different animals' teeth.
- Organize and communicate observations through drawing and writing.
- Acquire the vocabulary associated with the structures, needs, and habitats of plants and animals.
- Draw pictures that portray features of objects.
- Record observations and data with pictures, numbers, and words.

Grade 1 Science *Core Knowledge*

Science: Grade 1

Teachers: Effective instruction in science requires hands-on experience and observation. In the words of the 1993 report from the American Association for the Advancement of Science, *Benchmarks for Science Literacy*, “From their very first day in school, students should be actively engaged in learning to view the world scientifically. That means encouraging them to ask questions about nature and to seek answers, collect things, count and measure things, make qualitative observations, organize collections and observations, discuss findings, etc.”

While experience counts for much, book learning is also important, for it helps bring coherence and order to a child’s scientific knowledge. Only when topics are presented systematically and clearly can children make steady and secure progress in their scientific learning. The child’s development of scientific knowledge and understanding is in some ways a very disorderly and complex process, different for each child. But a systematic approach to the exploration of science, one that combines experience with book learning, can help provide essential building blocks for deeper understanding at a later time.

I. Living Things and Their Environments

Teachers: Introduce the idea of interdependence between living things and their environment.

A. HABITATS

- Living things live in environments to which they are particularly suited.
- Specific habitats and what lives there, for example:
Forest [oak trees, squirrels, raccoons, snails, mice]
Meadow and prairie [wildflowers, grasses, prairie dogs]
Underground [fungi, moles, worms]
Desert [cactus, lizard, scorpion]
Water [fish, oysters, starfish]
- The food chain: a way of picturing the relationships between living things
Animals: big animals eat little ones, big animals die and are eaten by little ones.
Plants: nutrients, water, soil, air, sunlight

B. OCEANS AND UNDERSEA LIFE

- Most of the earth is covered with water.
- Locate oceans: Pacific, Atlantic, Indian, Arctic.
- Oceans are salt water (unlike fresh water rivers and lakes).
- Coast, shore, waves, tides (high and low)
- Currents, the Gulf Stream
- Landscape of the ocean floor: mountain peaks and deep valleys (trenches)
- Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales
- Dangers to ocean life (for example, overfishing, pollution, oil spills)

C. ENVIRONMENTAL CHANGE AND HABITAT DESTRUCTION

- Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example:

Effects of population and development
Rainforest clearing, pollution, litter

D. SPECIAL CLASSIFICATIONS OF ANIMALS

- Herbivores: plant-eaters (for example, elephants, cows, deer)
- Carnivores: flesh-eaters (for example, lions, tigers)
- Omnivores: plant and animal-eaters (for example, bears)
- Extinct animals (for example, dinosaurs)

Note: The food chain will be studied again in grade 3.

II. The Human Body

A. BODY SYSTEMS

Teachers: Introduce the idea of body systems, and have children identify basic parts of the following body systems:

- Skeletal system: skeleton, bones, skull
- Muscular system: muscles
- Digestive system: mouth, stomach
- Circulatory system: heart and blood
- Nervous system: brain, nerves

B. GERMS, DISEASES, AND PREVENTING ILLNESS

- Taking care of your body: exercise, cleanliness, healthy foods, rest
- Vaccinations

III. Matter

Teachers: Introduce children to the idea that everything is made of matter, and that all matter is made up of parts too small to see.

- Basic concept of atoms
- Names and common examples of three states of matter: solid (for example, wood, rocks) liquid (for example, water) gas (for example, air, steam)
- Water as an example of changing states of matter of a single substance

IV. Properties of Matter: Measurement

Teachers: Have children describe and classify objects according to what they are made of, and according to their physical properties (color, shape, size, weight, texture, etc.).

- Units of measurement:
Length: centimeter, inch, foot
Volume: gallon, quart
- Temperature: degrees Fahrenheit

V. Introduction to Electricity

Teachers: Through reading aloud, observation and experiment, explore with children basic principles of electricity and electrical safety rules.

- Static electricity
- Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch)

- Conductive and nonconductive materials
- Safety rules for electricity (for example, never put your finger, or anything metallic, in an electrical outlet; never touch a switch or electrical appliance when your hands are wet or when you're in the bathtub; never put your finger in a lamp socket; etc.)

Note: Major body systems will be studied in greater detail in grades 2–6. Note: Children are likely to have a notion of atoms that, in absolute scientific terms, is inaccurate. There is no need to be concerned with this inaccuracy at this grade level, since the goal here is simply to introduce concepts and terms that, over time, will be more precisely defined.

Note: Electricity will be studied in more detail in grade 4.

VI. Astronomy: Introduction to the Solar System

- Sun: source of energy, light, heat
- Moon: phases of the moon (full, half, crescent, new)
- The eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)
(Note: In 2006, Pluto was classified as a dwarf planet.)
- Stars

Constellations, Big Dipper

The sun is a star.

- Earth and its place in the solar system

The earth moves around the sun; the sun does not move.

The earth revolves (spins); one revolution takes one day (24 hours).

Sunrise and sunset

When it is day where you are, it is night for people on the opposite side of the earth.

VII. The Earth

A. GEOGRAPHICAL FEATURES OF THE EARTH'S SURFACE

- The shape of the earth, the horizon
- Oceans and continents
- North Pole and South Pole, Equator

B. WHAT'S INSIDE THE EARTH

- Inside the earth

Layers: crust, mantle, core

High temperatures

- Volcanoes and geysers
- Rocks and minerals

Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary

Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron, ore)

VIII. Science Biographies

Rachel Carson (got people to stop using DDT)

Thomas Edison (invented an electric light bulb)
Edward Jenner (found a way to stop smallpox)
Louis Pasteur (made milk safe to drink)

Grade 1 Social Studies *Core Knowledge*

History and Geography: Grade 1

Teachers: In first grade, children often study aspects of the world around them: the family, the school, the community, etc. The following guidelines are meant to broaden and complement that focus. The goal of studying selected topics in World History in first grade is to foster curiosity and the beginnings of understanding about the larger world outside the child’s locality, and about varied civilizations and ways of life. This can be done through a variety of means: story, drama, art, music, discussion, and more.

The study of geography embraces many topics throughout the Core Knowledge Sequence, including topics in history and science. Geographic knowledge embraces a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

WORLD HISTORY AND GEOGRAPHY

I. Geography

A. SPATIAL SENSE (Working with Maps, Globes, and Other Geographic Tools)

Teachers: Foster children’s geographical awareness through regular work with maps and globes. Have students regularly locate themselves on maps and globes in relation to places they are studying.

- Name your continent, country, state, and community.
- Understand that maps have keys or legends with symbols and their uses.
- Find directions on a map: east, west, north, south.
- Identify major oceans: Pacific, Atlantic, Indian, Arctic.
- Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
- Locate: Canada, United States, Mexico, Central America.
- Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.

B. GEOGRAPHICAL TERMS AND FEATURES

- peninsula, harbor, bay, island

II. Early World Civilizations

Teachers: As you introduce children to early civilizations, keep in mind the question, What is civilization?

Help children see recurring features such as settling down, agriculture, building towns and cities, and learning how to write.

A. MESOPOTAMIA: THE “CRADLE OF CIVILIZATION”

- Importance of Tigris and Euphrates Rivers
- Development of writing, why writing is important to the development of civilization
- Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization

B. ANCIENT EGYPT

- Geography

Africa

Sahara Desert

- Importance of Nile River, floods and farming
- Pharaohs

Tutankhamen

Hatshepsut, woman pharaoh

- Pyramids and mummies, animal gods, Sphinx
- Writing: hieroglyphics

C. HISTORY OF WORLD RELIGIONS

Teachers: Since religion is a shaping force in the story of civilization, the Core Knowledge Sequence introduces children in the early grades to major world religions, beginning with a focus on geography and major symbols and figures. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history.

The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance: no religion should be disparaged by implying that it is a thing of the past. To the question, “Which one is true?” an appropriate response is: “People of different faiths believe different things to be true. The best people to guide you on this right now are your parents or someone at home.”

- Judaism

Belief in one God

Story of the Exodus: Moses leads the Hebrews out of Egypt Israel, Chanukah, Star of David, Torah, synagogue

- Christianity

Christianity grew out of Judaism Jesus, meaning of “messiah”

Christmas and Easter, symbol of the cross

- Islam

Originated in Arabia, since spread worldwide

Followers are called Muslims

Allah, Muhammad, Makkah, Qur’an, mosque

Symbol of crescent and star (found on the flags of many mainly Islamic nations)

III. Modern Civilization and Culture: Mexico

A. GEOGRAPHY

- North American continent, locate Mexico relative to Canada and the United States
- Central America, Yucatan Peninsula
- Pacific Ocean, Gulf of Mexico, Rio Grande
- Mexico City

B. CULTURE

- Indian and Spanish heritage
- Traditions: fiesta, piñata
- National holiday: September 16, Independence Day

AMERICAN HISTORY AND GEOGRAPHY

Teachers: The study of American history begins in grades K–2 with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in grade 3 and continues onward. The term “American” here generally, but not always, refers to the lands that became the United States. Other topics regarding North, Central, and South America may be found in the World History and Geography sections of this Sequence.

I. Early People and Civilizations

A. THE EARLIEST PEOPLE: HUNTERS AND NOMADS

- Crossing from Asia to North America (the land bridge as one possibility) From hunting to farming
- Gradual development of early towns and cities

B. EARLY AMERICAN CIVILIZATIONS

Teachers: Children will study the Maya, Inca, and Aztec civilizations in detail in grade 5. First grade teachers should examine the fifth grade guidelines to see how these topics build in the later grade.

Here, introduce children to these civilizations. Though it is historically accurate to note the warlike nature of the Maya and Aztecs, it is recommended that mention of the practice of human sacrifice be left to the fifth grade.

- Maya in Mexico and Central America
 - Aztecs in Mexico
- Moctezuma (also called Montezuma)
Tenochtitlan (Mexico City)
- Inca in South America (Peru, Chile)
- Cities in the Andes, Machu Picchu

II. Early Exploration and Settlement

A. COLUMBUS

Teachers: Review from kindergarten the story of Columbus’s voyage in 1492.

B. THE CONQUISTADORS

- The search for gold and silver
- Hernán Cortés and the Aztecs
- Francisco Pizarro and the Inca
- Diseases devastate Native American population

C. ENGLISH SETTLERS

- The story of the Lost Colony
- Sir Walter Raleigh
Virginia Dare
- Virginia
- Jamestown

Captain John Smith

Pocahontas and Powhatan

- Slavery, plantations in Southern colonies

- Massachusetts

Pilgrims, Mayflower, Thanksgiving Day

Massachusetts Bay Colony, the Puritans

Elementary Grades Great Junior Books Language Arts

Reading Comprehension

	Series 2	Series 3	Series 4	Series 5	Series 6	Series 7	Series 8
Reading Process							
Read with fluency	3	3	3	3			
Use prereading strategies	3	3	3	3	3	3	3
Set a purpose for reading	3	3	3	3	3	3	3
Identify words and phrases important to a text's meaning	3	3	3	3	3	3	3
Make notes while reading	3	3	3	3	3	3	3
Make generalizations and draw conclusions	3	3	3	3	3	3	3
Answer questions about a text's meaning	3	3	3	3	3	3	3
Retell or paraphrase parts of a text	3	3	3	3	3	3	3
Summarize passages	3	3	3	3	3	3	3
Make notes about a text	3	3	3	3	3	3	3
Word Analysis and Vocabulary Development							
Use basic elements of phonetic analysis to decode words	3						
Develop vocabulary through exposure to familiar and challenging texts	3	3	3	3	3	3	3
Use context clues to figure out word meaning	3	3	3	3	3	3	3
Use reference materials for unknown words	3	3	3	3	3	3	3
Use words in appropriate contexts					3	3	3
Identify synonyms and antonyms of words					3	3	3
Examine connotative meanings of words					3	3	3
Use knowledge of Greek and Latin roots to understand word meaning						3	3
Comprehension Strategies							
Explain how illustrations contribute to understanding a text	3						
Reread a text	3	3	3	3	3	3	3
Ask questions when curious or confused	3	3	3	3	3	3	3
Make personal connections to a text	3	3	3	3	3	3	3
Visualize textual information	3	3	3	3	3	3	3
Synthesize textual information	3	3	3	3	3	3	3
Make inferences based on a text	3	3	3	3	3	3	3
Make predictions based on a text	3	3	3	3	3	3	3
Determine the important ideas in fiction	3	3	3	3	3	3	3
Determine the important ideas in poetry					3	3	3
Recognize main ideas and important details in nonfiction					3	3	3
Literary Response and Analysis							
Compare and contrast texts	3	3	3	3	3	3	3
Respond to a text with visual or theatrical representations	3	3	3	3	3	3	3
Cite passages to support questions and ideas	3	3	3	3	3	3	3
Understand the sequence of events in a text	3	3	3	3	3	3	3

Identify character motivation	3	3	3	3	3	3	3
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Junior Great Books® is a registered trademark of the Great Books Foundation. Shared Inquiry™ is a trademark of the Great Books Foundation.

Appendix A

Evidence of Community Partners

Appendix A



FRANCIS C. THOMPSON

State Senator
District 34
P.O. Box 68
Delhi, LA 71232
Phone: (318) 878-9408
Fax: (318) 878-5650
Email: thompson@legis.la.gov

SENATE STATE OF LOUISIANA

COMMITTEES:

Agriculture, Forestry, Aquaculture and
Rural Development, *Chairman*
Commerce, Consumer Protection and
International Affairs
Finance, *Interim Member*
Joint Legislative Committee on the Budget
Select Committee on Homeland Security

July 10, 2012

Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064

Re: Tallulah Charter School - Madison Parish

Dear Board Members,

This letter is written in support of the application submitted for Tallulah Charter School. The City of Tallulah, located in Madison Parish, is located in the poorest area of the state. There are many obstacles that children and their families face daily in this area including where those children will attend school. Tallulah Charter School's focus is to provide a safe, quality-centered place where all children will come to learn and learn to lead. They are centered on educational excellence as their standard for educating the youth of this area.

Our area already has one highly achieving charter school that has proven that with excellence as the educational standard, and character development at its core, students will succeed. Therefore, in support of their request, I urge your favorable consideration of their application. Your utmost attention in this matter is warranted and would be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Francis C. Thompson".

Francis C. Thompson
State Senator, Dist 34

FCT:sdg

Eddie Beckwith, Jr.
Mayor



204 North Cedar Street
Tallulah, Louisiana 71282
Telephone (318) 574-0964
Fax (318) 574-2773

Office of the Mayor

May 05, 2012

Louisiana Department of Education
Baton Rouge, Louisiana

Louisiana Department of Education:

This correspondence is written in the behalf of Tallulah Charter School in Tallulah, Louisiana which has a mission and vision is the belief that students represent the greatest resource of a community and that all students who develop the right attitude and character, can learn, lead, and serve if they have access to a high quality education. There is a need in Northeast Louisiana regarding this setting. This curriculum will follow a CORE curriculum model LA Comprehensive Curriculum that integrates instruction with Rigor and Relevance Framework approach and the A Model of Learning Objectives. The school will work to build a community for students, teachers, parents, and community stakeholders to learn, lead, and serve.

I know the owners and the majority of the management staff personally. It is my belief that the school will serve as a foundation of a safe, orderly, and encouraging school environment and promote a spirit of compassion, sacrifice, and loyalty for others. It is further believed the owners and staff will work diligently to provide all needed services to accommodate and build a community and continue to review and expand their services and programs to ensure the students have every opportunity for educational excellence for the future of our society with the skills to become productive citizens.

I hope this letter meets your needs regarding the Tallulah Charter School. I will be happy to respond to any questions/concerns you may have as you review their proposal.

Sincerely,


Eddie Beckwith, Jr., Mayor
City of Tallulah

EBJ: vs

"This Institution is an Equal Opportunity Employer/Provider"

DISTRICT 1
ROBERT D. FORTENBERRY
DISTRICT 2
STANLEY OGDEN
DISTRICT 3
PATRICIA BUCHANAN
DISTRICT 4
C. J. ONEY
DISTRICT 5
JANE G. SANDERS

Madison Parish Police Jury

Courthouse Building
Ofc (318) 574-3451

100 North Cedar Street
Fax (318) 574-3122



Tallulah, Louisiana 71282

MARGARETT DEW
SECT./TREAS
MARLYN WYCHE
ASST SECT./TREAS
MARGARET WHITNEY
ADMIN CLERK
CLINTON EPPS
SUPERINTENDENT
LARRY HEARN
ASST SUPERINTENDENT

June 4, 2012

John White
State Superintendent of Education
Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802-5243

RE: Letter of Support for the Proposed Tallulah Charter School

Dear Mr. White:

On behalf of the Madison Parish Police Jury, I am pleased to provide this letter of support for the creation of the Tallulah Charter School. This proposed federally-designated educational center will be an asset to our community. Our students deserve access to a high quality education and a better education is what we're hoping to achieve through the charter school.

In order to further and improve education in Madison Parish, the Madison Parish Police Jury, the governmental agency for our parish, unanimously voted to whole-heartedly support the creation of a charter school in Madison Parish. This school will facilitate learning, leading and serving in our small community, as well as prepare our students for the future. Students attending this center will be better prepared for competing with other students in the northeast Louisiana area.

In addition, the charter school will provide an additional tool to promote economic growth for our community. This school can and will facilitate partnerships, nationally and perhaps internationally because of the quality of education offered. We're truly excited about the possibilities of having such a learning center in Madison Parish! Once again, this proposal has our total support.

As your review progress, please let me know if we can be of any additional assistance.

Sincerely,

Robert D. Fortenberry
President

AN EQUAL OPPORTUNITY EMPLOYER

A DRUG-FREE WORKPLACE



**MADISON PARISH
SHERIFF'S DEPARTMENT**

LARRY G. COX
SHERIFF & EX-OFFICIO TAX COLLECTOR

July 9, 2012

Mr. John White
Louisiana Superintendent of Education
1201 N. Third Street
Baton Rouge, LA 70802

Re: Charter School Application - Madison Parish

Dear Sir:

Please accept this letter as acknowledgment of my sponsorship of the the D.A.R.E. Program in the proposed charter school to be located in our parish.

If any more information is needed, please let me know.

Yours truly,

A handwritten signature in blue ink that reads "Larry G. Cox".

Larry G. Cox
Sheriff, Madison Parish, LA

LGC:db

100 North Cedar Street, Courthouse Building, Room #3 - Tallulah, Louisiana 71282
Phone: (318) 574-1831 • Fax: (318) 574-5368 • Web Site: www.madisonso.com



DEPARTMENT OF THE ARMY
ENGINEER RESEARCH AND DEVELOPMENT CENTER, CORPS OF ENGINEERS
WATERWAYS EXPERIMENT STATION, 3909 HALLS FERRY ROAD
VICKSBURG, MISSISSIPPI 39180-6199

July 18, 2012

CEERD-ZB

Dr. Patricia B. Candler, NAC
Chief Executive Officer
Madison-Tallulah Education Center
500 Bloom Street
Tallulah, Louisiana 71282

Dear Dr. Candler,

This letter is in response to Madison-Tallulah Education Center's request for support from the Student Outreach Coordinator at the U.S. Army Engineer Research and Development Center (ERDC) in Vicksburg, MS to explore possible areas of support that ERDC could provide to the proposed charter school.

The ERDC is authorized by 10 U.S.C. 2194 to enter into education partnership agreements with educational institutions in the United States for the purpose of encouraging and enhancing study in scientific disciplines at all levels of education. Examples of the type of support that is encouraged under such agreements is the loaning of defense laboratory equipment to the institution, making laboratory personnel available to teach or assist in the development of science courses and materials for the institution, involving faculty and students of the institution in ERDC research projects, and providing academic and career advice to students of the institution.

The ERDC is a centrally managed center of laboratories that is the largest and most diverse civil and environmental research and development organization in the world.

- The Coastal and Hydraulics Laboratory is a world-renown center for engineering and scientific expertise in the fields of coastal, hydraulic, and hydrologic engineering.
- The Geotechnical and Structures Laboratory is a world leader in research on effects of earthquakes on embankment dams and in the evaluation, maintenance, and rehabilitation of mass concrete, steel, and reinforced structures.
- The Environmental Laboratory is the acknowledged international leader in environmental quality and environmental restoration research. Solving problems in these two areas has involved the Environmental Laboratory in evaluating and mitigating the consequences of water resources development, navigation, and dredging on the environment; regulating and restoring wetlands and inland and oceanic water quality; stewardship of natural resources; and managing cleanup of contaminated groundwater sediments and soils.
- The Construction Engineering and Research Laboratory conducts construction research in support of sustainable military installations and encompasses construction, operations, and maintenance as well as environmental and safety concerns. These technologies have universal application and are of extreme value in civil works projects as well.

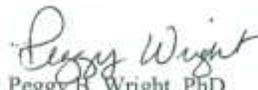
Printed on  Recycled Paper

- The Information Technology Laboratory manages one of four High Performance Computing Major Shared Resource Centers formed under the auspices of the U.S. Department of Defense High Performance Computing Modernization Program; as well as the CADD/GIS Technology Center for Facilities, Infrastructure, and Environment, a multi-agency vehicle to coordinate CADD/GIS activities within the U.S. Department of Defense.
- The Cold Regions Research and Engineering Laboratory maintains the finest research and engineering staff and facilities in the world for the study of cold regions science and technology. It is internationally known for its expertise in the fields of ice jam flooding and ice-hydraulics; ice control at locks, dams and other navigation channels; snowmelt modeling & simulation; and other areas ranging from geotechnical aspects of frozen ground to new admixtures for placing concrete in the winter.
- The Topographic Engineering Center conducts research to develop faster, more accurate and cost-effective ways to use new remote sensing technologies to describe, characterize, and analyze the surface of the earth. Remote sensing technologies form an essential part of infrastructure engineering and environmental stewardship.

Upon approval of the proposed charter school by the Louisiana Department of Education, the ERDC is amenable to discussing the possibility of entering into an education partnership agreement and providing support to its science, technology, engineering, and mathematics (STEM) education programs, subject to actions authorized by 10 U.S.C. 2194.

If you have any questions or comments, please contact Mr. Rick Tillotson, Student Outreach Coordinator, at (601) 634-5376.

Sincerely,



Peggy B. Wright, PhD
Assistant Director
Human Capital Office



UNITED STATES DEPARTMENT OF THE INTERIOR
FISH AND WILDLIFE SERVICE
TENSAS RIVER NATIONAL WILDLIFE REFUGE
2312 QUEBEC ROAD
TALLULAH, LOUISIANA 71282
(318) 574-2664



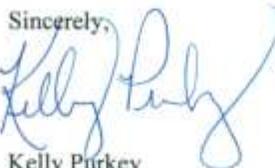
July 18, 2012

Superintendent John White
Louisiana Department of Education
P.O. Box 94064
1201 North Third Street
Baton Rouge, LA 70802-5243

Dear Superintendent White:

This letter is to convey our support for the establishment of the Tallulah Charter School in Tallulah, LA. As a neighbor to the community of Tallulah, the Tensas River National Wildlife Refuge provides an excellent outdoor learning destination for all. We have a Park Ranger on staff that provides grade-appropriate lessons for field trips and can provide some in-class presentations, as well. We are currently working on a nature-based, 4th grade science curriculum that supports the Core Curriculum Standards and the state of Louisiana Grade Level Equivalency Standards that we will be able to provide to local schools in the future. Our goal with this curriculum is to encourage children to go outside and learn through experience and the use of critical thinking skills. We are also remodeling an existing building to create a "wet lab" facility that will be available to local learning institutes for hands-on learning experiences.

If you have any questions or need additional information about the programs or services provided by the Tensas River National Wildlife Refuge, please feel free to contact me.

Sincerely,

Kelly Purkey
Refuge Manager

TAKE PRIDE
IN AMERICA 



United States Department of the Interior

FISH AND WILDLIFE SERVICE
Neosho National Fish Hatchery
520 E. Park Street
Neosho, MO 64850
Phone: (417) 592-3153 Fax: (417) 451-4632



July 22, 2012

Superintendent John White
Louisiana Department of Education
1201 North Third Street
Baton Rouge, LA 70802-5243

Dear Mr. John White,

My name is David E. Hendrix, Hatchery Manager of our nation's oldest operating federal fish hatchery, located in the Southwest corner of Missouri, right in the heart of Neosho, Missouri. The Neosho National Fish Hatchery produces over 100,000 lbs. of rainbow trout; endangered pallid sturgeon; endangered Ozark cavefish; freshwater drum; and endangered freshwater mussels. We have over 45,000 visitors annually and hoping to increase that number to over 100,000 in the very near future with the addition of our beautiful new Visitor Center. We cater to every level of the school system as well as the general public. We are located in a beautiful park-like setting with picnic shelters and barbecue pits; free food to feed the fish; walking track; tours through-out the day, etc.

I support the effort in developing the Tallulah Charter School and would invite the new school to bring their students on a wonderful field trip to our nation's oldest operating federal fish hatchery. They will learn about their aquatic resources that we work to protect and the importance of protecting our environment for future generations.

Again, I express my support for this effort, realizing our kids are our future and education is the foundation that we must build on for success.

Sincerely,

David E. Hendrix
Hatchery Manager
Neosho National Fish Hatchery
Neosho, Missouri

14 June 2012

Charter School
Tallulah LA 71282

Subject: Support of Charter School

TO WHOM IT MAY CONCERN:

I would like to offer my support of the Charter School in Tallulah LA. I can provide a valuable service towards enhancing the critical thinking, reasoning, and investigative skills of the students. I can also help develop the curriculum to include multiple subjects (English, Math, Sciences, Arts, History, and etc.) in one lesson. I am dedicated to providing the opportunity for a superior education to the students in this locality.

I am the Park Ranger at Tensas River NWR. I have over 20 years of environmental education experience. I am currently certified as a trainer/instructor for Project Learning Tree, Project WET, Healthy People/Healthy Water, Project WILD and WILD Aquatics, National Archery in the Schools Program, and Waste in Place. I am also a certified Louisiana Bowhunter, Muzzleloader and Hunter Education Instructor. I also volunteer for 4-H and I am a Court Appointed Special Advocate (CASA) for children. I have also been a Campfire Leader, Girl and Boy Scout Leader, organized a military youth center, T-ball and Soccer Coach, and served in many other youth oriented programs. I have organized and managed deer, waterfowl and turkey youth hunts for the past twenty years. I have organized and managed several major public events, such as Hunting and Fishing Day, Birding and Heritage Celebration, Earth Day, and etc.

If you have further questions, please contact me at any time.

Sincerely,

JEAN MIKEAL
PO BOX 437
BAFB LA 71110

318-423-8125 cell
318-574-2664 ext. 103 work
jean_mikeal@fws.gov

POVERTY POINT STATE HISTORIC SITE

P.O. BOX 276, EPPS, LOUISIANA 71237

6859 Hwy 577, Pioneer, LA 71266

(888) 926-5492 FAX (318) 926-5366

To: John White
State Superintendant of Education
1201 N. 3rd
Baton Rouge, LA 70802

Patricia Candler
101 Travis St.
Tallulah, LA 71282

I would like to say that we have a lot to offer Tallulah Charter School that would be located in Tallulah Louisiana. Poverty Point State Historic Site is only 32 miles from the town of Tallulah and we can offer programs to help in the school's curriculum.

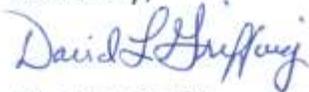
The programs offered cover such topics as Archaeology, Anthropology, History, and Geology. We offer a 17 minute video that orients the students and afterwards the group can read the panels and view the displays in the museum. There is an interpreter that is available for questions. Afterwards, demonstrations are offered, such as the use of the prehistoric spear throwing weapon known as the "atlatl". Also offered are demonstrations of earth oven cooking, tools, and also flint knapping (how prehistoric people made arrowheads from stone). Groups are offered two demonstrations per visit. Students will also learn the plants and animals (flora and fauna) of the area and what part they played in prehistoric subsistence. They will also be taken by tram to the

largest mound of the site and allowed to hike to the top with an Interpretive Ranger. Also involved is math and physics when the guide breaks down the amount of labor that was expended to build the earthworks (tons, truckloads, basket loads).

Interpretive Rangers can be requested to come out to the school and give presentations that would involve a lot of the previous mentioned information.

Please do not hesitate to contact me if you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "David L. Griffing". The signature is written in a cursive style with a large initial "D".

David L. Griffing

Manger

Poverty Point State Historic Site

MADISON PARISH LIBRARY
403 N. MULBERRY
TALLULAH, LOUISIANA 71282
PHONE 674-4308



Date: May 29, 2012

Dear Reviewing Committee:

This communication is rendered on behalf of Tallulah Charter School for initiating the project of Learning Language Skills for all qualifying students within the parish. It is our belief that this new vision will definitely create some remarkable and successful academic changes in students. The school will be an enhancement to our community, as a whole.

The Library hosts several programs throughout the year and we will be excited to partner with Tallulah Charter School. These programs are beneficial to the entire family. Many areas of life are incorporated into our programs and the pupils of the school will gain good exposure, life skills, and literacy in reading and technology.

I offer my support to this vision, as well as allowing the school to partnership with the Madison Parish Library. Please call me at 318-341-1175 if you need my help for the project.

It is an appreciating initiative taken by the Tallulah Charter School.

Sincerely,

Anthony Bridgewater,
President of Madison Parish Library Board of Trustees



*Cognitive Development Center
410 East Askew Street
Tallulah, LA 71282
Phone (318)574-1232 Fax (318)574-8646*

June 15, 2012

Mr. John White
State Superintendent of Education
1201 North Third Street
Baton Rouge, LA 70802-5243

Dear Mr. White:

It is my pleasure to write a letter in support of the proposal for the Tallulah Charter School in Tallulah, Louisiana.

Cognitive Development Center-Tallulah has provided professional and competent services to the schools in Northeast Louisiana for over 12 years and we look forward to serving and building a productive relationship with the Tallulah Charter School.

Our services include intensive counseling, case management, crisis intervention, and medication management. The agency's staff is composed of a psychiatrist, social workers, licensed counselors, and other qualified mental health professionals.

In conclusion, Cognitive Development Center fully supports the Tallulah Charter School and is committed to helping build a strong network of caring individuals and service providers for the students of Madison Parish.

Respectfully,

C. Blair
Program Manager



"Keeping Families Together"

Mr. John White

1201 Third Street

Baton Rouge, Louisiana 70802-1740

June 27, 2012

Dear Mr. White,

The Preventive Measures Program, a Mental Health counseling agency, supports the Tallulah Charter School. Our agency will provide counseling services as needed to assist the students with Mental Health problems.

If further information is needed, please do not hesitate contacting me at 318-574-0098.

Sincerely,

Carla Holmes, LPC

Executive Director



604 Kimbrough Ave. Bldg. Q Tallulah, LA 71282

Phone: (318) 574-0098

Fax: (318) 574-0066



Exodus

Behavioral Health Center

~enhancing PEOPLE'S LIVES~

July 14, 2012

Louisiana Department of Education
Attn: Mr. John White, State Superintendent of Education
1201 North Third Street
Baton Rouge, Louisiana 70802-9064

Superintendent White:

Please accept this letter of support for the Tallulah Charter School.

The Tallulah Charter School will be vital to the community because it will provide the students with more diverse educational opportunities. It will provide students with more individualized services, as well as keeping them in the parish versus their seeking other parishes for their educational needs. Also, the Charter School will provide the parents the opportunity to choose their child/children's educational setting. The educational system is a key component of any community, and providing a diverse system benefits all who are involved.

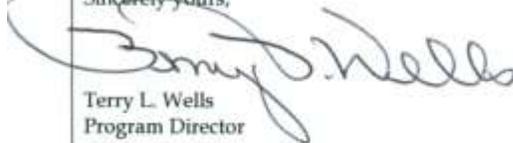
Exodus Behavioral Health Center has been selected as one of the service providers for the student(s) who will meet the medical necessary criteria for treatment. Our agency is a CARF (*Commission on Accreditation for Rehabilitation Facilities*) Accredited Facility which provides intensive outpatient behavioral health services for children, adolescents and adults who are experiencing emotional, behavioral and mental disturbances. We provide treatment services that include individual, family and group counseling, medication management, crisis intervention, and community support services.

It is the goal of Exodus Behavioral Health Center to provide comprehensive behavioral health services so that its recipients can achieve their own personal goals. Our program also allows the participants to achieve increased self-sufficiency so that the recipients will be successful participants within their families and in their communities.

Our clinical and administrative staff is composed of a licensed clinical social worker, a licensed and board certified psychiatrist, registered nurses, as well as other highly qualified behavioral health professionals.

If any additional information is needed, please contact our office.

Sincerely yours,



Terry L. Wells
Program Director

Newellton Location

Physical: 118 Hwy 605 Newellton, Louisiana 71357
Mailing: Post Office Box 1841, Tallulah, Louisiana 71284
Phone: 318.467.2399 *Fax:* 318.467.2400
Emergencies/ Aftercare: 318.737.0343
Email: exodusbhc@yahoo.com

Ferriday Location:

Physical: 201 EE Wallace Blvd. N, Suite 3 Ferriday, Louisiana 71295
Mailing: Post Office Box 1841, Tallulah, Louisiana 71284
Phone: 318.757.0016 *Fax:* 318.467.2400
Emergencies/ Aftercare: 318.737.0343
Email: exodusferriday@yahoo.com



YOUTH OF EXCELLENCE
21ST CENTURY AFTERSCHOOL TUTORIAL

May 29, 2012

To Whom It May Concern:

As a local non-profit organization-Youth of Excellence of Louisiana (YOE), I am writing on behalf of Madison-Tallulah Education Center (M-TEC)/Tallulah Charter School. I have appreciated the favorable relationship that has developed between Madison-Tallulah Education Center/Tallulah Charter School and YOE. Tallulah Charter School will provide the children of this area with a safe and high quality education alternative to the one received in the Madison Parish schools.

The students that are scheduled to attend Tallulah Charter School will be able to flourish academically and develop a positive self-image. It is exciting to see a school that will be motivational and will uphold a strong sense of leadership and dedication toward success. Personally, I have seen the time that M-TEC has put into planning this school. If as much effort is put into the students as is being put into the planning, I am sure that the students from Tallulah Charter School will be the best in Tallulah, Madison Parish, Louisiana and the Nation.

Please strongly consider Tallulah Charter School for they will provide the students with a first class education. Thank you in advance for your consideration.

Yours truly,

A handwritten signature in black ink that reads "Mary C. Watson". The signature is written in a cursive style.

Mary C. Watson, Director



**ST. Matthew African Methodist Episcopal Church
P. O. BOX 1602
Tallulah, LA 71284-1602**

May 30, 2012

Dear Sir:

I am writing on behalf of St. Matthew African Methodist Episcopal Church in support of Tallulah Charter School that will be located in Tallulah, Louisiana. Tallulah Charter School will be a school that guides students through an enriching and challenging humanities, fine arts, technology, mathematics, and science curriculum designed to prepare students for the future, making them lifelong learners, change agents, powerful communicators, good citizens and prepared for a post-secondary education.

The vision of Tallulah Charter School is centered in a character development program that serves as the foundation of a safe, orderly, and encouraging school environment and promotes a spirit of compassion for others, loyalty within the community, and sacrifice. This vision is totally supported. I know first-hand, that the organizers of Tallulah Charter School have managed successful programs throughout the community. I am particularly grateful for the organization's experience and skill in doing so extremely well and their community responsiveness.

I am indeed proud to endorse Tallulah Charter School's application and commit to continued support of their outstanding efforts! Again, I would like to express my support for Tallulah Charter School. If you require additional information, don't hesitate to contact me at 318-341-1175.

Sincerely,

Rev. Anthony R. Bridgewater
Pastor



Pleasant Grove #2 M.B. Church

416 Wyche Street

Tallulah, LA 71282

May 30, 2012

Dear Sir:

I am writing on behalf of Pleasant Grove # 2 Church in support of Tallulah Charter School that will be located in Tallulah, Louisiana.

Tallulah Charter School will be a school that guides students through an enriching and challenging humanities, fine arts, technology, mathematics, and science curriculum designed to prepare students for the future, making them lifelong learners, change agents, powerful communicators, good citizens and prepared for a post-secondary education.

The vision of Tallulah Charter School is centered in a character development program that serves as the foundation of a safe, orderly, and encouraging school environment and promotes a spirit of compassion for others, loyalty within the community, and sacrifice. This vision is totally supported by us.

I know first-hand, that the organizers of Tallulah Charter School have managed successful programs throughout the community. I am particularly grateful for the organization's experience and skill in doing so extremely well and their community responsiveness.

I am indeed proud to endorse Tallulah Charter School's application and commit to continued support of their outstanding efforts!

Again, I would like to express my support for Tallulah Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Dea. Jessie Kyle". The signature is written in black ink and is positioned above the printed name.

Jessie Kyle
Head Deacon
Pleasant Grove #2 Church

1114 Ethel Street
Tallulah, LA 71282

May 18, 2012

RE: Support for Tallulah Charter School

To Whom It May Concern:

We are writing this letter to express our support for Tallulah Charter School. We are confident that the staff at Tallulah Charter School will work hard to provide their students with the necessary skills and tools to achieve high standards and grow into responsible and successful members of the community. As parents and community members, we value the educational options that Tallulah Charter Schools will be able to provide to our children.

Thank you for your consideration, we are confident that Tallulah Charter School will provide the students of Madison Parish with the skills and knowledge necessary for life. Through these efforts, we can work toward fulfilling the vision of the best education opportunity for all children in Madison Parish.

We urge you to support the application for the Tallulah Charter School. We believe this school will meet the objectives of providing students with the necessary skills and tools to achieve high standards and grow into responsible and successful members of society. Again, we strongly support Tallulah Charter School's effort to educate our children.

Sincerely,

Parents and Community Volunteers for Tallulah Charter School

Les Turner
Kathy Dullay
Clare Hany
Brand Buford
Michael Miller

Carolyne Fountain
Jane Morgan

Mary J. Long

Memorandum of Understanding

Madison-Tallulah Education Center

Tallulah Charter School

And

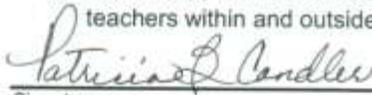
Teach for America (TFA)

are committed to forming a partnership that helps to build a school community that provides the opportunity for students, teachers, parents, and community stakeholders to learn, lead, and serve. Additionally, to help Tallulah Charter School to be a quality center of educational excellence to educate community servants for the future of our society. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic educational opportunities for youth and their families in

• Tallulah, Louisiana/Madison Parish

The collaborator will strive to accomplish Tallulah Charter School's goals and objectives that are specific to their own area(s) of involvement:

1. Supply teachers with a focus in but not exclusive to hard to fill content areas, such as special education, mathematics, ELA, and science in grades K-12
2. Provide ongoing professional development, mentoring, coaching, and support to new for teachers provided through TFA
3. Share classroom tools, kits, resources, and materials with teachers and leaders
4. Critically review and assess the partnership's work to expand over time to ensure students receive an excellent education
5. Explore opportunities to collaborate on professional development across teachers within and outside of TFA



Signature

Patricia B. Candler

Typed Name

Chief Executive Officer

Title

Tallulah Charter School

Proposer/Organization

Date



Signature

James Bacon

Typed Name

Director, Louisiana Delta

Title

Teach for America

Partnering Agency

6/29/12

Date

Memorandum of Understanding

Madison-Tallulah Education Center

Tallulah Charter School

And

Ms. Buccaneer's Minor League Football

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Tallulah, Louisiana/Madison Parish

The collaborator will strive to accomplish Tallulah Charter School's goals and objectives that are specific to their own area(s) of involvement:

1. Share classroom resources and materials
2. Share our expertise with teachers, parents, and students
3. Provide mentoring and support to students and parents
4. Financial contribution
5. Site visitations for students and teachers

<i>Patricia B. Candler</i>	Patricia B. Candler	Chief Executive Officer
Signature	Typed Name	Title

Tallulah Charter School	
Proposer/Organization	Date

<i>Demetric Brooks</i>	Demetric Brooks	Player
Signature	Typed Name	Title

<i>MS Buccaneer's Minor League Football</i>	
Partnering Agency	Date

Memorandum of Understanding

Madison-Tallulah Education Center

Tallulah Charter School

And

McDonald's

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3. Provide mentoring and support to students and parents
4. Financial contribution
5. Site visitations for students and teachers

Patricia B. Candler

Patricia B. Candler

Chief Executive Officer

Signature

Typed Name

Title

Tallulah Charter School

Proposer/Organization

Date

Demetri Brooks

Demetri Brooks

Store Manager

Signature

Typed Name

Title

McDonald's

Partnering Agency

7-23-12

Date

Memorandum of Understanding

Madison-Tallulah Education Center

Tallulah Charter School

And

Tommy Leoty Insurance Agency

are committed to forming a partnership that helps to build a school community that provides the opportunity for students, teachers, parents, and community stakeholders to learn, lead, and serve. Additionally, to help Tallulah Charter School to be a quality center of educational excellence to educate community servants for the future of our society. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of dynamic educational opportunities for youth and their families in

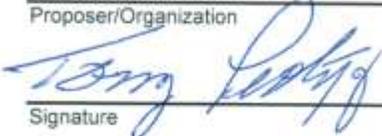
Tallulah, Louisiana/Madison Parish

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1. Share classroom resources and materials
2. Share our expertise with teachers, parents, and students
3. Provide mentoring and support to students and parents
4. Financial contribution
5. Site visitations for students and teachers

 Patricia B. Candler Chief Executive Officer
Signature Typed Name Title

Tallulah Charter School
Proposer/Organization Date

 Tommy Leoty, Jr. President
Signature Typed Name Title

Tommy E. Leoty, Jr. Insurance Agency, Inc. 07/23/12
Partnering Agency Date



Dear Sir:

I am writing on behalf of Kids Planet Learning Academy Inc in support of Tallulah Charter School that will be located in Tallulah, Louisiana.

Tallulah Charter School will be a school that guides student through an enriching and challenging humanities, fine arts, technology, mathematics, and science curriculum designed to prepare students for the future, making them lifelong learners, change agents, powerful communicators, good citizens and prepared for a post-secondary education.

The vision of Tallulah Charter school is centered in a charter development program that serves as the foundation of a safe, orderly, and encouraging school environment and promotes a spirit of compassion for others, loyalty within the community, and sacrifice. This vision is totally supported by us.

I know first hand, that the organizers of Tallulah Charter School have managed successful programs throughout the community. I am particularly grateful for the organization's experience and skill in doing so extremely well and their community responsiveness.

I am indeed proud to endorse Tallulah Charter School's application and commit to continued support of their outstanding efforts!

Again, I would like to express my support for Tallulah Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Tracy Landers".

Tracy Landers, Director

305 N. Walnut St
Tallulah, La 71282
318-574-0806

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Mary C. Statson
2. Keshia Henderson
3. Latoria Davis
4. Jimmy Watson
5. Janie Williams
6. Ebony Steele
7. Charlie McMillan
8. Antia B. Williams
9. ~~James~~
10. Mahalia Johnson
11. Larnell Johnson
12. James Johnson
13. Shazada Corroif
14. Joyce Corp
15. Clarence Brown
16. Billy Johnson
17. Orlando Florio
18. Susie Johnson
19. Tonya Winsten
20. Keethe Mitz

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Patricia L. Candler
2. Susie Andersen
3. Brittney Williams
4. Richard Thompson
5. Raymond Carter
6. Kela Smith
7. Sue Dord
8. Grah Vining
9. Marshall P. Wright
10. Shaman P. Kline
11. Staci Phillips
12. Jacqueline Phillips
13. Jenner Anderson
14. Kizzy Anderson
15. B/T/M
16. Josh
17. Patsy Jackson
18. Kristin Ler
19. Min. Jenny Davis
20. Araldine McClodden

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Lisa Wilson
2. Danny Lee
3. Kenisha Wilson
4. Kenneth Wilson Jr.
5. Kenneth Wilson Jr.
6. Delores Oby
7. Beverly Henton
8. Katana Jackson
9. Pearl Moffett
10. Melinda Harris
11. Erik Johnson
12. Patrick Johnson
13. Destinee Rouse
14. Mary Johnson
15. Anne Harrison
16. Michael Johnson
- 17.
- 18.
19. Suzanne Comminges
20. Evelyn Davis

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. *Deleonta Cole*
2. *Charles Offord*
3. *Christopher D Ross*
4. *Nattie Johnson*
5. *Barbara Bulluck*
6. *Ma J Long*
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Olis I. McCladden
2. Luja McCladden
3. Therlin McCladden
4. Jeffane McCladden
5. Jamesha McCladden
6. Richard Rone Jr.
7. Joseph C. Conley
8. Hattie Johnson
9. Jimmy Johnson
10. W. P. Johnson
11. Maui Johnson
12. Dr. Andrew Bentley
13. Picheia Fipley
14. Pete R. Wurdley
15. Teslorio Simmons
16. Anda Y. Anderson
17. John Lopez
18. Karen Washington
19. Opis Turpin
20. Calvin Smith

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Rachanda Finley
2. Claud Finley
3. Shanon Cowart
4. Michael Cowart
5. Fred Turner
6. Shaci Cantin
7. Betty Jackson
8. Donald Jackson
9. Jean Cantin
10. Diani Carter
11. Kenneth R. Vaughn
12. Kewaski Jones
13. Kimberly Jones
14. Breneisha Jones
15. Jamilet Jones
16. Ammie Dupin
17. Marie E. Jones
18. Sha'Donna Blansoo
19. Cynthia Finley
20. Charity Reece

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Mary C. Statson
2. Kellie Henderson
3. Latoria Davis
4. Tanya Watson
5. Jenie Williams
6. Ebony Steele
7. Charles H. Smith
8. Estie B. Williams
9. ~~_____~~
10. Maritonia Johnson
11. Larned Johnson
12. Jason J. _____
13. Shazula Cornif
14. Joyce C. _____
15. Clarence Brown
16. Billy L. _____
17. Orlando Florio
18. Susie _____
19. Tanya Winsten
20. Keethe M. _____

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. Lisa Wilson
2. Danny Lee
3. Kenisha Wilson
4. Kenneth Wilson jr
5. Kenneth Wilson Dr
6. Dolores Oby
7. Beverly Henton
8. Katana Jackson
9. Pearl Moffett
10. Melinda Harris
11. Erik Johnson
12. Patrick Johnson
13. Doretha L. Lee
14. Mary Johnson
15. Anne Johnson
16. Michael Johnson
17. Donald Cummings
18. Debbie Cummings
19. Suzanne Cummings
20. Elysa Davis

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. *Zilla John*
2. *Beth Bland*
3. *Anna Harvey Green*
4. *Imel D. S.*
5. *Vicki L. Gathrite*
6. *Clyde Davis*
7. *Bob Collins*
8. *Jonathan Antonio Cipora*
9. *Shirley G.*
10. *Kendrell Robinson*
11. *Williams*
12. *Saba Adams*
13. *Kathryn Barks*
14. *Jason Gathrite*
15. *Zola M. Allen*
16. *Jacqui Phillips*
17. *Rosi Gathrite*
18. *Silda James*
19. *Sandra McBay*
20. *Sheila Love*

Charter School Petition for Madison Parish School District

My signature indicates that I am in favor of the start of a Charter School in Madison Parish.

1. A Hamilton
2. Dawn Martin
3. E. Moore
4. C. D.
5. Linda Brown
6. Emma M. Jones
7. Danielle Stovall
8. Rennie Grace
9. Marlene Jackson
10. Verdica Dee
11. Sheila Rose
12. Jeff C. Carroll III
13. Dexter R. Turpin
14. Kendra Jackson
15. CeCelia Turpin
16. David R. Williams
17. Calina J.
18. Dayleanna Finley
19. Felecia
20. R. J.

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

April 12, 2012
April 26, 2012
May 10, 2012

6:00 P.M.

Madison Community Center
Pleasant Grove #2 Church
Youth of Excellence Center

Agenda

Welcome	Sonya Blanson
Introductions	All
Purpose	Myra Harris
History of Madison-Tallulah Education Center	Evelyn Lewis
Overview of Proposed Charter School	Dr. PB Candler
Questions and Answers	Audience
Closure	Myra Harris

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

May 10, 2012

6:00 P.M.

Youth of Excellence Center

Sign-In Sheet

Signature

Sign-In Time

<i>Beth Boyd</i>	6:00
Sheila James	6:00
L'Chymna Walker	6:00
Sherry Walker	6:00
Sherry Walker	6:00
Sherry Walker	6:00
Shirley Edwards	6:15
Mary Johnson	6:20
L. L. Bittner	6:27pm
Maria Johnson	

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

April 12, 2012

6:00 P.M.

Madison Community Center

Sign-In Sheet

Signature	Sign-In Time
<i>[Signature]</i>	_____
<i>April Webster</i>	_____
<i>Evelyn R. Lewis</i>	_____
<i>Carolyn Harris</i>	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Madison-Tallulah
EDUCATION CENTER

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

April 26, 2012

6:00 P.M.

Pleasant Grove # 2 Church

Sign-In Sheet

Signature	Sign-In Time
<i>Harmon Phillip Wright</i>	<i>6:00</i>
<i>Christina D. Wells</i>	<i>6:00</i>
<i>Shirley Pitts</i>	
<i>Jacqueline Phillips</i>	<i>6:00</i>
<i>Debra Williams</i>	
<i>Edna M. May</i>	<i>6:00 pm</i>
<i>Bernice Boyles</i>	<i>6:00 PM</i>
<i>Maie D. Kyles</i>	<i>6:00 p.m</i>
<i>Mattie Wells</i>	<i>6:00</i>
<i>Arthur Digg</i>	<i>6:00 p.m</i>
<i>Jeel Hamilton</i>	<i>6:00 p.m</i>
<i>Tom Burley, Jr.</i>	<i>6:00 p.m</i>
<i>Ferry D. Wells</i>	<i>6:00 p.m.</i>
<i>Patricia D. Leadler</i>	<i>6:00 pm</i>

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

April 26, 2012

6:00 P.M.

Pleasant Grove # Church

Sign-In Sheet

Signature

Sign-In Time

<i>Allet Harris</i>	_____
<i>Carol F. Lewis</i>	_____
<i>Carolyn R. Lewis</i>	_____
<i>Renee Lewis</i>	_____
<i>Hazel Klues Dyer</i>	_____
<i>J. H. G. Goin</i>	_____
<i>Glynda Lewis</i>	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Madison-Tallulah
EDUCATION CENTER

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

May 10, 2012

6:00 P.M.

Youth of Excellence Center

Sign-In Sheet

Signature

Sign-In Time

Alice Paul Jones

Jakkirra Smith

Aria Jackson

Shynda R. R. R. R.

Kearnellia Lee

Katrina Brooks

Renay Packer

Elise Thomas

Jasmine R. R.

Byaria Bailey

Carolyn A. Beasley

Lawanda R. R.



Madison-Tallulah Education Center
*Proposed Tallulah Charter School

Informational Meeting for Tallulah Charter School

April 12, 2012

6:00 P.M.

Madison Community Center

Sign-In Sheet

Signature	Sign-In Time
<i>Angela Dandrea</i>	6:00 pm
<i>Kathy Dutton</i>	6:00 pm
<i>Carrie Hancey</i>	6:30 pm
<i>Becky Buford</i>	6:30
<i>Michelle Wilson</i>	
<i>Carolyn Fortman</i>	
<i>Margaret</i>	
<i>Mary J. Long</i>	
<i>Chr. Stefan Ross</i>	
<i>Byron Frey</i>	6:15
<i>Debra Cole</i>	
<i>Sindy Helms</i>	6:00 pm
<i>[Signature]</i>	
<i>Charles McNight</i>	

Tallulah Charter School Questionnaire to Assess level of Interest

Background

Madison-Tallulah Education Center is a registered non-profit organization whose goal is to establish a Charter School in the Northeast Delta Region of Louisiana. Charter schools are independently-operated public schools. Charter Schools are publicly funded and open to all students who wish to attend. They do not charge any fees for admission, and they cannot discriminate when making enrollment or admissions decisions.

The Tallulah Charter School questionnaire is designed to document the level of interest in the development of a charter school and to identify individuals who may be interested in becoming part of the school.

The Tallulah Charter School questionnaire is designed to document the level of interest in the community for a charter school. We thank you in advance for your time and honesty.

1. Please complete the information for future communication.

Please complete the information for future communication.

Last Name

First Name

Address:

Address 2:

City/Town:

State:

ZIP/Postal Code:

Email Address:

Phone Number:

2. My child/children attend(s)

- My child/children attend(s) Public school
- Non-local public school
- Charter school
- Private school
- Does not attend school yet
- Graduated
- School name or names

3. Are you satisfied with your school options?

- Are you satisfied with your school options? Yes
- No
- Not sure

Comments

4. If a charter school was available in your community would you seek to enroll your child

- If a charter school was available in your community would you seek to enroll your child Yes
- No
- Not Sure

Comments

5. How strongly do you feel that there should be a charter school in your community?

- How strongly do you feel that there should be a charter school in your community? Very Strongly Interested
- Strongly Interested

- Mildly Interested
- Not Interested
- Opposed

Comments

6. Would you be excited to have a charter school in your area whether you would enroll your child or not?

- Would you be excited to have a charter school in your area whether you would enroll your child or not? Yes
- No
- Not Sure

Comments

7. What would you like to see in a school curriculum?

What would you like to see in a school curriculum?

8. How many school-age children do you have (K-12)?

- How many school-age children do you have (K-12)? none
- 1
- 2
- 3
- 4
- 5+

Next >>

Tallulah Charter School Questionnaire to Assess level of Interest

Impressions

9. What is your impression of the public elementary school in your district?

- What is your impression of the public elementary school in your district? Positive impression; my child/children are, or will be, attending this school.
- Negative impression; my child/children are, or will be, attending another local public school.
- Negative impression; my child/children are, or will be, attending a private school.
- Undecided.

10. What is your impression of the public middle school in your district?

- What is your impression of the public middle school in your district? Positive impression; my child/children are, or will be, attending this school.
- Negative impression; my child/children are, or will be, attending another local public school.
- Negative impression; my child/children are, or will be, attending a private school.
- Undecided.

11. What is your impression of the public high school in your district?

- What is your impression of the public high school in your district? Positive impression; my child/children are, or will be, attending this school.
- Negative impression; my child/children are, or will be, attending another local public school.

- Negative impression; my child/children are, or will be, attending a private school.
- Undecided.

<< Prev Next >>

Improvements needed for local public schools

12. What improvements need to be made in the public schools of your district?

- What improvements need to be made in the public schools of your district? Better test scores
- More classroom aids
- Organized, attractive classrooms and school grounds
- Enrichment classes like art, music, and sports
- More parent involvement
- More field trips
- More science
- More math
- Physical education classes in elementary schools
- Special education/needs classes
- Other (please specify)

What works in other schools?

13. If your child/children attends private school(s), or you are considering placing your child/children in private school, why have you made this choice?

- If your child/children attends private school(s), or you are considering placing your child/children in private school, why have you made this choice? Develop critical thinking skills
- Improved academic skills (e.g. reading, writing, and/or math)
- Lower teacher to student ratio
- Clean, organized, and attractive classrooms
- More enrichment programs (e.g. art, music, and sports)

Other (please specify)

14. If the public schools in your district offered these characteristics, would you enroll your child/children in the public school system?

If the public schools in your district offered these characteristics, would you enroll your child/children in the public school system? Yes

No

15. Are you willing or able to donate your time or financial assistance to improve your children's' school?

Are you willing or able to donate your time or financial assistance to improve your children's' school? Yes

No

Not Sure

<< Prev Next >>

Participating in the Solution

16. If you were willing to help improve your children's school by volunteering your time in the classroom, how would you like to assist?

If you were willing to help improve your children's school by volunteering your time in the classroom, how would you like to assist?

Reading books to students

Assisting in classrooms

Tutoring

Other (please specify)

17. How would you be able to help outside the classrooms?

How would you be able to help outside the classrooms? Help supervise children during recess/lunch, etc.

Assist in the morning or afternoon arrival or departure of children.

Help beautify schools by planting trees, plants, flowers, etc.

Other (please specify)

18. How much time would you be able to commit?

- How much time would you be able to commit? None
- Up to 1 hour a week
- 2 - 4 hours a week
- 5 - 10 hours a week
- 10 + hours a week
- I would be able to assist with projects during the year.
- Other (please specify)

19. Would you be able to help with monetary contributions? (Please select all that apply.)

- Would you be able to help with monetary contributions? (Please select all that apply.) Donating Materials (e.g. projectors, computers, etc)
- Donating Supplies (art supplies, pencils, etc)
- Monetary Donation
- Other (please specify)

20. If you are considering a monetary donation, how much would you plan on contributing?

- If you are considering a monetary donation, how much would you plan on contributing? \$100 +
- \$50 - \$99
- Less than \$50
- Stocks and charitable donations of over \$1,000
- None
- Other (please specify)

21. If you would like to be contacted regarding opportunities to assist, please fill out your information below:

If you would like to be contacted regarding opportunities to assist, please fill out

Tallulah Charter School Planning Grant

**your
information
below: Name**

Address	<input type="text"/>
City	<input type="text"/>
Zip Code	<input type="text"/>
Phone Number	<input type="text"/>
Email	<input type="text"/>

<input type="button" value=" << Prev"/>	<input type="button" value=" Next >>"/>
---	---

Intent to Enroll at Tallulah Charter School

Thank you for your interest in Tallulah Charter School!!! Your information will help us plan for staff, facilities, and other requirements for the 2013-2014 school year. This is NOT a binding contract.

Parent's Full Name Patricia Bailey
Address 517 Sixth Street
City, State Zip Code Tallulah La. 71282
Phone 318-574-3158
Email Address Patricia Bailey 44 @ yahoo.com
Child's First Name Averyn
Child's Grade for the 2013-2014 school year. 3rd grade

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

Intent to Enroll at Tallulah Charter School

Thank you for your interest in Tallulah Charter School!!! Your information will help us plan for staff, facilities, and other requirements for the 2013-2014 school year. This is NOT a binding contract.

Parent's Full Name Danielle Denise Davis
Address 8065 Henderson Loop
City, State Zip Code Springheim, LA 71876
Phone (318) - 418-3192
Email Address danielkd34@yahoo.com
Child's First Name Williyah La'Admun Nelson
Child's Grade for the 2013-2014 school year 2nd

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

Questions call (318) 574-1587 ask for Dr. Candler

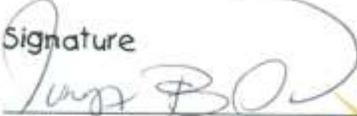
Madison-Tallulah Education Center
Proposed Tallulah Charter School

Ice Cream Social

June 1, 2012

3:00 P.M.

Sign-In Sheet

Signature	Sign-In Time
	
Sheila James	
Garren J.	
L'Hyana W	
Victoria Killian / Stacey Walker	
Sheela Ch / Kevin Ch	
Sha Houston Russell	
Brian Estes	
Shirley Estes SDE	
Mary Johnson / A Kaysha Johnson	3:30
L. Kilney	3:27 pm
Shirley Fountain	3:31
Ugo Fountain	11
Janelle Brown	11
Jonathan Brown	11
Janet Webster	11

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Ice Cream Social

June 1, 2012

3:00 P.M.

Sign-In Sheet

Signature

Sign-In Time

Ke'ORA ALLEN

[Signature]

Christian Edlin

Hka'la Dockery

Marrison Atkins Jr.

Immanuel Dockery

[Signature]

Admiral D. Lee

Elisha Thomas

Zyasia Bailey

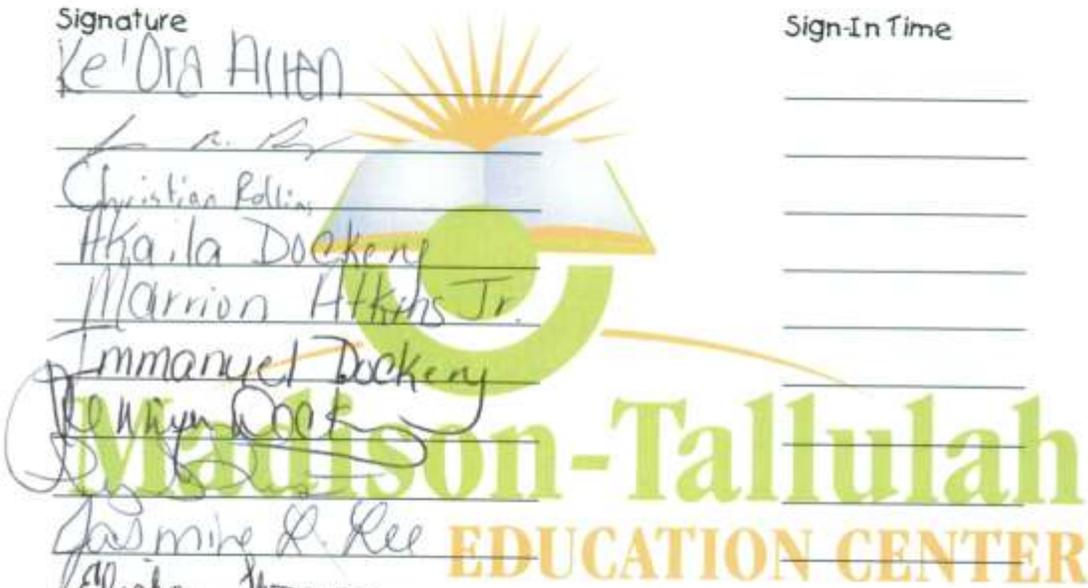
Carolyn A. Beasley

Demetrius J. Howard Jr.

Carolyn M. [Signature]

Winter Campbell

Beth A. [Signature]



Madison-Tallulah Education Center
Proposed Tallulah Charter School

Ice Cream Social

June 1, 2012

3:00 P.M.

Sign-In Sheet

Signature	Sign-In Time
Allie Leaf Jones	_____
Aria Iskra	_____
Miracle Styles	_____
Betha Barnett	_____
Breanna Gray	_____
Alshia Neal	_____
Zakerra Smith	_____
Madison-Tallulah EDUCATION CENTER	_____
Makayla White	_____
Glynda Lumister	_____
Kadeasa Richardson	_____
Tatyana James	_____
Keamellia Dee	_____
Kamrya Dee	_____
Antonia Lee	_____
Jessica Brooks	_____
Kathia Brooks	_____

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Ice Cream Social

June 1, 2012

3:00 P.M.

Sign-In Sheet

Signature

Sign-In Time

Anterio Mcwright

Cuelyn K. Lewis

Maria Skim

Carolyn Harris



Madison-Tallulah
EDUCATION CENTER

Madison-Tallah Education Center
Proposed Tallulah Charter School

Fundraising Planning Meeting

Date 7/23/12
Time 6:00

Location Marie's

Facilitator M. Harris

Sign-In Sheet

Signature	Sign-In Time
<u>B. Kudler</u>	<u>6:00</u>
<u>Angela R. Lewis</u>	<u>6:00</u>
<u>Cerully Rose</u>	<u>6:00</u>
<u>Georgia P. Moten</u>	<u>6:00</u>
<u>Cardyn A. Beasley</u>	<u>6:00</u>
<u>Alana S. Festerhym</u>	<u>6:00</u>
<u>Reno Lucas</u>	<u>6:00</u>
<u>Shynda Livingston</u>	<u>6:00</u>
<u>A. Davis</u>	<u>6:00</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Fundraising Planning Meeting

Date 5-15-12
Time 4:15

Location McDonald

Facilitator Myra Harris

Sign-In Sheet

Signature	Sign-In Time
<u>Guelyn K. Lewis</u>	<u>7:15</u>
<u>Patricia D. Candler</u>	<u>4:15</u>
<u>Glynda Livingston</u>	<u>4:30</u>
<u>[Signature]</u>	<u> </u>
<u> </u>	<u> </u>

Madison-Tallulah
EDUCATION CENTER

<u> </u>	<u> </u>

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Fundraising Planning Meeting

April 16, 2012
4:00 - 5:30 P.M.

PBCandler, LLC Residence-Office
101 Travis Street

Facilitator Myra Harris

Sign-In Sheet

Signature

Sign-In Time

<i>Patricia Candler</i>	<i>4:00</i>
<i>Evelyn K. Lewis</i>	<i>4:20</i>
<i>Carolyn McWright</i>	<i>4:30 341-1916</i>
<i>Janice</i>	<i>4:30</i>
<i>Regina Honeycutt</i>	<i>4:55 493-9067</i>
<i>Carolyn A. Beasley</i>	<i>5:25</i>
<i>Deanna Mohr</i>	<i>5:30</i>
<i>Stepida Livingston</i>	<i>5:30</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Fundraising Planning Meeting

May 28, 2012
4:00 - 5:30 P.M.

Youth of Excellence Center

Facilitator Myra Harris

Agenda

Call Meeting to Order

Silent Prayer

Introductions and Welcome

Background History

Madison-Tallulah Education Center (M-TEC)

Tallulah Charter School Initiative

Purpose of Fundraisers/Start Up Funds

Discussion and Suggestions

Determine Next Steps

Schedule Next Meeting

Wrap-up



Madison-Tallulah
EDUCATION CENTER

Madison-Tallulah Education Center
Proposed Tallulah Charter School

Fundraising Planning Meeting

April 30, 2012
4:00 - 5:00 P.M.

PBCandler, LLC Residence-Office
101 Travis Street

Facilitator Myra Harris

Sign-In Sheet

Signature

Sign-In Time

Carolyn A. Beasley

4:00

Glynda Leung

4:08

D.H. Gray

4:00

Quetta K. Lewis

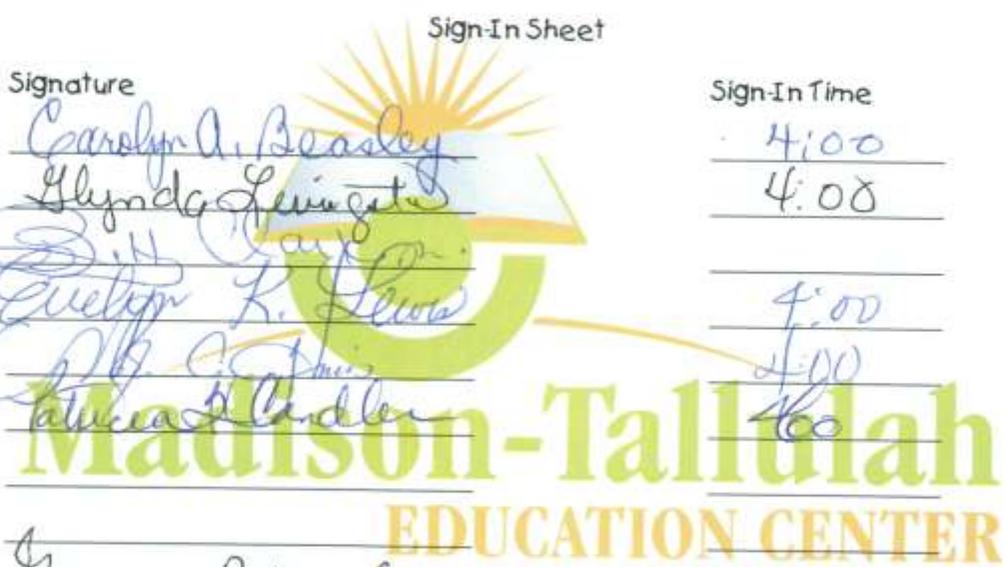
4:00

Patricia Candler

4:00

Georgia P. Moten

4:00





Tallahassee Charter School Questionnaire to Assess level of Interest



1. Please complete the information for future communication.

		Response Percent	Response Count
Last Name	<input type="text"/>	100.0%	52
First Name	<input type="text"/>	100.0%	52
Address:	<input type="text"/>	100.0%	52
Address 2:	<input type="text"/>	7.7%	4
City/Town:	<input type="text"/>	100.0%	52
State:	<input type="text"/>	100.0%	52
ZIP/Postal Code:	<input type="text"/>	100.0%	52
Email Address:	<input type="text"/>	90.4%	47
Phone Number:	<input type="text"/>	92.3%	48
answered question			52
skipped question			6

2. My child/children attend(s)

		Response Percent	Response Count
Public school		61.5%	32
Non-local public school		0.0%	0
Charter school		3.8%	2
Private school		0.0%	0
Does not attend school yet		15.4%	8
Graduated		21.2%	11
School name or names		32.7%	17
answered question			52
skipped question			6

3. Are you satisfied with your school options?

		Response Percent	Response Count
Yes		19.2%	10
No		67.3%	35
Not sure		13.5%	7
Comments			9
answered question			52
skipped question			6

4. If a charter school was available in your community would you seek to enroll your child

		Response Percent	Response Count
Yes		96.2%	50
No		0.0%	0
Not Sure		3.8%	2

Comments 7

answered question 52

skipped question 6

5. How strongly do you feel that there should be a charter school in your community?

		Response Percent	Response Count
Very Strongly Interested		83.6%	46
Strongly Interested		14.5%	8
Mildly Interested		1.8%	1
Not Interested		0.0%	0
Opposed		0.0%	0

Comments 7

answered question 55

skipped question 3

6. Would you be excited to have a charter school in your area whether you would enroll your child or not?

		Response Percent	Response Count
Yes		100.0%	54
No		0.0%	0
Not Sure		0.0%	0

Comments 5

answered question	54
skipped question	4

7. What would you like to see in a school curriculum?

	Response Count
	34
answered question	34
skipped question	24

8. How many school-age children do you have (K-12)?

		Response Percent	Response Count
none		37.7%	20
1		15.1%	8
2		17.0%	9
3		20.8%	11
4		5.7%	3
5+		3.8%	2
answered question			53
skipped question			5

9. What is your impression of the public elementary school in your district?

		Response Percent	Response Count
Positive impression; my child/children are, or will be, attending this school.		16.7%	8
Negative impression; my child/children are, or will be, attending another local public school.		22.9%	11
Negative impression; my child/children are, or will be, attending a private school.		16.7%	8
Undecided.		43.8%	21
answered question			48
skipped question			10

10. What is your impression of the public middle school in your district?

		Response Percent	Response Count
Positive impression; my child/children are, or will be, attending this school.		10.0%	5
Negative impression; my child/children are, or will be, attending another local public school.		28.0%	14
Negative impression; my child/children are, or will be, attending a private school.		20.0%	10
Undecided.		42.0%	21
		answered question	50
		skipped question	8

11. What is your impression of the public high school in your district?

		Response Percent	Response Count
Positive impression; my child/children are, or will be, attending this school.		6.1%	3
Negative impression; my child/children are, or will be, attending another local public school.		26.5%	13
Negative impression; my child/children are, or will be, attending a private school.		20.4%	10
Undecided.		46.9%	23
		answered question	49
		skipped question	9

12. What improvements need to be made in the public schools of your district?

		Response Percent	Response Count
Better test scores		86.5%	45
More classroom aids		57.7%	30
Organized, attractive classrooms and school grounds		50.0%	26
Enrichment classes like art, music, and sports		78.8%	41
More parent involvement		86.5%	45
More field trips		26.9%	14
More science		65.4%	34
More math		75.0%	39
Physical education classes in elementary schools		75.0%	39
Special education/needs classes		42.3%	22
Other (please specify)		11.5%	6
answered question			52
skipped question			6

13. If your child/children attends private school(s), or you are considering placing your child/children in private school, why have you made this choice?

		Response Percent	Response Count
Develop critical thinking skills		79.5%	35
Improved academic skills (e.g. reading, writing, and/or math)		77.3%	34
Lower teacher to student ratio		65.9%	29
Clean, organized, and attractive classrooms		40.9%	18
More enrichment programs (e.g. art, music, and sports)		70.5%	31
Other (please specify)		9.1%	4
answered question			44
skipped question			14

14. If the public schools in your district offered these characteristics, would you enroll your child/children in the public school system?

		Response Percent	Response Count
Yes		84.6%	44
No		15.4%	8
answered question			52
skipped question			6

15. Are you willing or able to donate your time or financial assistance to improve your children's school?

		Response Percent	Response Count
Yes		92.3%	48
No		0.0%	0
Not Sure		7.7%	4
answered question			52
skipped question			6

16. If you were willing to help improve your children's school by volunteering your time in the classroom, how would you like to assist?

		Response Percent	Response Count
Reading books to students		27.1%	13
Assisting in classrooms		33.3%	16
Tutoring		31.3%	15
Other (please specify)		8.3%	4
answered question			48
skipped question			10

17. How would you be able to help outside the classrooms?

		Response Percent	Response Count
Help supervise children during recess/lunch, etc.		18.4%	9
Assist in the morning or afternoon arrival or departure of children.		18.4%	9
Help beautify schools by planting trees, plants, flowers, etc.		51.0%	25
Other (please specify)		12.2%	6
answered question			49
skipped question			9

18. How much time would you be able to commit?

		Response Percent	Response Count
None		0.0%	0
Up to 1 hour a week		10.4%	5
2 - 4 hours a week		39.6%	19
5 - 10 hours a week		6.3%	3
10 + hours a week		2.1%	1
I would be able to assist with projects during the year.		35.4%	17
Other (please specify)		6.3%	3
answered question			48
skipped question			10

19. Would you be able to help with monetary contributions? (Please select all that apply.)

		Response Percent	Response Count
Donating Materials (e.g. projectors, computers, etc)		8.3%	4
Donating Supplies (art supplies, pencils, etc)		77.1%	37
Monetary Donation		33.3%	16
Other (please specify)		6.3%	3
answered question			48
skipped question			10

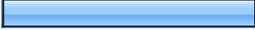
20. If you are considering a monetary donation, how much would you plan on contributing?

		Response Percent	Response Count
\$100 +		39.5%	17
\$50 - \$99		30.2%	13
Less than \$50		18.6%	8
Stocks and charitable donations of over \$1,000		0.0%	0
None		9.3%	4
Other (please specify)		2.3%	1
answered question			43
skipped question			15

21. If you would like to be contacted regarding opportunities to assist, please fill out your information below:

		Response Percent	Response Count
Name		100.0%	33
Address		100.0%	33
City		100.0%	33
Zip Code		100.0%	33
Phone Number		100.0%	33
Email Address		97.0%	32
answered question			33
skipped question			25

22. Check the statement that best describes your thoughts concerning the public school system:

		Response Percent	Response Count
I am willing to send my child (ren) through the public school system.		37.8%	17
I am not willing to send my child (ren) through the public school at this time but will watch the school's improvement and consider sending my children in the near future.		28.9%	13
I am not willing to send my child (ren) through the public school system.		33.3%	15
		answered question	45
		skipped question	13

23. Comments/Concerns

	Response Count
	15
answered question	15
skipped question	43

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Completed on submission to Grants.gov</p>	<p>* TITLE</p> <p>Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Madison-Tallulah Education Center</p>	<p>* DATE SUBMITTED</p> <p>Completed on submission to Grants.gov</p>

Laticia B. Candler

Standard Form 424B (Rev. 7-97) Back

External Evaluator Job Description

Position: Grant Evaluator

Qualifications:

1. Experience as an external evaluator preferably experience working with federal grants.
2. Background, training, and knowledge as a grant evaluation professional.
3. Knowledge of state-required on-line data management system or willing to be trained.
4. Effective oral and written communication skills.
5. Relates well to people.
6. Strong organizational skills and completes tasks on schedule.
7. Trustworthy, dependable and honors confidentiality.
8. Willing and able to carry out responsibilities listed below.

Description of Duties:

1. Collecting and analyzing data.
2. Publishing project findings for all stakeholders.
3. Presenting project findings to all stakeholders annually; presenting interim data to Project Director as needed to redirect program design.
4. Consulting with Director and other stakeholders as needed to assist in meeting project objectives.
5. Addressing progress toward attainment objectives with formative and summative assessments.
6. Documenting the actual fidelity of the project implementation.
7. Developing and producing periodic reports summarizing data collected for specific needs; creating and analyzing summary reports.
8. Generating reports as needed to aid staff in making instructional decisions for individual students and groups of students, including targeted sub-groups.
9. Working with technical assistance providers when needed to solve problems.
10. Assisting Data Specialist and Project Director in gathering and analyzing data.
11. Presenting data to Advisory Council and staff as requested by Project Director.

Work Address

Madison-Tallulah Education Center
500 Bloom Street
Tallulah, LA 71282
318.574.1587



My charter school expertise is in the following areas: charter school planning, program design, and implementation; High-quality charter school start-up and expansion; and charter school leadership and professional development.

Education

Doctor of Education - Early Childhood Education Jackson State University Jackson, Mississippi	2005
Master's Degree plus 30 graduate hours above University of Louisiana at Monroe Monroe, Louisiana	1977
Master's Degree in Elementary Education University of Louisiana at Monroe Monroe, Louisiana	1973
Bachelor of Arts in Elementary Education Southern University Baton Rouge, Louisiana	1971
High School Diploma Reuben McCall High School Tallulah, Louisiana	1968

Louisiana Certification

TEACHER LEADER 1/13/2010
PARISH/CITY SUPERVISOR/DIRECTOR OF SPECIAL EDUCATION, 9/10/2009
CHILD SEARCH COORDINATOR, Grade(s):1-12, 09/08/2006
SUPERVISOR OF CHILD WELFARE & ATTENDANCE &/OR VISITING TEACHER, 05/30/2006
PK-3, Grade(s):PreK-3, 09/28/2004
READING SPECIALIST, Grade(s):1-12, 09/28/2004
SCHOOL SUPERINTENDENT, Grade(s):1-12, 11/07/2001
SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 11/21/1991
PARISH/CITY SCHOOL SUPERVISOR OF INSTRUCTION, Grade(s):1-12, 08/14/1984
PRINCIPAL, Grade(s):K-12, 08/16/1980
KINDERGARTEN, 11/05/1975
ELEMENTARY GRADES, Grade(s):1-8

Other Certification

National Administrator Credential from National Child Care Association (N.A.C.) May 2006
Teacher Certification in Arkansas, Mississippi, Tennessee, Texas
Head Start Reviewer

Work Experience

Founder and Director for Tallulah Charter School January 2010-Present

As Founder and Director, I am responsible for developing the vision, adhering to policies, achieving goals, and assisting the Board of Directors in fulfilling its responsibilities. Additionally, as the Director, I am responsible for the leadership, strategic vision and growth of Tallulah Charter School and future Madison-

Tallulah Education charter schools. I also provide guidance and support for the daily operational management of the school. My primary responsibility is to carry out the strategic plans and policies as established by the Tallulah Charter School Board of Directors including the academic performance and operations of the school and future campuses and fiscal oversight. I serve as an ex-officio, non-voting member of the Board of Directors.

**Chief Academic Officer/Assistant Superintendent/Child Welfare/Attendance Fall 2007-July 2011
Madison Parish School District Tallulah, Louisiana Retired**

As Chief Academic Officer, I developed district objectives, based upon the parish goals and objectives of the school board and Superintendent, developed performance objectives and prepared a professional growth plan supporting district and school system goals, collaborated with staff members to identify performance objectives and assisted them in preparing professional growth plans supporting district and school system goals, involved other members of the staff in decision making, facilitated education and parent focus groups, chaired stakeholder meetings especially in the area of school improvement, recommended specific policies, procedures, plans, and programs for attaining instructional objectives for both Madison Parish School district and Tallulah Academy (private school as related to Title I), improved the performance of students and staff through the use of Response to Intervention program (early intervention education program), High School to Work, and Credit Recovery via the Louisiana State Department of Education, planned for evaluation of instructional objective and developed annual master plan objectives in assigned areas.

As Assistant Superintendent, I worked under the direction of the Superintendent to review teacher assignments, course offerings, class sizes, racial and sex make-up, and resolved conflicts in schedules in all district schools including alternative school, assumed direct responsibility for the operation of the system during the absence of the Superintendent from his office, carried out all specific duties as requested by the Superintendent, such as chairing programs for dual enrollment with the local universities (Grambling State University, LA Tech, University of Louisiana, and Tallulah Technical College), kept the Superintendent informed of all areas where problems were encountered by the Madison Parish School System, explored innovations, pilot programs and professional development.

**Human Resource Officer Fall 2007-July 2011
Madison Parish School District Tallulah, Louisiana**

As Human Resource Officer, I lead and administered the school system's personnel programs, directed and coordinated recruitment, selection, placement, development, transfer, evaluation, and dismissal procedures in accordance with Board approved policies and federal, state and judicial mandates. IN addition, I managed all aspects of employee relations, advised the Board, Superintendent, and staff on personnel related policies and organizational development, and training policies.

**Acting Superintendent of Schools Fall 2006-April 2007
Madison Parish School District Tallulah, Louisiana**

As Superintendent, my goal was to inspire, lead, guide and direct the administrative and instructional staff in setting and achieving the highest standards of excellence so that each individual student may be provided with a quality education program. I oversaw and administered all parish programs, facilities, property and funds with maximum efficiency. I was administratively second in command of all facets of the operation of the Madison Parish School System. Had the responsibility to supervise and to work toward improvement in all departmental programs in the system. I recommended policies on organization, finance, instruction, school plant, and all other functions of the school program. Formulated system objectives, policies, plans, and programs, prepared and presented facts and explanations necessary to assist the School Board in its duty of legislation for the schools. I provided for planning and development of the educational program. I made recommendations to the School Board concerning curriculum improvements.

Lead Faculty for Northcentral University Early Childhood Education/Adjunct Faculty 2005-Present

As the Lead Faculty for Northcentral University Early Childhood Education Department, I am responsible for ensuring that early childhood education courses are taught according to academic standards associated with the early childhood courses. Other responsibilities are to review, advise, and monitor all curriculum content of all early childhood education courses, including textbook review; to identify highly qualified Faculty for courses; to work collaboratively with Northcentral University's Instructional Designer and advise Northcentral faculty with regard to curriculum design standards; to provide timely feedback and respond to requests made by and to Faculty and Deans; to schedule and conduct quarterly conference calls with Faculty in an effort to

adequately assess the implementation of standards; to attend periodic scheduled conference calls with the School Dean, and the other Lead Faculty; to advise the Dean regarding appropriate professional development activities for Faculty; to provide consultation regarding the comprehensive examination process, including proposing Comprehensive Examination questions; and to support Northcentral University, in its mission and practices.

Chief Executive Officer

Madison-Tallulah Education Center (M-TEC)

January 2005-Present

As Chief Executive Officer, I promote staff development and education, assist program staff in applying their specialized expertise to the organization's program, establish processes to measure, learn from and improve program effectiveness, maintain a culture that attracts, motivate and retain a diverse staff of top quality people, manage multiple projects and priorities working to satisfy internal and external requests, oversee maintenance of official records and documents, ensure that M-TEC complies with federal, state and local regulations, conduct official correspondence and execute legal documents, lead teachers and administrative staff, oversee the day-to-day management of the center including meeting with parents, develop new initiatives, alliances, and partnerships, promote active and broad participation by parents and volunteers in all areas of the M-TEC's work, maintain a working knowledge of significant developments and trends in the field of education and research, consult with community leaders, national and international educators in a regular assessment of M-TEC's programs, keep a focus on the long term objectives of the organization, balance strategic and tactical responsibilities, and represent M-TEC with multiple constituencies in Louisiana and nationally, establish sound working relationships and cooperative arrangements with centers of higher learning, school districts, community groups, parents and state and federal government organizations.

PB Candler Consulting, LLC

2001 to Present

Owner and Operator

PB Candler Consulting, LLC is an educational consulting firm specializing in leadership, curriculum, instruction, assessment, and school culture and climate. We evaluate and assess our customer's needs and develop proposals according to those needs. We provide tutoring; educational and leadership consulting; parent training; and job-embedded professional development, coaching, and modeling to teachers using research-based best practices to school districts, non-profit/profit educational organizations, and churches.

Elementary Supervisor of Instruction

Fall 2001-2006

Madison Parish School District Tallulah, Louisiana

As Elementary Supervisor, I provided leadership in the development and/or dissemination of curriculum materials in elementary education, evaluated instructional program such as Early Reading First and Reading First, supervised coordinators and principals, made recommendations promoting the improvement of instructional programs and activities, planned and organized in-service programs, implemented in-service programs such as Differentiated Instruction, Response to Intervention, School Improvement, Reading and Math Across the Curriculum, provided assistance to principals in developing school plans, maintaining and assessing effectiveness of school plan, determining the best usage of instructional materials and equipment, designing procedures to evaluate student progress, developed and implemented procedures for best practices in instructional supervision and areas of special needs.

Principal

1996-2001

Wright Elementary School Tallulah, Louisiana

As principal, I demonstrated curriculum knowledge (Content, design, development, evaluation), provided for improvement of instructional program, provided for staff development, made provision for professional growth and self-improvement, supervised and evaluated the faculty and staff, made equitable duty assignments, facilitated the use of materials and equipment, assigned students to classes, programs, and activities, chaired the School Building Level Committee and referred children to Pupil Appraisal, coordinated services of persons working in the school (follow-through, music, itinerate, etc.), implemented system policies and procedures, and participated in the personnel evaluation program of the district.

Assistant Principal
Wright Elementary School

1991-1996

Tallulah, Louisiana

Tutor of At-risk Students
Madison-Tallulah Education Center
Tallulah, Louisiana

1982-Present

Kindergarten Teacher
Wright Elementary School
Tallulah, Louisiana

1971-1991

Adjunct Professor at Wilkes University

2008-Present

Fall III

Lead Faculty Mentor at Northcentral University

Spring 2006-Present

Adjunct Professor at University of Phoenix Online and Axia

Spring 2006-Present

Adjunct Professor at University of Louisiana at Monroe

Spring 2005-2007

Substitute Professor at Jackson State University

Fall 2003

EDCI 589-Teaching Educational Programs and Technology

Major initiatives and/or trainings from Louisiana State Department of Education

Charter Board Responsibilities	iLEAP, LEAP	LANA/DIG
Charter Board Ethics	LATAAP	K-3 Initiative
Charter Schools Now and Forever	Project Based Learning	Rigor, Relevance, and Relationship
The Ins and Outs of Non-Profit Management of Non-Profits	Whole Faculty Study Group	Universal Design for Learning (Reading and Math)
Financing for Non-Profits	Adolescent Literacy	Questioning
COMPASS/Act 54	Data Driven Decision Making	Data Analysis
Response to Intervention	Differentiated Instruction	Bloom's Taxonomy
Dyslexia	LINCS	Using Rubrics
Reading First	Highly Skilled Educator	Classroom Management
Early Reading First	Creating Assess for All	Walk Through Observation
Content Standards and GLEs	ValEd	Best Practice
Louisiana Comprehensive Curriculum	LELI	Curriculum Mapping
Professional Learning	Content Literacy Strategies	
Communities	SIG	
SWPBI Support	TAP	Thinking Maps
LEADTech	DEEP	EAGLE
Project Read	Accountability	GLEEM
Read Together, Talk Together	Formative Assessment	
	School Improvement Training	

Grant Peer Reviewer

Magnet School Assistance Program	2013
Promised Neighborhood	2012
I3 Validation	2012
i3 (first round)	2012
AmeriCorps State and National	2010, 2012
Charter Schools Program Grant Review	2011, 2012
Striving Readers Comprehensive Literacy	2011
Quality Science and Mathematics (state)	2010
Full Service Community Schools	2010
Investing in Innovative Funds (I3)	2010
Head Start and/or Early Head Start Expansion	2009

Learn and Serve Higher Education	2009
Early Reading First	2009
Compassion Capital Fund Communities Empowering Youth Grant	2006
Parent Information Resource Centers Program Grant	2006, 2007
BESE 8(g) Competitive Grant (State)	2006
Campus Childcare Access Means Parents in School	2005
Improving Literacy through School Libraries	2005, 2009, 2010
Safe Schools/Healthy Students Initiative	2005
Compassion Capital Fund Demonstration Grant	2005, 2007
Compassion Capital Fund Targeted Capacity-Building	2005
LEAP 21 Summer School (State)	1997

Presentations (General/Partial list of presentation)

Consultant/In-Service Presenter

School Board's Role in Strategic Planning
 Governance for the Beginning Board
 Improving Non-profit Governance
 COMPASS
 Introduction to the Teacher Compass Rubric
 Introduction to Non-Tested Grades and Subjects
 Compass Student Growth Measures (Value-Added)
 Training on Student Growth Measures and Teacher Rubric
 LELI (Louisiana Educational Leaders' Induction)
 School Turnaround 101
 Supervisor for Students in Administration and Supervision
 School Improvement Plan Writing
 School Data Analysis
 Louisiana School and District Accountability/ School Improvement
 Assessment/Evaluation/Data Interpretation
 Response to Intervention and Instruction
 Differentiated Instruction
 Early Interventions for Early Childhood Education
 Reading First
 Reading and Math Strategies
 DIBELS
 Whole Faculty Study Groups (WFSG)
 Professional Learning Communities (PLCs)
 Praxis-Elementary Content Knowledge 0014
 Madison Parish's New Teacher Induction
 LA: FIRST (Framework for Inducting, Retaining and Supporting
 Teachers)
 Grade Level Expectations (GLEs)
 Moving the GLEs into Practice
 Parental Involvement/Volunteering in Schools
 LEAPing for Parents Series
 Computer Workshop for Parents
 Communicating With Respect
 Transition Tips and Tricks
 It Takes the Whole Village to Educate a Child
 It Takes the Whole District
 CIA (Curriculum, Instruction and Assessment) Weekly Presentations
 Service Learning is Elementary
 How to Turn Tough Times into Fun Times (Transition)

Honors

Delta Sigma Theta Celebration of Women Award
 Unsung Hero
 Outstanding Hurricane Katrina Relief Efforts Award (American Association)

of School Administrators)
Graduate of Academy III Louisiana Staff Development Council
Graduate of Academy II Louisiana Staff Development Council
Summer Fellow/Leadership Academy-Southeast Educational
Development Laboratory
Wright Elementary School Teacher of the Year
Madison Parish Teacher of the Year

Professional Organizations

Louisiana Association of Public Charter School
Louisiana Retired Teacher Association
National Association for Family Child Care
Life Member, Louisiana Child Welfare and Attendance Association
Louisiana Association of School Executives
Louisiana Schools Supervisors' Association
American Association of School Administrators
Association for Supervision and Curriculum Development
Phi Delta Kappa
Phi Kappa Phi International
Southern Early Childhood Association
Louisiana Early Childhood Association
Louisiana Reading Association
International Reading Association
Consortium on Reading Excellence (CORE)
Louisiana Science Teachers Association
Louisiana Association of Teachers of Mathematics
Former Board Member of Louisiana Staff Development Council
Louisiana Staff Development Council
National Staff Development Council
Life Member, Southern University National Alumni Federation
Grant Station
National Association for Family Child Care (NAFCC)

Keith Lanier Wolfe

EDUCATION:

Mississippi College
Specialists in Education Leadership
August 2009 (Summa Cum-Laude)

Mississippi College
Masters of Science Education Leadership
August 2007 (Summa Cum-Laude)

Louisiana Tech University
Bachelor of Science Chemical Engineering
May 2002

CAREER-RELATED

Assistant Principal (1/12 – Present)
Madison Middle School, Tallulah, Louisiana

- Assisting the Principal in effective school management
- Maintaining electronic records of discipline documentation
- Maintaining a safe and orderly school environment

Assistant Principal (8/08 – 7/10, 12/10 – 12/11)
Madison High School, Tallulah, Louisiana

- Assisting the Principal in effective school management
- Maintaining electronic records of discipline documentation
- Maintaining a safe and orderly school environment

Interim Principal

Wright Elementary School, Tallulah, Louisiana (4/12 – 4/12)
Madison High School, Tallulah, Louisiana (7/10 – 12/10)

- Maintaining a safe and orderly school environment
- Maintaining electronic records of discipline documentation
- Planning professional development activities for faculty

EXPERIENCE:

Math Teacher (8/04 – 5/08)

Vicksburg Junior High School, Vicksburg, Mississippi

- Teaching Pre – algebra to 7th & 8th grade students
- Teaching Transitions to Algebra & Geometry & Algebra 1 to 8th grade students

Homework Tutor (02/08 – 04/08)

Bowmar Elementary School, Vicksburg, Mississippi

- Tutoring Math to 3rd grade students

Daycare Assistant/Homework Tutor (9/07 – Present)

Lil' Wonders DayCare & Learning Center

- Assisting with the care of infants & toddlers
- Tutoring 1st – 5th grade students

Homework Tutor (1/06 – 5/06)

Boys & Girls Club of America

- Tutoring 7th – 8th grade students

Homework Tutor (9/04 – 12/05)

Central Mississippi Prevention Services

- Tutoring students in 4th – 8th grade students

Math / Science Teacher (8/02 – 5/04)

Reuben McCall Senior High School, Tallulah, Louisiana

- Teaching Algebra I, Algebra II, and Chemistry to high school students
- Assisting the Band Director in Musical activities

**OTHER WORK
EXPERIENCE:**

Chemical Engineering Co-op Student (6/98 - 8/98)

International Paper Company, Vicksburg, Mississippi

- Collected paper samples
- Assisted project engineers in ongoing research

Environmental Engineering Technician (5/96 - 8/97)

United States Army Corp of Engineers Waterways Experiment Station, Vicksburg, Mississippi

- Tested firing range soils for heavy metal contamination
- Assisted graduate students in ongoing research

Student Office Aid (2/99 – 5/02)

Louisiana Tech University Minority Engineering / Cooperative Education Office, Ruston, Louisiana

- Entered and filed student information
- Processed student co-op applications
- Tutored other engineering students
- Mentored Freshmen engineering students

Sales Associate (8/96 - 12/01)

JCPenney's Department Store, Vicksburg, Mississippi

- Sold Men's Apparel and Family Shoes
- Ordered and stocked merchandise

SKILLS & HONORS

- Teacher of the Year 2005-2006 Vicksburg Junior High School
- Proficient in piano and vocal music
- Excellent Alto Saxophone player
- Mission 66 Church of Christ (Music Director 1995 – present)
- ASCD
- Phi Delta Kappa
- National Society of Black Engineers (Program Chairman, 1999 - 2001)
- Alpha Phi Alpha Fraternity Inc.
- Phi Mu Alpha Sinfonia (Fraternal Education Officer, 1999 - 2001; President, 2001 - 2002)
- Kappa Kappa Psi (Historian, 1998 - 1999)
- Louisiana Tech Marching/Concert Bands (Section Leader, 1997 - 2002)
- Received Eastman Kodak Company Minority Scholarship
- Received International Paper Company Minority Scholarship

REFERENCES

Mrs. Ruthie D. Magee, Principal, Madison High School
(601) 456 – 1757

Dr. Edward Wiggins, Principal, Warren Central Intermediate School
(601) 638 - 5656

Dr. Gerald Hasselman, Assoc. Professor of Education, Mississippi College
(601) 925 – 3408

Dr. Doris Smith, Asst. Professor of Education, Mississippi College
(601) 925 – 3845

Kathy R. Hughes

SUMMARY OF QUALIFICATIONS

Communication

- Excellent written and oral communication skills with the ability to establish and maintain relationships with internal and external business affiliates

Leadership

- Ability to plan, organize and direct projects with little to no assistance

Problem Solving

- Strong capacity to evaluate, analyze, and solve difficult problems

Motivation

- Efficient in organizing and prioritizing to meet and achieve short and long-term goals

EXPERIENCE

Business Manager, Madison Parish School Board

06/05-Present

- Provide guidance and management to the accounting functions of the finance department.
- Maintains budgeting systems which provide control of expenditures.
- Advises management on matters such as effective use of resources and assumptions underlying budget forecasts.
- Interprets budgets to management.
- Maintain budgeting system.
- Prepares and presents budget and budget revisions.
- Ensures accurate records and reports are developed, maintained, and forwarded to appropriate authorities upon request.
- Represents the finance department at appropriate meetings.
- Compiles reports to show statistics such as cash receipts, interest accumulation, monthly balances, expenditures, and other items pertinent to operation of the finance department.
- Communicates with outside agencies requesting financial, statistical, or other data.
- Communicates verbally and written with banking institutions on a regular basis to insure that all bank accounts are properly maintained.
- Develop and implement policies and procedures for the finance department.
- Assists in the equitable solution of complaints, concerns, and problems in the area of responsibility.
- Establish and maintain effective and cooperative working relationships with all district staff and general public.

Teacher/Technology Coordinator, DeSoto Parish School System

08/98-05/05

- Maintained the JPAMS grading system and transcripts for 500+ students

- Trained faculty and staff in the implementation of new computer software
- Managed all computer inventory
- Performed software installation and the troubleshooting of computers
- Prepared and implemented lesson plans for vocational education students in the business curriculum
- Informed parents about the progress of students in the outlined coursework
- Maintained accurate grading records for all students
- Assisted students as needed in selecting courses and developing plans for post graduation
- Represented the school at extracurricular activities

Teller, Hibernia National Bank

07/96-07/98

- Handled and processed all Automated Teller Machine (ATM) transactions
- Responsible for courteous and direct interaction with all customers as well as inputting all customer deposits and payments into the computer system

Accounting Clerk, Northeast Louisiana CDC

12/95-07/96

- Processed payroll on a biweekly basis for all employees
- Prepared federal and state tax documentation
- Reconciled bank statements on a monthly basis
- Entered transactions into a computerized accounting system

EDUCATION

Grambling State University
Bachelor of Science, Accounting

Grambling, Louisiana
December, 1994

Northwestern State University
Certification, Business Education

Natchitoches, Louisiana
September, 2001

Louisiana State University-Shreveport
Master of Education

Shreveport, Louisiana
December, 2006

REFERENCES

Available Upon Request

Beverly Ross

EDUCATION

Bachelor’s of General Studies
University of Louisiana at Monroe, Monroe, LA
Graduation Date-August 2009
Concentrations: Social Sciences and Applied Sciences

Associate of General Studies
University of Louisiana at Monroe, Monroe, LA
Graduation Date-May 2007
Concentration Social Sciences

Objective: Seeking a position in parental involvement that would allow me to develop, conduct, implement programs, activities and events to encourage and increase parental involvement.

TECHNOLOGY KNOWLEDGE

Microsoft Office 2003/2007	Word Perfect
Adobe Acrobat	Print Shop (Graphics)
PDF	Greetings (Graphics)
Fox It	Projector Usage

JOB EXPERIENCE

Employment

August 1975 – June 30, 2010

Job Titles: Paraprofessional, Parent Center Coordinator, School Test Coordinator

Job responsibilities:

- Conducted, developed, and delivered school-wide workshops on parenting, behavior and life skills
- Conducted, developed and presented trainings to parents and community partners on communication skills, novice use of computers with children for educational purposes at home, questions to ask during parent-teacher Conferences
- Created and implemented a warm and welcoming environment for visitations, trainings and workshops for all attendees resulting in a partnership for all parties
- Attended numerous conferences on literacy, child development, parental involvement, temperament and others
- Provided regular communication with parents to inform them of upcoming events and opportunities

- Designed/created parent volunteer survey form
- Educated and trained on family relationships and challenging behaviors of children
- Observed and prepared case studies on the behavior of children in a child development center
- Prepared, and organized materials for test training and pick-ups.
- Produced flyers, agendas and etc. for school and community related activities
- Informed faculty, staff members, parents and community of topics of interest, and events
- Knowledgeable of interpersonal communication skills and health communication skills
- Coordinated various activities and worked cooperatively on committees.
- Prepared and maintained documents (necessary paper work for weekly, monthly and yearly documentation and reports) of assigned tasks, and activities with parents

April 1995- 1996

Case Worker/Family Care Services

West Monroe, Louisiana

- Assisted parents that were referred to program from Social Services Program to develop /improve parenting, and household skills
- Communicated to parents how to use conflict resolution in solving problems with their children, and how to communicate with them verbally using vocabulary to help them express their feelings and concerns
- Assisted parents in learning to organize appointments, bills, prepare for monthly inspections of apartments, and how to interact with others when it is necessary.(Social/ Physically)
- Discussed and illustrated how to make a grocery list, list needed household supplies, sort clothing for washing, and how to communicate with others
- Produced charts to utilize in organizing menus, appointments and daily chores, tasks that must be
- Maintained an ongoing log of visits and topics discussed along with the clients reflections for documentation purposes

SUMMARY OF QUALIFICATIONS

- Excellent client and community communication skills (written, spoken and graphic capabilities)
- Digital imaging
- Adaptable to changing environments and challenges
- Effective team player and works well with diverse cultures and communities
- Knowledgeable and educated on challenging behaviors, child development, and family relationships
- Ability to work effectively with parents, teachers, clients, and community

**Tallulah Charter School's
BOARD OF DIRECTORS BY- LAWS**

ARTICLE I- NAME

Section 1. General Provisions

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

1.2 Location. The principal office of the school shall be located at 500 Bloom Street Tallulah, LA. Until that time, members of the Founding Board and the Chief Executive Officer shall coordinate all start-up activities.

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

Section 2. Board of Directors

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

2.2 Number of Directors. The Board of Directors shall consist of at least seven but not more than eleven members. Tallulah Charter School's Chief Executive Officer shall serve as an ex-officio member of the Board of Directors without power to vote.

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

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

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

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

Section 3. Meetings of the Directors

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

- a. no quorum of the Board of Directors shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter and
- b. no executive session shall be held until:
 - (i) the Board of Directors shall have first convened in an open session, for which notice shall have been given in accordance with law,
 - (ii) a majority of the Directors at such meeting shall have voted to go into executive session,
 - (iii) the vote of each Directors shall have been recorded on a roll call vote and entered into the minutes, and
 - (iv) the President (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Directors shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

3.2 Regular and Special Meetings. Regular meetings of the Board of Directors will be held once a month. Special meetings may be called by the President at any time and shall be called by the Secretary or his/her designee following a written application of two or more voting members of the Board of Directors. Meetings will be held at 500 Bloom Street.

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

- If made in an open meeting, shall be approved by a majority vote of a quorum of the Board of Directors, the authority for the closure and the subject discussed shall be stated with reasonable specificity in the motion calling for a vote on the closed meeting; the votes shall be taken in an open meeting, and the vote of each individual member for or against closure shall be recorded in the minutes. Only those subjects announced or voted on prior to closure by the Board may be discussed in the closed meeting
- If called for when the Board of Directors is not in an open meeting, shall not be held until public notice, appropriate under the circumstances, stating the specific provisions in the law authorizing the Closed/Executive meeting and stating with reasonable specificity the subject to be discussed, is given to the members of the media and general public by posting such meeting at Tallulah Charter School.

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

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

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

3.7 Notice of Meetings. Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Directors shall be given to each Directors by the Secretary or, in case of absence, by the officer or one of the Directors calling the meeting. Such notice shall be given to each Directors in person, by mail or by telephone, or electronic mail sent to such Director's usual business or home address at least 7 days in advance, unless shorter notice is adequate under the circumstances.

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

accompany the agenda as a matter of procedure.

1. The board secretary will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted.
2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be made available to the public within one week of the meeting date. Minutes will be available for public view at the proposed school. The agenda shall be mailed, emailed or delivered to members of the Board of Directors no later than ten days prior to the meeting exclusive of the addendum agenda. Regular meetings shall be announced a minimum of one week in advance to all concerned populations through school calendars/announcements, etc.

Items may not be added to the agenda by the Chief Executive Officer or by a board member less than five days (addendum agenda exception), prior to the meeting except in the case of an emergency.

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

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

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

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

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

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

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

2. Discussion Item: A discussion item may be transformed into an action item or simply

discussed as a particular item on the agenda. First readings are discussion items and are not action items by definition.

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

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

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

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

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

Section 4. Officers of the Board

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

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

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

4.4 Duties and Responsibilities of the Board. The Board has the following officers: President, Vice President (2), Treasurer, and Secretary. In practice, the President reviews and gives final

approval to the staff-general agenda and moderates the monthly meetings. The Vice President (2) presides over board meetings in the absence of the President. The 2nd Vice President may be asked to preside over meetings in the absence of the President or Vice President, and works with the other officers to annually evaluate the Chief Executive Officer and to agree on a recommendation to the full board on the Executive Director's compensation.

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

Vice President(s): The role of vice president is to serve in the absence of the president or if she/he is unable to act, or refuses to act, a vice president shall perform the duties of the president. When a vice president acts in place of the president, the vice president shall have all the powers of and be subject to all the restrictions upon the president. If there is more than one vice president, the vice presidents shall act in place of the president in the order of the votes received when elected. A vice president shall perform other duties as assigned by the president or Board of Directors.

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

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

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

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

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

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

• **Governance:** 1) Assists the Board in developing Tallulah Charter School's vision, overall direction, and short and long-term goals; 2) works with the Board President to establish the Board's role, annual calendar, meeting agenda, and accountability measures; 3) keeps the Board fully informed of the condition of Tallulah Charter School, including all material legal issues; 4) recommends policy positions concerning mission and program, governance and management, and legislation; 5) leads the implementation of Board policies; 6) works with the Board to recruit, screen, and nominate new Directors and is empowered to require a 2/3 vote of approval for new Directors; and 7) helps the Board monitor and evaluate organizational effectiveness.

• **Personnel:** 1) Manages the daily operation of Tallulah Charter School and provides general oversight of all programs and scholastic activities; 2) manages, evaluates, and leads the creation of professional development programs for the Principal, Business manager, and all non-teaching staff; 3) oversees the management, evaluation, and creation of professional development programs for all staff; 4) leads recruitment, hiring, and promotion of all personnel; and 5) reviews and approves contracted services.

• **Educational environment, programs, and policies:** 1) Sets the tone for Tallulah Charter School's culture of achievement; 2) ensures that programs adhere to the school's mission and purposes, board policies, regulatory requirements and Tallulah Charter School; and 3) assesses the implementation and outcomes of programs and works (with Principal) to ensure effective design and implementation.

• **Budget and Finance:** 1) Directs control of budget upon its approval by the Board; 2) monitors and reports the financial status of school accounts, food service, housing, and bookstores; 3) works with the Board to ensure financing to support long and short-term goals; and 4) helps the Board and its development committee to design, implement, and monitor a viable fundraising plan, policies and procedures.

• **Legal:** 1) Leads the preparation of the annual report and charter renewal application; 2) assures the filing of all legal and regulatory documents; and 3) monitors compliance with relevant laws and regulations.

• **Community relations and strategic partnerships:** 1) Lead spokesperson for Tallulah Charter School, responsible for issuing "State of the School" addresses and for assuring proper representation of Tallulah Charter School and the Board to the community, government entities, businesses, foundations, organizations, and potential donors; 2) regularly works and communicates with the Parent Leadership Team and community based organizations; and 3)

participates with the Louisiana Charter School Association. Ethics and values: embodies the core values and ethics of Tallulah Charter School at all times.

4.5 The Budget. The adoption of the annual operating budget is the responsibility of the Board of Directors. The Chief Executive Officer and the Business Manager will prepare and present the upcoming school year budget to the Board of Directors for approval. The process will include specific budget information along with the Board of Directors input as a matter of procedure with recommendations from the Chief Executive Officer and the Principal establishing priorities as to what the charter expects as a major focus for Tallulah Charter School.

The Business Manager and the Chief Executive Officer will also be expected to speak to various programs, contracts, Louisiana laws and Public Education Department regulations which govern the issuance of contracts as well as policies, requirement and regulations established. The Board of Directors will approve the submitted budget in March of each school year, for the next fiscal year.

All rules/regulations/fiscal policies and financial procedures are subject to and/or subordinate to the laws of the State of Louisiana and the federal government as a matter of policy as performed by the administration of Tallulah Charter School on behalf of its Board of Directors.

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

Section 5. Election, Recruitment and Removal of Officers

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

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

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

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

strategies set by the board, and focus recruiting on board members with specific skills that will enable the board to reach its goals.

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

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

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

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

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

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

In addition to initial Board orientation, board members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective

training for all board members. Board member will receive 12 hours of training during his or her first year of service. The Board members training will include six major topics. The subsequent years, the Board training will be 5 hours for returning members. Board trainings will be on going and will address issues pertinent to non-profit governance, school management, and administration.

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

There will be on-going opportunities for additional training and professional development for the Board including but not limited to visits to other top performing public and private schools in the area. Members of the Board will be encouraged to participate in annual conferences, meetings and trainings of the Louisiana Charter School Association and the Louisiana Department of Education Department.

Section 6. Code of Ethics:

6.1 Ethics. It is important that each board member recognize that he or she is a public official charged with an important responsibility. In view of the fact that each and every board member is elected to his or her position and pledges to properly serve the citizens of the given community, each member has a profound responsibility to the voters who have elected him or her. Following this, representation should at all times serve the best interests of the students in the school as a whole rather than the interests of other entities. Members of this unique board are volunteers and no board member is paid for the services he or she provides. To this end, the board members, officers, and employees of Tallulah Charter School will declare their acceptance of the standards of practice set forth herein, and their solemn intent to honor them to the limits of their ability as outlined in the following Code of Ethics:

1. The board members and the school administrators shall not engage in any "self-dealing transactions," except as approved by the board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Directors has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction;

(a) is approved or authorized by the board in good faith and without unjustified favoritism, and
(b) results in a benefit to one or more board member or their families because they are in a class of persons intended to be benefited by the program.

2. Every board member has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any director shall be excused from the discussion and vote on any matter involving such director relating to:

(a) a self-dealing transaction, (b) a conflict of interest, (c) indemnification of that director uniquely; or (d) any other matter at the discretion of a majority of the board members.

3. Not more than twenty percent (20) of the people serving on the board of may be comprised of any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Any director, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Directors for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, Directors or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

5. Directors representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

6. No director, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Directors for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
- Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
- Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
- Members of the faculty of the charter school.

7. In no instance shall a Directors, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Directors for the duration of such business relationship.

8. Directors shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board. If this occurs, a director shall write a letter disclosing all known facts prior to participating in a board discussion of these matters and the director's interest in the matter will be reflected in the board minutes.

9. Directors shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

10. Directors shall not use his or her position with the school to acquire any gift or privilege worth \$20 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

11. Directors, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

If the member of the board or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

The minutes of the Board of Directors and all committees with board-delegated powers shall contain:

- Names of Persons with Financial Interest: The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.

- Names of Persons Present: The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Each board member, principal officer and member of a committee with board-delegated powers shall annually sign a statement that affirms that such person;

- Understands that the foundation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

To ensure that the foundation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the foundation may conduct periodic reviews.

Section 7. Committees

7.1 Appointment and Duties. The Board of Directors shall annually appoint such standing committees and task forces as the Board may deem proper and prescribe their membership, powers, and duties. The Board of Directors, or the President acting under the authority of the Board, may appoint such other boards and committees, as the Board may deem necessary.

Standing Committees. Standing committees of the Board may include but are not limited to the Finance, Audit, and Governance. Each Committee shall hold office for one year and until a new

Committee is appointed.

- Finance Committee – reviews budget proposals and year-to-date expenses and revenues;
- Audit Committee – elects an auditor, reviews the annual audit, and reports to the full board; and
- Governance Committee – responsible for board recruitment and development.

7.2 a. Finance Committee. Chaired by the Treasurer of the Board. This committee shall monitor, review, revise, and approve operating budgets; secure financing and/or loans; ensure the use of accepted accounting and tax procedures, monitor payroll and purchasing activities, arrange an annual audit and submission to the Board; and provide policy advice on legal matters. In addition this committee will develop short and long-term Board strategies and implementation plans for fundraising, in-kind donations, and public and private sponsorships.

b. Audit Committee. Chaired by the Board President. The President will be responsible for the election of an auditor, reviews the annual audit, and reports to the full board.

c. Governance Committee. Chaired by the Board Secretary. This committee shall work with the Chief Executive Officer to nominate new Directors; hold Directors accountable for attendance at Board meetings; lead an annual performance review of the Chief Executive Officer and the Board; coordinate and implement a professional development plan for the Chief Executive Officer and the Board; plan and implement orientation for new Board members; and conduct succession planning.

Section 8. Chief Executive Officer

8.1 Selection. The Chief Executive Officer shall be appointed by the Board of Directors and shall serve at the pleasure of the Board of Directors and shall receive such compensation as the Board may direct. The Board of Directors shall conduct an annual review of the Chief Executive Officer. The Chief Executive Officer may only be terminated by a unanimous vote of the Board of Directors.

8.2 Chief Executive Officer. The Chief Executive Officer will be an ex-officio member of all Standing Committees and task forces.

8.3 Duties. The Chief Executive Officer shall carry out the policies established by the Board of Directors and shall be directly responsible to the Board of Directors. The Chief Executive Officer shall have general management of the artistic, academic, and administrative operations of Tallulah Charter School and shall prescribe and direct the course of study, the discipline to be observed, the assessment of student performance, and shall be responsible for all required reporting to the State of Louisiana. The Chief Executive Officer shall prepare an annual budget for submission to the Board.

The Chief Executive Officer shall employ and discharge all personnel, prescribe their duties and terms of office, shall set their salaries within the minimum and maximum limits established by

the Board of Directors, and shall conduct annual reviews, with the assistance of the Principal, of all personnel.

Section 9. Compensation and Personal Liability

9.1 Compensation. No Directors or officer shall receive any compensation for services rendered as a Directors or officer. Notwithstanding the foregoing, any Directors or officer may receive reasonable compensation for services rendered as an employee or subcontractor of Tallulah Charter School and any Directors or officer may, if authorized by the Chief Executive Officer or the Board of Directors, be reimbursed for necessary expenses, including travel expenses, reasonably incurred by the Directors or officer in the performance of duties as a Directors or officer. Any Directors must make full disclosure to other members of the Board of any compensation received.

9.2 Board of Directors per diem in mileage. Board of Directors shall be entitled to receive \$75.00 per day pursuant policy to the per diem and \$0.55 per mile or the going rate consistent with the mileage policy. The per diem and mileage paid for attendance at meetings or for other activities in which per diem and mileage are allowed shall be the maximum allowed set forth by applicable state regulations unless the Board of Directors shall by resolution provide for a lower amount. The Board of Directors may also by resolution specify the types of activities for which per diem may be received provided that such specification may include any activities in which per diem and mileage would not be permitted by the per diem and mileage act or applicable state regulations interpreting or implementing that act. Per diem may be paid for preapproved training sessions other than regularly scheduled Board of Directors meetings or standing committee or overnight travel regarding Board of Directors business as needed and provided such request if approved by the Board of Directors

Section 10. Amendments

10.1 Amendments. These bylaws may be altered, amended, or repealed by an affirmative vote of a majority of Directors then in office, at any annual meeting of the Directors or special meeting of the Directors, provided, however, that notice shall be given in the notice of the meeting that an alteration, amendment, or repeal of the bylaws will be proposed and that no amendment shall take effect until approved by the Louisiana Board of Education.

Leadership Team: Job Description
Curriculum Coach, Special Education Director,
Mastery Teacher/Grade Chair

These leadership positions will be filled after staff is hired. A job description is provided.

COMPOSITION

Principal
Chief Executive Officer
Curriculum Coach
Special Education Director
Mastery Teachers/Grade Level Chairs

ROLE

- Assist in the gathering and analysis of campus data relating to the performance measure(s) causing the campus to be rated Academically Unacceptable, including the Focused Data Analysis (FDA) and Student Level Review (SLR)
- Consider all data sources, including the Terra Nova, iLEAP, LEAP, EOC, Needs Assessment and recommendations and lead development of the School Improvement Plan (SIP), with the campus intervention team (CIT)
- Lead implementation of the SIP
- Act as liaison to their respective departments, teams and organizations throughout the campus
- Monitor and provide feedback to the CIT on the SIP implementation process
- Make suggestions and refine the SIP initiatives to improve implementation results

NEEDED KNOWLEDGE, ABILITY, AND SKILLS

- Expert in his/her field
- Ability to work collaboratively with others within the context of group dynamics
- Understanding of state accountability and the intervention process
- Ability to problem solve, ascertain key variables needed for school turnaround and offer solutions
- Ability to analyze data and make recommendations based on that analysis
- Clear vision of the expectations created by the SIP and his/her role in implementation
- Ability to build peer support for the strategies, initiative, and redesign activities of the SIP

RESPONSIBILITIES

- Assist with the creation and ongoing review of the FDA, SLR, and SIP
- Assist in the creation of the detailed action plans required by the SIP for implementation
- Implementation of the SIP in conjunction with the campus principal
- Collect data to assist in the formative assessments of the SIP
- Convey accurate information pertaining to initiatives back to their team, department, etc.
- Serve as a conduit to bring ideas and concerns from their constituents back to the entire CLT
- Make recommendations for the improvement of specific components of the SIP initiatives
- Modify the detailed action plans for SIP implementation as required
- Identify problem areas and offer suggestions for improvement

CURRICULUM COACH

Job Description

REPORTS TO: Principal

PERFORMANCE RESPONSIBILITIES:

- Assists K through 12 teachers with improving techniques for instruction and improving overall student achievement; provides instructional strategies and various tools to aid the instructional process; observes teachers and provides feedback and/or demonstration lessons.
- Assists with the overall evaluation of school initiatives and programs and develops strategies for improvement; coordinates and provides staff development opportunities.
- Ensures teachers and principals are familiar with any changes to the curriculum; designs curriculum, new course offerings and guidelines for student placement.
- Assist with the development of school assessment tools.
- Assists the school system with the acquisition of appropriate textbooks, teacher guides and other instructional materials and equipment.
- Keeps parents, administrators and community citizens informed about various school initiatives to resolve educational issues.
- Schedules and conducts meetings for school contacts as assigned.
- Participates in regularly scheduled departmental meetings as required.
- Collaborates with other curriculum & academic coaches to provide an integrated program.
- Provides support to teachers in their classrooms through coaching, modeling, and mentoring.

PERSONAL TRAITS:

- Poise and self-confidence
- Enthusiasm and optimism
- Punctuality, Dependability, Flexibility
- Willingness to implement recommendations
- Effective communication with students
- Discreet handling of confidential information
- Unbiased attitude regarding race, sex, creed, religion or disability

Effective communication with colleagues and other adults

• **QUALIFICATIONS:**

- Valid Louisiana Teaching Certificate or eligibility for certification Master's degree in the field of Education preferred and/or extensive course work in education. Five to seven years of teaching experience including program coordination and delivery of professional development or any equivalent combination of training and experience which provides the required knowledge, skills, and abilities. Satisfactory criminal background check and drug screening. Additional criteria may be established by the Board.

TERMS OF EMPLOYMENT: 11 months.

SALARY: As designated on the Salary Schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Special Education Teacher / Director

REPORTS TO: PRINCIPAL

GENERAL RESPONSIBILITIES:

The classroom, special education, or Title I teacher shall be responsible for the effective management of the class/classes, or program(s) to which he or she has is assigned. The teacher shall implement an educational program responsive to student needs according to state and local policy, including the Louisiana Components of Effective Teaching.

PERFORMANCE RESPONSIBILITIES:

- Plans effectively for instruction
- Develops and Specifies learner outcomes in clear, concise objectives
- Identifies and plans for individual differences
- Identifies materials needed for lessons
- States methods of evaluation to measure learner outcomes
- Develops, when necessary, Individual Education Plans- IEP, ITP, and/or IFSP
- Develops, when necessary, a reading and/or mathematics program that places each target child at his/her proper level and seeks improvement (Title I)
- Plans instructional program with other faculty as appropriate

- Maintains an environment conducive to learning
- Organizes available space, materials, and/or equipment to facilitate learning
- Takes appropriate precautions to protect students, equipment, materials, and facilities
- Manages routines and transitions in a timely manner
- Performs duty assignments
- Manages and/or adjusts allotted time for activities planned
- Maintains accurate, complete, and correct records
- Establishes expectations for learner behavior
- Manages learner behavior to provide productive learning opportunities
- Uses monitoring techniques to facilitate learning
- Implements all 540 and IDEA modifications as required

- Delivers instruction effectively
- Uses techniques which develop lesson objectives
- Employs a variety of methods and techniques
- Sequences lessons to promote learning
- Uses available teaching materials and resources to achieve lesson objectives
- Adjusts lessons when appropriate
- Integrates technology into instruction
- Presents content at a developmentally appropriate level

TERMS OF EMPLOYMENT: 9 months.

SALARY: As designated on the Salary Schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

SCHOOL SECRETARY

REPORTS TO: PRINCIPAL

GENERAL RESPONSIBILITIES:

Under the direction of the Principal, is responsible for coordinating the activities of the school office. Must perform routine clerical duties in a professional and businesslike manner. The position requires the independent exercise of judgment in accordance with School Board policy and procedure. The School Secretary must exercise discretion and the appropriate level of confidentiality in dealing with the public, school district employees, and Board members.

PERFORMANCE RESPONSIBILITIES:

- Responds to telephone or in-person inquiries; greets teachers, parents, and students; provides information on school services and functions
- Opens, sorts, and distributes correspondence; copies and organizes documents; maintains log books or other tracking records
- Approves the requisition of supplies and equipment; schedules equipment maintenance; prepares inventory sheets
- Prepares daily bank deposits; checks operating reports for accuracy and conformance to policies and standards; balances funds prepares financial reports and account payables
- Composes, edits, types and prepares correspondence, statements, suspension and other notices, permits, absentee reports, forms and other school reports
- Enters data relevant to student and school information
- Processes requests for transcripts and student records; enrolls new students
- Designs and maintains specialized filing systems; maintains appointment calendar' coordinates special projects, committees or bulletin boards as directed by the Principal
- Directs research, collection and compilation of data for administrative and annual reports, agendas, bulletins, questionnaires, memorandum, and documents
- Assists in the coordination of support for field trips; operates a school supply store, when so designated
- Administers first aid, disburses medication to students; contacts parents in case of student illness; assists in scheduling parent-teacher conferences
- Assists with the orientation of new workers
- Provides courteous and prompt service to all internal and external customers
- Identifies opportunities and recommends methods to improve service, work processes and financial performance.
- Assists co-workers in the completion of tasks and assignments to ensure continuity of service
- Orients new co-workers and actively supports teamwork throughout the school system
- Performs other duties as assigned by the Superintendent or other proper authority

TERMS OF EMPLOYMENT: 9 months.

SALARY: As designated on the Salary Schedule.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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Tallulah Charter School Planning Grant Budget

	Year 1	Year 2	Year 3
Salary			
Years 1-3-Parent Community Coordinator	\$35,000.00	\$35,000.00	\$35,000.00
Years 1-3-Secretary	\$ 16,665.00	\$ 16,665.00	\$ 16,665.00
Years 1-3-Fringe Benefits (Retirement (24.5%; Medicare 1.45%, workman's comp 5%, health insurance \$250 per month)	\$25,275.32	\$15,990.32	\$15,990.32
Travel			
Years 1-3-Travel for Director and Principal to Washington DC for Program Directors annual meeting, Charter School Conference (required) as well as staff and student recruitment travel expense for Director (air travel-\$1,000, lodging-\$800, food \$300, transportation \$250, miscellaneous \$150)	\$ 2,500.00	\$ 2,500.00	\$2,500.00
Years 1-3-One of the most important professional development opportunities available for new charter operators is the National Charter Conference. Two participant(s) will leave the conference with valuable information and advice that will be immediately useful in increasing opportunities for staff and students. (air travel-\$1,000, lodging-\$800, food \$300, transportation \$250, miscellaneous \$150)	\$2,500.00	\$2,500.00	\$2,500.00
Purchased Service			
Year 1-Installation of JPAMS (student Information system) (\$6,000); telephone system installation for Parent Command System Installation of Intercom phone System (\$4,000)	\$10,000.00	N/A	N/A
Equipment			
Years 1-Instructional staff will be involved in training activities and student/parent meetings that will require a fully functioning school office. These tools will ensure staff can achieve training goals and records can be developed and properly stored. Such as vertical fireproof file cabinets, book shelves, storage units, tables, desks, chairs, media carts, digital cameras, video cameras, copiers, fax machine, Smart Board systems including installation, Elmos, Cisco Servers to save and back up all files, cafeteria tables, library furniture and equipment, laminators, projectors	\$10,000.00	N/A	N/A
Supplies			
Year 1-Digital signage system w/two display screens with content library for video system and server (includes 42" displays & installation; Fence to protect building and property Years 1-3-Supplies includes educational materials needed to be successful. WiseSkills Materials,5 computers per class, 10 laptops, 2 printers per class, cartridges, toner, textbooks, ancillary educational materials, educational supplies, assessment materials, core curriculum materials, art supplies, refreshments for parent meetings, paper assessorry, printing, advertising, postage, teacher resource	\$ 30493.38	\$ 30,493.38	\$ 30,493.38

books, professional development materials, office supplies, student recruitment; cubbies for student storage; ID card makers and supplies; Banquet style stacking chairs; Stacking chair dollies; multipurpose room sound system to integrate with current A/V; A/V cart for SMART classrooms, parent communication supplies			
Years 2 and 3- Technology: CD/DVD players, cameras, abobe suite software, flash drives, iPads Learning Labs, iphones	N/A	\$10,000.00	\$10,000.00
Years 1-3 Direct marketing, printed enrollment materials, brochures, door knock hangers, banners, student recruitment materials, including advertising	\$5,000.00	\$5,000.00	\$5,000.00
Contractual			
Year 1- Development of website; Years 1-3- Presenters for professional development (see Others for topics) for teachers, administrators and board directors, Measures of Academic Progress (MAP) services; Child Nutrition services; technology expert to ensure that the technology is designed and installed to meet the instructional needs of the school; staff recruitment and development to ensure that students have the best teachers	\$ 15,715.00	\$15,715.00	\$15,715.00
Construction	N/A	N/A	N/A
Others			
Years 1-3 Annual Training Stipend hours (\$1,000 training stipend for 25 teachers/administrators and \$500.00 for 10 paraprofessionals) on such topics as Common Core, Assessment, Bullying, Curriculum Development, Improving Parental Involvement, etc.	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
Direct Cost	\$183,148.70	\$183,148.70	\$183,148.70
Indirect Cost (7.5515%)	\$16,851.30	\$16,851.30	\$16,851.30
TOTAL COST	\$200,000.00	\$200,000.00	\$200,000.00

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Madison-Tallulah Education Center

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	51,665.00	51,665.00	51,665.00			154,995.00
2. Fringe Benefits	25,275.32	25,275.32	25,275.32			75,825.96
3. Travel	5,000.00	5,000.00	5,000.00			15,000.00
4. Equipment	10,000.00	0.00	0.00			10,000.00
5. Supplies	45,493.38	55,493.38	55,493.38			156,480.14
6. Contractual	15,715.00	15,715.00	15,715.00			47,145.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	30,000.00	30,000.00	30,000.00			90,000.00
9. Total Direct Costs (lines 1-8)	183,148.70	183,148.70	183,148.70			549,446.10
10. Indirect Costs*	16,851.30	16,851.30	16,851.30			50,553.90
11. Training Stipends						
12. Total Costs (lines 9-11)	200,000.00	200,000.00	200,000.00			600,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Louisiana Department of Education

The Indirect Cost Rate is 7.55 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Madison-Tallah Education Center	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Patricia	B	Candler	

Address:

Street1:	500 Bloom Street
Street2:	
City:	Tallulah
County:	
State:	LA: Louisiana
Zip Code:	71282
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
318-574-1587	

Email Address:

patcandler@bellsouth.net

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.