



October 4, 2010

The Board of Elementary and Secondary Education
Office of Parental Options
1201 North 3rd Street
5th Floor, Room 5-177
Baton Rouge, LA 70802

Dear Erin Bendily and BESE Members:

On behalf of the Governing Board of Friends of Louisiana Connections Academy Charter School, Inc., I am pleased to submit our petition for a statewide virtual charter school to serve children in grades K-12 throughout our state. We are keenly aware, as are you, that many Louisiana students are not thriving in traditional school settings, so it is with great hope that we propose this educational program with the proven potential to improve academic outcomes.

Our Board has worked diligently to develop our vision for Louisiana Connections Academy, which is captured in the enclosed charter petition. We have also provided a detailed budget documenting the necessary costs of providing this high-quality educational option for Louisiana families.

Please let us know if there is any additional information you might need in reviewing our petition. We look forward to meeting with you in person to discuss it in depth.

Sincerely,

Wade Henderson
Governing Board President
5220 S. Belvedere Dr.
Baton Rouge, LA 70808
wade.henderson@cox.net



**LOUISIANA CONNECTIONS
ACADEMY**

CHARTER APPLICATION

**Submitted to
*Board of Elementary and
Secondary Education***

October 4, 2010

CONTACT:

Wade Henderson
Governing Board President
5220 S. Belvedere Dr.
Baton Rouge, LA 70808
(225) 927-6165

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APPLICATION COVER SHEET – PAGE 1

Provide the name of the person that will serve as **the primary contact** for this Application. **One person** should serve as the contact for follow-up, interviews, and notices regarding this Application. *Please note: contact name and information will be shared with external nonprofit boards and media, see Public Disclosure, page 18)*

NAME OF CHARTER SCHOOL: Louisiana Connections Academy

NAME OF NONPROFIT CORPORATION: Friends of Louisiana Connections Academy

PRESIDENT OF THE NONPROFIT BOARD: Wade Henderson

MAILING ADDRESS: 5220 S. Belvedere Dr.
Baton Rouge, LA 70808

INDICATE THE CHARTER TYPE APPLIED FOR: ___ 1 2 ___ 4 ___ 5

NAME OF CONTACT PERSON

DESIGNATED BY NONPROFIT BOARD: Wade Henderson

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: 5220 S. Belvedere Dr.
Baton Rouge, LA 70808
City, State Zip

TELEPHONE (day): (225) 927-6165 **CELL PHONE:** (225) 937-8393

EMAIL ADDRESS: wade.henderson@cox.net

ARE YOU APPLYING TO OPERATE MORE THAN ONE SCHOOL? ___ YES ___ NO
IF YES, HOW MANY? _____

NAME OF MANAGEMENT COMPANY (if any): Connections Academy, LLC

NAME OF PARTNER ORGANIZATION (if any): N/A

PRINCIPAL'S NAME (if selected): Not Yet Selected

TELEPHONE (day): () N/A **CELL PHONE:** () N/A

EMAIL ADDRESS: N/A

Year 1 Grade Levels: K-12 **Year 1 Projected Enrollment:** 500

Grade Levels at Full Capacity: K-12 **Projected Enrollment at Full Capacity:** 1,750

Anticipated First-Year Operating Budget.

Revenue: \$ 3,873,500 **Expenses :** \$ 3,775,323

APPLICATION COVER SHEET – PAGE 2

IDENTIFY SCHOOL FACILITY

If applying as a Type 2 or 4 to utilize a school district owned facility, indicate the school name and address of the facility.

As a virtual charter school, Louisiana Connections Academy will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location. Louisiana Connections Academy does anticipate leasing permanent office space to serve as the school headquarters/teaching center where administrative and teaching staff will work and where families may periodically meet with staff and use school resources.

If applying as a Type 5 for an RSD facility in New Orleans, indicate school facility preferences in priority order:

Not applicable

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

If applying as a Type 2 or 5 for a non-RSD or non-school district owned facility provide the address and current or prior use:

N/A

Address of Back-Up Facility: (recommended, if submitting a non-school district owned facility)

N/A

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

*Signature of President of Nonprofit Corporation
Or Local School Board President*

Date

Wade Henderson
*Printed Name of President of Nonprofit Corporation
Or Local School Board President*

10/4/10
Date

EXECUTIVE SUMMARY

The Executive Summary is an overview that concisely and effectively illustrates the school plan.

1. Provide an Executive Summary (in three to five pages) for the proposed school that describes the following:

- a. **A clear statement of the mission, academic philosophy and values;**

Louisiana Connections Academy is a pioneering virtual public charter school whose mission is to maximize academic achievement for students in grades K-12 throughout the state of Louisiana who need an alternative to the traditional classroom. Louisiana Connections Academy fulfills its mission by reaching students for whom a cutting-edge virtual education guided by a philosophy of individualized and flexible instruction provides the best pathway to school success. The school values its ability to provide these students with everything they need to thrive in a virtual environment: top-quality curriculum; specially trained, highly qualified teachers; a powerful Learning Management System; essential technology tools, including a loaned computer and subsidized Internet connection; and very real connections linking school, family and community.

- b. **An overview of the school structure, leadership team and governance;**

Louisiana Connections Academy is a non-profit Louisiana corporation governed by an independent, highly skilled Governing Board (see Attachments A and B). To fulfill its vision for the school, the Board intends to contract with Connections Academy, LLC, a successful national Education Service Provider (ESP). Connections Academy is a leading provider of virtual public school curriculum, technology and management services that currently contracts with charter schools, school districts, and state departments of education in 20 states, and has amassed an outstanding record of boosting achievement among struggling students and others drawn to the virtual alternative. In 2010-11, Connections Academy schools expect to serve more than 27,000 full-time students.

- c. **A description of the school's short- and long-term goals (academic and operational);**

Louisiana Connections Academy will be headquartered in the Baton Rouge area -- to facilitate oversight by the state Louisiana Department of Education, and the General Assembly -- but its virtual nature will make it available to students throughout the state. The school's Baton Rouge headquarters will be the daily work location for the school Principal and many of the teaching staff, who will benefit from collegial accountability and ongoing professional development.

As shown in Attachment F, the goal of Louisiana Connections Academy is to open with up to 500 students in grades K-12 at the outset of school year 2011-12 and grow to 1,750 students by its fifth year of operation. This is well below 1% of the state's total student population, so the impact on any individual school district will be minor. However, the difference that Louisiana Connections Academy can make for these under-served students is enormous.

The following summary goals capture the focused aspirations of Louisiana Connections Academy. The school's performance will be measured and communicated continuously

to parents, reported monthly to its Governing Board, and accounted for through an annual report to the Louisiana Board of Elementary and Secondary Education.

- **Academic Goal 1–Student Performance:** Louisiana Connections Academy students will demonstrate mastery of key concepts and academic standards across core academic subjects.
 - **Measurable Objective 1:** Louisiana Connections Academy students will maintain an aggregate Performance Metric rate of at least 75% during the school year. **Data Source and Reporting:** Student performance will be measured through internal assessments, including quizzes, tests and portfolios, graded by the teacher and reported in real time through the LMS. The Performance metric across all students is reported each month to the Board and will form the basis for tracking this goal.
- **Academic Goal 2–Yearly Academic Growth:** Louisiana Connections Academy students will demonstrate a year of academic growth for a year in school.
 - **Measurable Objective 1:** At least 75% of Louisiana Connections Academy students will demonstrate at least a year’s worth of academic growth from the beginning of the school year to the end. **Data Source and Reporting:** The school will administer its Longitudinal Evaluation of Academic Progress assessment at the beginning and end of each year; the individual results of this pre- and post-testing are reported immediately to students and Learning Coaches, with aggregate data reported to the Governing Board after each testing cycle.
- **Academic Goal 3–Student Achievement Scores:** Louisiana Connections Academy students will first meet and then exceed the Louisiana state average performance by comparable students on the LEAP and iLEAP tests. Louisiana Connections Academy students will score within a 2% margin of the Louisiana state average performance on the LEAP and iLEAP tests within the first two academic school years and will exceed the state average of student performance on the LEAP and iLEAP tests by a margin of 2% to 8% after the fifth academic year of Louisiana Connections Academy. (Note: Louisiana Connections Academy will administer these state assessments to its students at in-person, proctored locations throughout the state, in compliance with Louisiana Department of Education guidelines for test security. In addition, Louisiana Connections Academy will appoint a testing coordinator, who will attend all required Department training. This testing coordinator will ensure that all guidelines for test security and test administration are adhered to.)
 - **Measurable Objective 1:** Beginning with Year 1 of the charter, Louisiana Connections Academy will meet AYP. **Data Source and Reporting:** LEAP and iLEAP results together with other criteria (such as attendance and test participation) as defined and reported by the Louisiana Department of Education and detailed on School Report Cards.
 - **Measurable Objective 2:** By Year 5 of the charter, the school will meet or exceed statewide averages on the required Louisiana standardized assessments. **Data Source and Reporting:** LEAP and iLEAP test results as reported through the Louisiana Department of Education.
- **Operational Goal 1–High-Quality Teaching:** Louisiana Connections Academy will provide its students with high-quality teaching focused on the needs of each learner.

- **Measurable Objective 1:** 100% of the teachers will be Highly Qualified as defined under No Child Left Behind. **Data Source and Reporting:** School personnel records, reported monthly to Governing Board (as well as annually through BESE).
- **Measurable Objective 2:** At least 80% of parents each year will express satisfaction with their children’s teachers. **Data Source and Reporting:** Annual Parent Satisfaction survey conducted by an independent market research firm; results reported to Governing Board and all stakeholders annually.
- **Operational Goal 2–School Community:** Louisiana Connections Academy will create a measurable sense of community within the virtual school environment.
 - **Measurable Objective 1:** By the end of Year 1, the school will have at least three (3) Community Coordinators in place to facilitate face-to-face activities in various regions of the state. **Data Source and Reporting:** Data collected by school administration and reported monthly to Governing Board.
 - **Measurable Objective 2:** Families will have the opportunity to participate in at least one (1) field trip per month during each school year. **Data Source and Reporting:** Data collected by school administration and reported monthly to Governing Board.
 - **Measurable Objective 3:** On annual Parent Satisfaction survey, respondents will rate school events at least a 3.0 on a 4 point scale. **Data Source and Reporting:** Annual Parent Satisfaction survey conducted by an independent market research firm; results reported to Governing Board and all stakeholders annually.
- **Operational Goal 3–Family Satisfaction:** Louisiana Connections Academy families will rate their school highly and be satisfied with their children’s school experience.
 - **Measurable Objective 1:** Louisiana Connections Academy will measure at least 3.0 in overall program satisfaction on a 4 point scale. **Data Source and Reporting:** Annual Parent Satisfaction survey conducted by an independent market research firm; results reported to Governing Board and all stakeholders annually.

d. An explanation of the research-base that demonstrates the school model will be effective in improving student achievement;

Louisiana Connections Academy will bring to students across our state a new educational model known as Personalized Performance Learning. The key elements of this model -- parent/family involvement; individualized instruction; and high-quality teaching – have been shown by education research to correlate directly to student achievement.

For example, decades of research show that parent participation is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*¹, Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children’s I.Q. scores. At Louisiana Connections Academy, parents are closely involved in their child’s education.

Students benefit from instruction that is differentiated in terms of pace, content, sequence and style. Among many studies on this topic, Margaret Haertel and her colleagues show in

¹ Henderson, A., & Berla, N. (Eds.). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC, 1994.

“What Helps Students Learn?”² that “curriculum and assessment tailored to student ability and academic background” to assure “an appropriate level of task difficulty for students and an appropriate instructional pace” is a proven achievement tool. At Louisiana Connections Academy, instruction is individualized for every student, every day. Teacher quality counts as much in virtual learning environments as in traditional classrooms. While past research on the impact of good teaching, such as the 2000 study by Harold Wenglinsky³ of the Educational Testing Service, occurred before virtual schools were available as study sites, more recent research focusing specifically on virtual learning echoes the critical importance of teacher quality. For example, 2005’s *A Synthesis of New Research on K-12 Online Learning*⁴ shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback – as teachers at Louisiana Connections Academy will – is key to student success in virtual learning environments.

The Louisiana Connections Academy combines proven and rigorous print-based materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means in a developmentally appropriate way. The program’s design was guided by national standards and best practices identified by the International Association for K-12 Online Learning (iNACOL) and others, which require of virtual education that:

- Curriculum fosters breadth and depth of understanding in each subject area
- Content is aligned to national and state standards
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials
- Content and assessments are accurate and unbiased
- Content is current, relevant and provides real-world applications
- Content is appropriate for the learner (age, ability, reading level, learning style)
- Instructional design is adaptable and flexible to meet individual needs of Learning Coaches and students
- Instructional design provides students with opportunities to improve learning skills using technological tools (e.g., virtual labs and instruments, Teachlet tutorials, business software, online calculator, WebQuests)
- Navigation is intuitive and age-appropriate
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations and motivates
- Background information prepares students to access new content, skills and strategies
- Curriculum includes develops problem-solving and critical thinking skills
- Curriculum includes opportunities for collaboration and independent study
- Curriculum includes opportunities to develop oral and written communication skills
- Curriculum incorporates timely and appropriate feedback to students.

This research-based curricular and instructional approach has produced excellent academic results, including significant gains for previously low-performing students as detailed in Educational Philosophy, Curriculum and Instruction (Question 4b) below.

² Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J., “What Helps Students Learn?” Educational Leadership, 1993.

³ Wenglinsky, Harold, How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality, Educational Testing Service, 2000.

⁴ NCREL *Synthesis of New Research on K-12 Online Learning*, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis/

e. An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population; and

In partnership with parents and families, Louisiana Connections Academy will reach students for whom this innovative virtual approach provides the best pathway to school success. The school's belief is that all students can thrive through a standards-aligned, individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students. Louisiana Connections Academy will aim to meet or exceed the achievement record of other Connections Academy schools, which produce proficiency scores that regularly outpace their states. For example, based on the most recent complete data from all states (2008-09), Connections Academy's aggregate Reading/Language Arts test exceeded the state aggregate in 100% of the states where a Connections Academy school has been operating for two or more years, while Connections Academy's aggregate science scores beat the state aggregate in 73% of these same states. In addition, Connections Academy virtual schools across the nation outscored the nearest competition (K12 Inc.-affiliated schools) in 90% of the grades and subjects tested. The Connections Academy virtual program has been shown through state standardized assessments to produce significant gains in Reading and Math proficiency for students who have used the program for multiple years. Louisiana families look forward to being able to choose a program that 96% of parents around the country say is producing excellent results for their children.

f. An explanation of the school's core values about teaching and learning.

The school's belief is that all students can thrive through a standards-aligned, individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. Louisiana Connections Academy will embody multiple hallmarks of excellence: a rigorous, proven K-12 virtual curriculum that is aligned to Louisiana Content Standards; top-quality teachers who are Louisiana-certified, highly qualified under NCLB, and specially trained to excel in a virtual environment; a unique Learning Management System designed specifically for this K-12 virtual school to provide 360-degree accountability through comprehensive data collection, analysis and reporting; and use of a nationally recognized virtual school program that is first of its kind to be accredited by AdvancED – the leading trans-regional accreditor – and that has an established track record in increasing academic achievement for previously low-performing students.

In addition to building the timeless skills students have always needed for success in school and in life – such as literacy, numeracy, and critical thinking – Louisiana Connections Academy is uniquely situated to prepare students for their Information Age future. The Partnership for 21st Century Skills has defined such skills as “self-directed learning” and “information and communications technology literacy” as those most crucial for students' success in the competitive global economy. National experts believe that virtual schools such as Louisiana Connections Academy are particularly adept at developing these 21st century skills.⁵ As Louisiana charts its path for the future, a high-quality virtual public charter school such as Louisiana Connections Academy will be a valuable asset.

⁵ “Virtual Schools and 21st Century Skills,” white paper by the International Association for K-12 Online Learning and the Partnership for 21st Century Skills, November 2006, www.nacol.org.

MISSION AND VISION

1. A clear statement of the mission, academic philosophy, and values.

Louisiana Connections Academy is a pioneering virtual public charter school whose mission is to maximize academic achievement for students in grades K-12 throughout the state of Louisiana who need an alternative to the traditional classroom. Louisiana Connections Academy will reach students for whom a cutting-edge virtual approach provides the very best pathway to school success – students who are not well served by any existing education option. Louisiana Connections Academy’s belief is that all students can thrive through a standards-aligned, individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. Louisiana Connections Academy will embody multiple hallmarks of excellence: a rigorous, proven K-12 virtual curriculum that is aligned to Louisiana Content Standards; top-quality teachers who are Louisiana-certified, highly qualified under NCLB, and specially trained to excel in a virtual environment; a unique Learning Management System designed specifically for this K-12 virtual school to provide 360-degree accountability through comprehensive data collection, analysis and reporting; loaned computers and Internet subsidies for families to bridge the Digital Divide; and use of a nationally recognized virtual school program that is first of its kind to be accredited by AdvancED (formerly the Commission on International and Trans-Regional Accreditation) and has an established track record in increasing academic achievement for previously low-performing students (see details in 4.b., below).

2. Describe the community and students you wish to serve.

While most Louisiana students are suitably served in a brick-and-mortar setting, there are some who can reach their full potential only in an alternative setting like Louisiana Connections Academy, with its individualized instruction and flexible scheduling. The demand for this specific personalized virtual school approach is very strong in Louisiana: to date, more than 10,000 Louisiana families have indicated their interest in Louisiana Connections Academy to meet their students’ educational needs.

Students whose instructional needs will be effectively met by the Louisiana Connections Academy virtual charter school model include:

- Children who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized instruction.
- Students in isolated rural areas, who may face long bus rides to and from schools that are unable to provide for their specific curriculum and instructional needs.
- Young people pursuing artistic or athletic careers or career development opportunities that require a flexible schedule.
- Children who are homebound due to illness or disability.
- Students with special learning needs. Unlike many other virtual public schools, Louisiana Connections Academy intends to fully serve special education students, who can be expected to make up at least 12% of the Louisiana Connections

Academy student body based on the experience of other Connections Academy-affiliated schools.

- Students entitled to a public school transfer option under No Child Left behind, but who do not have access to another higher-performing school because of geography, transportation or capacity barriers.

3. Complete the enrollment projection chart in Attachment E, providing enrollment for each grade level for years one through five. Provide an enrollment projection

Note: This table also appears in the mandatory attachments as Attachment F.

ENROLLMENT PROJECTION TABLE

NAME OF SCHOOL: Louisiana Connections Academy TYPE: 2

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
PreK	N/A	N/A	N/A	N/A	N/A
K	36	53	71	107	125
First	31	47	62	94	109
Second	46	69	92	138	161
Third	40	60	80	120	140
Fourth	32	48	65	97	113
Fifth	38	56	75	113	132
Sixth	37	56	74	112	130
Seventh	51	77	102	153	179
Eighth	64	97	129	193	226
Ninth	53	80	106	160	186
Tenth	31	46	62	93	108
Eleventh	28	42	56	84	98
Twelfth	12	19	25	37	43
TOTAL	500	750	1,000	1,500	1,750

While a virtual school like Louisiana Connections Academy could theoretically accommodate an unlimited number of students, the Governing Board has explicitly chosen to pursue steady but responsible growth in order to prove the value of the virtual model for Louisiana families and communities.

EDUCATION PROGRAM (not to exceed 50 pages)

The Education Program is one of the most important and complex components of your application. The school's educational program should meet or exceed the student performance standards set by SBESE, see Framework for Evaluation of Charters in *Attachment K*. It is important to provide a detailed education program that provides more than just curricular topics but also the specific details regarding strategies, pedagogy, and professional standards that will be implemented.

DESCRIPTION OF THE EDUCATIONAL PROGRAM

As a high-quality, highly accountable "school without walls," Louisiana Connections Academy embodies innovation while implementing educational strategies proven effective for increasing student achievement. The Louisiana Connections Academy Governing Board has the vision and expertise to offer a thoroughly unique charter school that will effectively meet the urgent educational needs of students throughout the Louisiana who need an alternative to the traditional classroom. Louisiana Connections Academy will embody multiple hallmarks of excellence: a rigorous, proven K-12 virtual curriculum that is aligned to Louisiana Content Standards; top-quality teachers who are Louisiana-certified, highly qualified under NCLB, and specially trained to excel in a virtual environment; a unique Learning Management System designed specifically for this K-12 virtual school to provide 360-degree accountability through comprehensive data collection, analysis and reporting; loaned computers and Internet subsidies for families to bridge the Digital Divide; and use of a nationally recognized virtual school program that is first of its kind to be accredited by AdvancED formerly CITA (Commission on International and Trans-Regional Accreditation), and that has an established track record in increasing academic achievement for previously low-performing students.

The responses below regarding the Louisiana Connections Academy educational program integrate some specific and unique terminology, including the following:

- **Learning Coach:** A parent, extended family member, or similarly qualified adult designated by the parent/guardian who works in person with each Louisiana Connections Academy student under the guidance of the Louisiana-licensed professional teacher. At the high school level, the Learning Coach is less involved with daily instruction but serves an important supervisory role for the student.
- **Learning Management System (LMS):** The platform for organizing and managing the entire Louisiana Connections Academy educational environment, this proprietary, secure web-based software delivers every assignment and tracks every activity (whether online or offline), monitoring completion of individual lessons as well as mastery of discrete skills and knowledge. Parents and students must access the online Learning Management System to organize, document, and interact in the learning experience, ensuring Louisiana Connections Academy an unprecedented level of time-on-task detail.
- **Personalized Performance Learning™:** This is the Connections Academy instructional model proposed for use by Louisiana Connections Academy, which includes a "Personalized Learning Plan" developed collaboratively by the teacher and Learning Coach for each student to maximize his or her achievement.

- **Multi-tiered Intervention:** Louisiana Connections Academy will employ a multi-tiered intervention model so that every student has access to the resources they need to be successful: Tier 1 – Core Instructional Program; Tier 2 – Supplemental Programs and Supports; Tier 3 – Alternative Programs; The school’s Student Support Team meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan and strategies for improvement.
- **SSTAIR:** This new Connections Academy initiative aims to more deeply link curriculum, standards and assessments for interventions that have a direct impact on student mastery and resulting standardized test performance. The SSTAIR program targets Essential Skills/Standards by subject/grade level, uses specified Assessments within the curriculum to measure student mastery of these skills and standards, provides tiered Interventions for non-mastered skills and standards, and then tracks students’ Response to the implemented interventions by skill/standard.
- **Curriculum-Based Assessments:** The Connections Academy program selected by Louisiana Connections Academy uses curriculum-based assessments (CBAs) as a quick and effective way to gather, through telephone conversation, additional information on students’ understanding of concepts.
- **Student Status/Escalation Process:** The Connections Academy system tracks and reports ongoing student attendance progress based on the objective numeric data generated by the LMS including student contact with Louisiana Connections Academy teachers, time-on-task, and completion of lessons and assessments. The student’s status (On-Track, Approaching Alarm and Alarm) is displayed on the Learning Coach and teacher home pages for instant identification of potential problems.
- **LiveLesson® session:** This innovative web conferencing tool allows Louisiana Connections Academy teachers to work synchronously (in real time) with small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing; based on Adobe® Connect Professional™.
- **Teachlet® tutorials:** Highly interactive, asynchronous tutorial “movies” at the beginning of many lessons show students the concepts they will need to complete the lesson. Teachlets are created in Flash® (an industry-standard web animation protocol) to provide maximum media impact for minimum bandwidth.
- **WebMail:** The proprietary private email system included in the LMS. Because this system is “closed,” Louisiana Connections Academy students, Learning Coaches and teachers may only use it to communicate with each other, and are protected from spam, contact from strangers, and other mainstream email issues.
- **StarTrak:** This integrated rating system allows every Louisiana Connections Academy student (along with every Learning Coach) to rate each lesson from a low of one star to a high of five stars. Ratings are used by curriculum staff to identify areas of needed improvement as well as curriculum approaches that work especially well.
- **School Handbook:** A complete description of all policies and procedures is captured in the School Handbook, which consists of a general portion (applicable to all Connections Academy-affiliated schools) and the Louisiana Connections Academy Supplement, which details policies specific to this state. A sample of the type of School Handbook to be considered by the Louisiana Connections Academy Governing Board for adoption prior to the launch of school is available upon request.

Following are important aspects of any quality virtual charter school program and how Louisiana Connections Academy program addresses them.

- **Technology Services:** Louisiana Connections Academy intends to provide loaned computer hardware (either a desktop or laptop, see details below), software (see details below) and an Internet subsidy to families of all participating students. Should funding fall below the level anticipated in the budget section of this application, technology will be provided to students qualifying for Free or Reduced Lunch.

Desktop Systems: Louisiana Connections Academy will provide a desktop system that includes the following or its equivalent:

Hardware

- Hewlett Packard® desktop
- Intel® Processor, 3.06 GHz or better
- 512MB DDRAM
- 80GB Hard Drive
- Integrated Graphics and Sound
- 1.44mb Floppy Disk Drive
- 48X CD-ROM or better
- Integrated 10/100 Networking
- 4 USB Interfaces
- V 90 56k Modem
- Standard PS/2 Keyboard
- 2-button PS/2 Scroll Mouse
- 17" Color CRT or Flat Screen Monitor

Software

- Microsoft® Windows® XP Professional
- Microsoft Office 2003
- Trend Micro® AntiVirus
- Ad-Aware® SE Anti-spyware protection
- Other software installed includes: Adobe Acrobat Reader®, Flash® Player, Shockwave® Player, and Windows Media® Player
- CyberSitter® Internet filtering software is available upon request

Extras

- Headset/Microphone combo
- Unlimited Technical Support (see description below)

Laptop Systems: Laptop computers may be provided to Louisiana Connections Academy students in various grades with special circumstances, including IEP requirements, health needs that require hospital stays, or travel requirements. The laptop systems will include the following or their equivalent.

Hardware

- HP Compaq Business Notebook 6715b
- AMD Turion™ X2 processor
- 15-inch TFT XGA display
- 1GB 667MHz DDR2 (1 DIMM)
- 80GB Hard drive
- 24X DVD/CDRW (fixed)
- 56K modem
- 10/100/1000 NIC
- Broadcom® 802.11 a/b/g Wireless

- Bluetooth®
- 3 USB 2.0
- Headphone/line out

Software

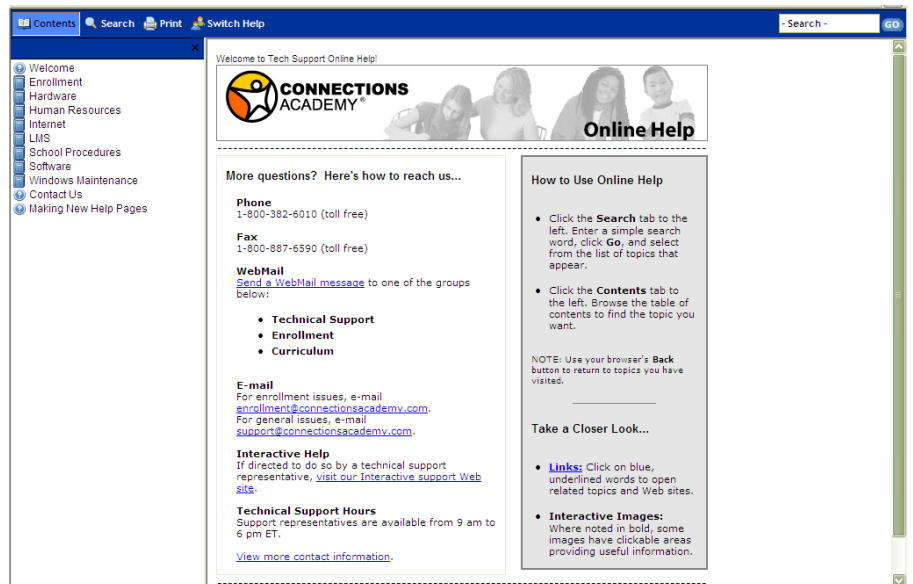
- Microsoft Windows XP Professional
- Microsoft Office 2003
- Trend Micro AntiVirus
- Ad-Aware SE Anti-spyware protection
- Other software installed includes: Adobe Acrobat Reader, Flash Player, Shockwave Player, and Windows Media Player
- CyberSitter® Internet filtering software is available upon request

Extras

- Headset/Microphone combo
- Unlimited Technical Support

- **Technical Support:** Louisiana Connections Academy students and families will have access to extensive tech support (and a wide range of other support services) both through online Help (always available in the LMS) and live help.

- *Online Help* is accessible anywhere in the LMS through a click on the question mark icon, and provides a very robust array of answers and guidance. The online Help interface is shown here.



- *Connections Academy Support Services*, based within Connections Academy's headquarters in Baltimore, can be reached by calling 1-800-382-6010 then selecting the appropriate menu selection for Support Services, by e-mailing

support@connectionsacademy.com, or by using the WebMail message feature in the Learning Management System and sending a message to "Support Services" (included in the WebMail address book under Parent and Student Services). The Support Services Team is available during the school's calendar year from 9:00 a.m. to 6:00 p.m. eastern time. Voicemail messages can be left for Support Services at any time.

- *Continuity of Learning:* Although the Louisiana Connections Academy curriculum and LMS make cutting-edge use of technology to provide a high-quality, highly personalized educational program for each student, instruction can continue when a student is away from technology or when his or her technology is not working properly. Most courses in the Connections Academy curriculum include print textbooks and workbooks as well as online texts, so students may complete their assignments without being in front of a computer. In addition, all core elementary courses come with a printed lesson manual to facilitate offline use. Teachers have regular telephone consultations with students and

may increase these in frequency or duration when a student will be away from the computer for a protracted length of time. Students also have the option of submitting portfolio materials via regular mail (in fact, at the early elementary grades, physical submission of materials is the default). Students having technological challenges can seek assistance from Support Services and may be encouraged to work from an alternative location, such as a public library, if technical issues are likely to interrupt home access for more than a day or two. Regardless of what combination of methods is selected, students can continue working even when their technology is not.

- **Acceptable Use Policy:** Louisiana Connections Academy will ask every student and family to agree to an Acceptable Use Policy that clearly defines appropriate technology and online behavior – and prescribes consequences for not doing so. Any violation of the Acceptable Use Policy while using Louisiana Connections Academy computer equipment may result in warnings, usage restrictions, the loss of a computer or Internet subsidy (where provided by Connections Academy), confiscation of the equipment, expulsion from the school, as well as other disciplinary actions or legal proceedings. In addition, school employees will also have specific Acceptable Use policies – with safeguards and consequences - regarding their own technology use. These will be communicated through the school’s Employee Handbook and staff training.
- **Authenticity of Student Work:** academic integrity and the authenticity of student work, from a Student Honor Code to proctoring of key exams. The following protections against plagiarism and cheating have proven very effective for Connections Academy schools.
 - *Student Honor Code:* All Louisiana Connections Academy students (as well as parents of elementary students) are asked to review and agree to the Honor Code included in the School Handbook. Among other responsibilities, the Honor Code calls upon each student to concur with the following:

I agree that I will...

- never submit work of any kind that is not my own, nor ever give my work to other students to submit as their own.
- never post exam or quiz answers on the Internet or in other public places, nor use answers from posted exams or quizzes.
- never provide a forged document or signature to the School.
- never plagiarize in written, oral, or creative work.
- be well-informed about plagiarism and not use “lack of knowledge” as a reason for engaging in plagiarism.
- take assessments only after I have completed the lessons leading up to that test or quiz.
- never give or receive unauthorized assistance on assessments. I understand that all assessments are “closed-book” and that my Learning Coach shall not provide assistance in determining answers on assessments.

- *Parent/Caretaker Responsibilities:* Assessment security at Connections Academy begins with a signed acknowledgment of responsibilities by the parents/legal guardians and any other adults designated by the parents to support the student's learning. These responsibilities include following the school's rules about cheating and ensuring ongoing academic integrity. In addition, parents/caretakers have unique user names and passwords that are different from those provided to the student to ensure proper access to online assessments.
- *Curriculum-Based Assessments:* As noted above, one form of CBAs is the verification curriculum-based Assessment (VCBA). VCBA's are implemented at all grade levels to gauge authentic student learning of concepts previously graded as successfully completed with scores of B or higher. This contact helps teachers determine whether students fully understood a specific concept, completed their assignment in a cursory manner, or received inappropriate assistance in completing the work. Such insight allows the teacher to make informed decisions in assigning follow-up work, making instructional recommendations to the student and parent/caretaker, in determining future educational programming, or in establishing whether referral to further disciplinary action is warranted.
- *TurnItIn.com:* Students using the electronic drop box for written assignments are required to submit this work through TurnItIn.com, and online plagiarism detection tool.
- *Assessment Diversity:* In addition to CBAs, the Louisiana Connections Academy curriculum includes many different kinds of assignments and assessments that allow teachers to gauge students' academic integrity through multiple views and checkpoints into the student's skills and abilities. For example, before school starts, the teacher conducts telephone interviews with the parent and student to develop a solid baseline against which to compare online assessments. Students submit portfolio work products for in-depth review by the teacher. Regular embedded assessments such as online quizzes, tests, and checks for understanding are balanced by unit assessments that may take the form of essays or projects. Real-time interaction with the teacher via phone or LiveLesson provides multiple opportunities for informal checks beyond the CBAs. Finally, all state standardized tests are administered in face-to-face, proctored settings.
- *Teacher Monitoring:* Louisiana Connections Academy teachers are trained to be alert for any signs that a student's work may not be his or her own. Teachers watch for mismatches between mastery indicated by a student's online assignments and that of portfolio work in the student's own handwriting or answers to question in a telephone conference.
- *Intervention and Consequences:* Students and parents who are suspected of inappropriate assessment behavior or of breaches of academic integrity are confronted immediately and subjected to standard disciplinary action. Teachers intervene with the student's parents, establish a routine of additional real-time assessments between the student and the teacher, and if needed, require proctoring of key tests. Disciplinary action against the student, up to and including suspension or expulsion, can be a consequence of repeated or sustained breaches.

EDUCATIONAL PHILOSOPHY, CURRICULUM AND INSTRUCTION

4. Discuss the school’s educational philosophy and how it aligns with the mission.

In partnership with parents and families, Louisiana Connections Academy will reach students for whom this innovative virtual approach provides the best pathway to school success. The school’s philosophy is that all students can thrive through a Louisiana standards-aligned, individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. With high-quality curriculum and strong accountability measures integrated throughout the Louisiana Connections Academy program, student’s academic success is consistently monitored, evaluated and a point of focus for all the stakeholders-parents, teachers, students and administrators. As described in detail above and below, Louisiana Connections Academy uses its unique curriculum, Learning Management System, and Personalized Performance Learning instructional methods to achieve its mission of maximizing student achievement.

a. Describe the instructional methods to be used that support the educational philosophy.

The primary building blocks of the Louisiana Connections Academy instructional approach are parent involvement; individualized instruction; and high-quality teaching. Education research has shown that these touchstones of Personalized Performance Learning directly correlate to student achievement.

For example, decades of research show that parent participation is very closely related to student achievement. In *A New Generation of Evidence: The Family Is Critical to Student Achievement*⁶, Anne T. Henderson and Nancy Berla document concrete benefits of parent involvement for students, including higher grades and test scores, higher graduation rates, and greater enrollment in postsecondary education. A Stanford study found that using parents as tutors brought significant and immediate changes in children’s I.Q. scores. At Louisiana Connections Academy, parents are closely involved in their child’s education.

Students benefit from instruction that is differentiated in terms of pace, content, sequence and style. Among many studies on this topic, Margaret Haertel and her colleagues show in “What Helps Students Learn?”⁷ that “curriculum and assessment tailored to student ability and academic background” to assure “an appropriate level of task difficulty for students and an appropriate instructional pace” is a proven achievement tool. At Louisiana Connections Academy, instruction is individualized for every student, every day.

Teacher quality counts as much in virtual learning environments as in traditional classrooms. While past research on the impact of good teaching, such as the 2000 study by Harold Wenglinsky⁸ of the Educational Testing Service, occurred before virtual schools were available as study sites, more recent research focusing specifically on virtual learning echoes the critical importance of teacher quality. For example, 2005’s A

⁶ Henderson, A., & Berla, N. (Eds.). *A new generation of evidence: The family is critical to student achievement*. National Committee for Citizens in Education, Center for Law and Education, Washington, DC, 1994.

⁷ Wang, Margaret C., Haertel, Geneva D., and Walberg, Herbert J., “What Helps Students Learn?” *Educational Leadership*, 1993.

⁸ Wenglinsky, Harold, *How Teaching Matters: Bringing the Classroom Back Into Discussions of Teacher Quality*, Educational Testing Service, 2000.

*Synthesis of New Research on K-12 Online Learning*⁹ shows that the unique ability of an online teacher to communicate one-on-one with students and offer personalized feedback – as teachers at Louisiana Connections Academy will – is key to student success in virtual learning environments.

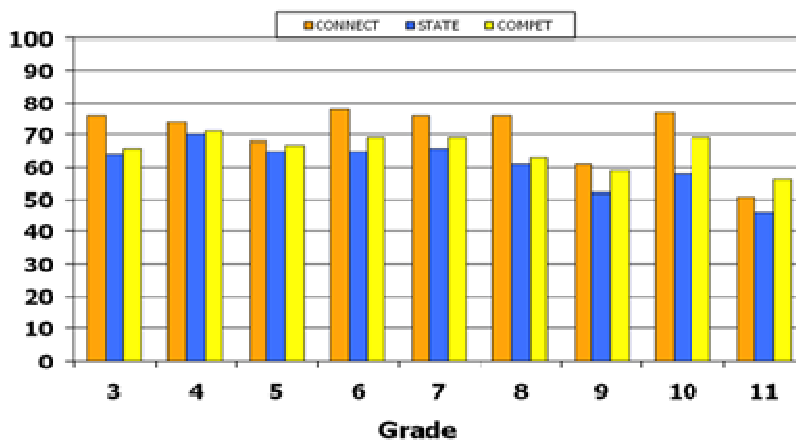
b. Provide evidence that this educational philosophy and/or approach are effective and will result in high academic achievement for the anticipated student population.

The research-based Connections Academy curricular approach has produced excellent academic results, including significant gains for previously low-performing students.

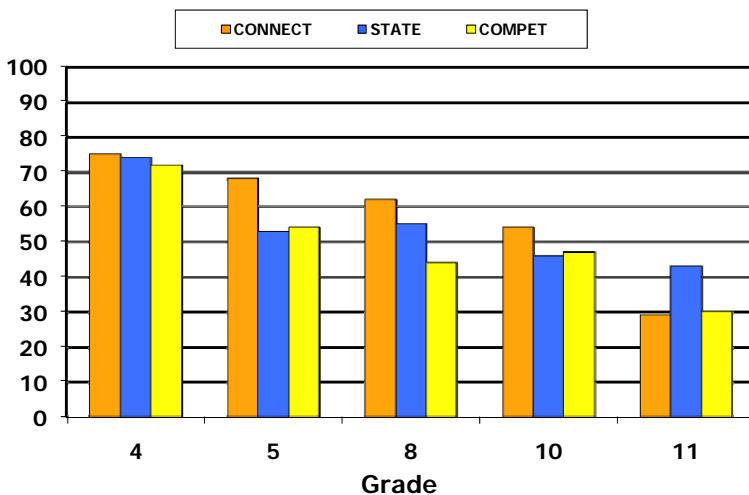
This research-based curricular approach has produced excellent academic results,

Significant Academic Results

Reading 2008-09 - % Proficient or Higher - All States



Science 2008-09 - % Proficient or Higher - All States

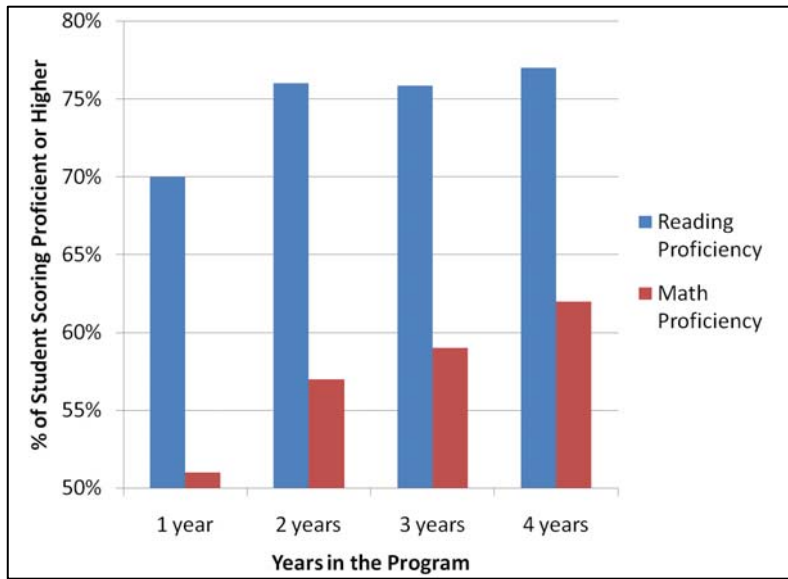


including significant gains for previously low-performing students. For example, based on the most recent complete data from all states (2008-09), Connections Academy-affiliated schools' aggregate Reading/Language Arts test scores exceeded the state aggregate in 100% of the states where a Connections Academy school has been operating for two or more years, while Connections Academy's aggregate science scores beat the state aggregate in 73% of these same states. In addition, Connections Academy virtual schools across the nation outscored the nearest competition (K12 Inc.-affiliated schools) in 90% of the grades and subjects tested.

The Connections Academy virtual program has also been shown to produce significant gains

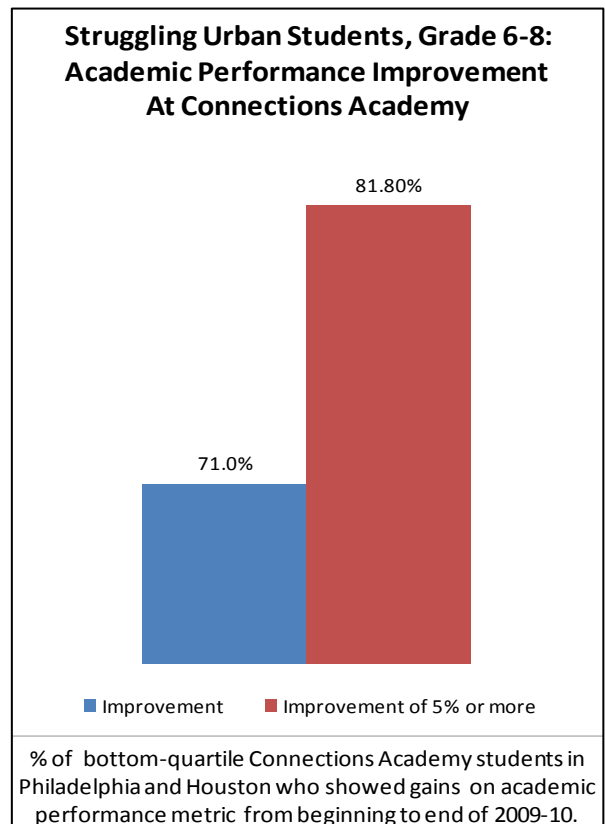
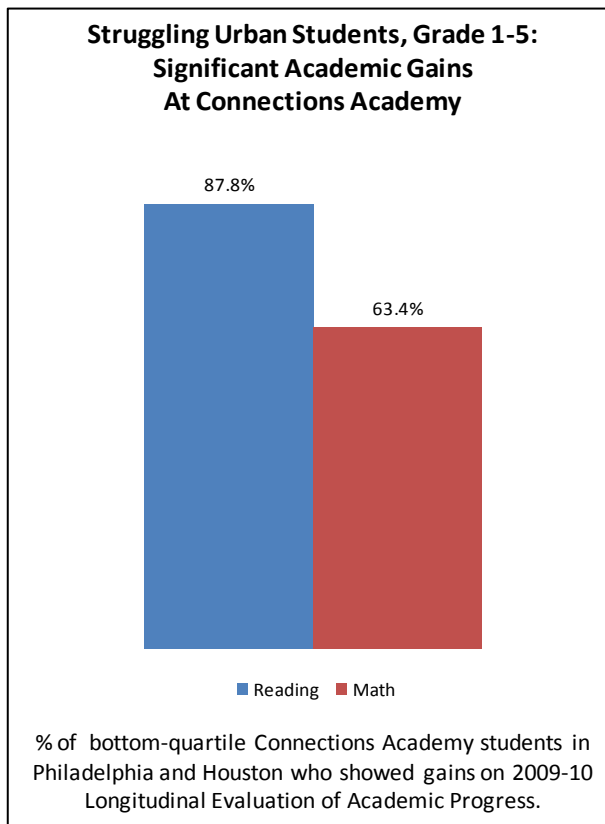
in Reading and Math proficiency for students who have used the program for multiple years, as shown in the graph on the next page.

⁹ *NCREL Synthesis of New Research on K-12 Online Learning*, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis/



Perhaps even more significant is the impact that the Connections Academy program has been shown to have on struggling urban students. For example, the Connections Academy schools in Pennsylvania and Texas enroll a significant number of elementary students (grades 1-5) in the core urban areas of Philadelphia and Houston, respectively. Of these urban elementary students, those who started the 2009-10 school year in the bottom quartile academically and stayed with the program through the year showed significant academic

gains on the Longitudinal Evaluation of Academic Progress pre- and post-test. More than 87% showed significant gains in Reading and more than 63% showed such gains in Math. Connections Academy students in grades 6-8 from Houston and Philadelphia also demonstrated academic improvement during 2009-10. Of the 6-8 grade students who began the year in the bottom quartile academically, 71% showed gains on their Performance Metric across all subjects by the end of the school year. Of those demonstrating improvement on this metric, almost 82% gained by five points or more on the Performance Metric, as shown below.



5. **If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.**

If proposing an alternative curriculum, provide details regarding how it aligns with the state standards, rationale for your selection and the methodology that will be used to implement the curriculum.

Louisiana Connections Academy proposes to use the Connections Academy curriculum, which aligns to the same Content standards as the Louisiana Comprehensive Curriculum but was developed specifically to promote academic achievement in a virtual learning environment. The Connections Academy curriculum combines proven and rigorous print-based materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the Internet and other electronic means in a developmentally appropriate way.

Louisiana Connections Academy has selected the Connections Academy program because its instructional design and curriculum development are guided by principles which correspond directly with the mission and philosophy of the school while also embodying national best practices in online educational design:

- Curriculum fosters breadth and depth of understanding in each subject area
- Content is aligned to national and state standards
- Curriculum is supported by quality, reputable, recently published textbooks and/or proven instructional resources and materials
- Content and assessments are accurate and unbiased
- Content is current, relevant and provides real-world applications
- Content is appropriate for the learner (age, ability, background, reading level, learning style)
- Instructional design is adaptable and flexible to meet individual needs of Learning Coaches and students
- Instructional design provides students with opportunities to improve learning skills using technological tools (e.g., virtual labs and instruments, Teachlet tutorials, business software, online calculator, WebQuests)
- Navigation is intuitive and age-appropriate
- Scope of course is appropriate with regard to amount of content, length of course and lessons, and course requirements
- Lesson introduction is effective and presents lesson objectives, accesses prior knowledge, sets expectations and motivates
- Background information effectively prepares students to access new content, skills and strategies
- Curriculum includes opportunities for developing problem-solving and critical thinking skills
- Curriculum includes opportunities for collaboration and independent study
- Curriculum includes opportunities to develop oral and written communication skills
- Curriculum incorporates timely and appropriate feedback to students.

- a. **Provide an outline of the major curricular programs that the school has selected for use, including textbooks and literacy program (e.g., *Harcourt Trophy Series, Open Court*)**

Louisiana Connections Academy plans to use the rigorous, high-quality Connections Academy curriculum that integrates 21st century versions of leading textbooks with engaging online resources (see details in Attachment O and also [online](#) about the hundreds of text and related resources embedded into the curriculum). The curriculum was selected for its fit with Louisiana Content Standards and virtual learning best practices. Following are highlights of the proposed Louisiana Connections Academy curriculum.

Elementary/Middle School Curriculum: The Louisiana Connections Academy program of instruction has the ability to be individualized, personalized and delivered in a non-traditional environment to give our students the best pathways to success. Louisiana Connections Academy has selected the Connections Academy K-8 curriculum, which is aligned to the Louisiana Content Standards. This curriculum integrates a wide variety of materials including textbooks, lesson plans and other content from a variety of leading publishers including Houghton Mifflin®, Zaner-Bloser®, the Calvert School® and others. In addition to high-quality print materials, the Connections Academy curriculum also features technology-based content from “best of breed” providers such as, BrainPop®, World Book®, SkillsTutor™, Compass Learning®, and United Streaming®, Grolier Online® as well as the nationally recognized Hooked on Phonics® and Hooked on Math® programs. The curriculum will be updated regularly, with Louisiana Connections Academy Governing Board approval, based on a rigorous analysis of student performance as measured by state testing results and internal assessments. Louisiana Connections Academy will strive to be highly accountable and the Connections Academy curriculum has been shown to be effective based on standardized test scores (see 4.b, above). Connections Academy is the first national virtual school program of its kind to be certified by AdvancED (formerly the Commission on International and Trans-Regional Accreditation).

The Connections Academy curriculum integrates a variety of proprietary and highly effective technology tools such as Teachlets – online animated tutorials developed by Connections Academy to introduce challenging topics and provide interactive practice – and LiveLesson sessions, which provide for real-time web conferencing with small groups of students using voice over IP, chat, electronic whiteboard, and shared web surfing. (See Definitions above for more details.)

Foreign language instruction begins early at Louisiana Connections Academy, with Spanish and French available to students in grades K-8. Advanced middle school students also have the option to take French, German, Latin, Mandarin Chinese or Japanese. Language courses integrate proven-effective online materials with a unique audio feature that allows teachers to hear and grade actual student speech. Courses may also include LiveLesson instruction for maximum student-to-teacher and student-to-student interaction.

The Louisiana Connections Academy program of instruction encourages connections with parents, family and the community and offers unique electives such as Home Life, which combines provides fun skill-building projects in which the whole family or people from the community can participate. These activities include cooking, crafts, sewing, home maintenance, family outings, and genealogy. New Home Life modules are added regularly, such as The Name of the Game: Discovering and Designing Board Games and What it Means to Be Green: Creating a Positive Impact on the Environment.

The Connections Academy K-8 technology literacy course, Educational Technology and Online Learning, provides not only a comprehensive set of technology skills ranging from basic productivity tools to Web page development, but also reinforces national and state academic standards, online study skills, and Internet safety.

An interactive Connections Academy course called Frog and Toad Quest provides students an opportunity to monitor frog and toad populations across the state and around the nation. This online project joins Connections Academy students with scientists from the National Wildlife Federation and U.S. Geological Survey as they monitor amphibians, collect, and analyze data on their activities.

The fundamentals of American Sign Language are explored in Connections Academy's Sign Language course giving students an opportunity to explore vocabulary, grammar, and conversation, using basic signing and finger spelling techniques. Special activities and exercises help students to understand the culture of the deaf community.

Louisiana Connections Academy will also provide online LEAP preparation for Grades 2-8 through a program called Study Island. This online assessment preparation and Louisiana Content Standards-based learning program is anticipated to produce a test performance increase of over 10 percent, based on the track record of similar implementations in other states. Each Study Island topic is built from one Louisiana Performance standard and contains a lesson and assessment question. Students can choose either traditional tests or interactive games in order to go through the material. Louisiana Connections Academy teachers then have access to real-time progress reports that analyze deficiencies and help target intervention.

High School Curriculum: Louisiana Connections Academy will provide a balanced, challenging high school experience focused on students pursuing paths that lead to success, whether via a college major or a career choice. Their personalized path is monitored along the way by the student, parents, teachers and guidance counselor. The Connections Academy curriculum selected by Louisiana Connections Academy provides a comprehensive high school program with four levels of academic coursework: Basic, Standard, Honors or Advanced Placement courses. While all are designed to meet Louisiana Content Standards and provide students a rigorous curriculum, the three levels will enable differentiation based on student needs and career goals. Louisiana Connections Academy students work with their school counselors to determine appropriate course level placement. The Connections Academy high school curriculum consists of more than 165 courses, including a wide variety of electives and intensive foreign language instruction from Spanish through Mandarin Chinese.

The Connections Academy high school program involves more online experience than the K-8 program, as appropriate for secondary school learners. Connections Academy's high school program includes substantial teacher-directed instruction through synchronous and asynchronous e-learning tools. The Louisiana Content Standards-aligned high school curriculum integrates digital versions of textbooks from major publishers enhanced by multimedia, interactive material, communication/conferencing tools, and team projects. In addition, students will have offline assignments, projects, novels and practice work. For a complete overview of the high school curriculum, please see Attachment O and also [online](#).

Connections Academy high school courses typically include extensive use of Teachlets, the highly interactive, asynchronous tutorials that incorporate graphics,

video, and audio to show students the concepts and ideas they will need to complete the lessons. Along with the use of LiveLesson, Teachlets dramatically increase the effectiveness of the secondary school instructional model. In addition to Teachlets and LiveLessons (see Definitions above for additional details), the Connections Academy high school courses incorporate graded asynchronous online discussions which are required for all students. This tool creates important opportunities for collaboration and interaction among students.

Each Louisiana Connections Academy student must successfully complete a minimum of 24 Carnegie units (240 semester hours) to graduate. Units completed must meet or exceed the Louisiana graduation requirements as shown below.

Louisiana Graduation Requirements		Louisiana Connections Academy Curriculum
English	4 units	English, 4 units
Shall be English I, II, and III, and English IV or Senior Applications in English		English 9A/B, 10A/B, 11A/B, and 12A/B Journalism Speech and Debate AP English Language AP English Literature
Mathematics	4 units	Math, 4 units
Algebra I (1 unit) or Algebra I-Pt. 1 and Algebra I-Pt. 2 (2 units) Geometry The remaining units shall come from the following: Algebra II, Financial Mathematics, Senior Applications in Math, Advanced Mathematics I, Advanced Mathematics II, Pre-Calculus, Calculus, Probability and Statistics, Discrete Mathematics, or a locally initiated elective approved by BESE as a math substitute.		Algebra 1A/B Geometry A/B Algebra 2A/B Pre-Calculus A/B Calculus A/B AP Calculus AB AP Calculus BC AP Statistics
Science	3 units	Science, 3 units
Shall be the following: 1 unit of Biology 1 unit from the following physical science cluster: Physical Science, Integrated Science, Chemistry I, Physics I, Physics of Technology I 1 unit from the following courses: Aerospace Science, Biology II, Chemistry II, Earth Science, Environmental Science, Physics II, Physics of Technology II, Agriscience II, Anatomy and Physiology, an additional course from the physical science cluster, or a locally initiated elective approved by BESE as a science substitute. <ul style="list-style-type: none"> • Students may not take both Integrated Science and Physical Science • Agriscience I is a prerequisite for Agriscience II and is an elective course. 		Biology A/ B Physical Science A/B Chemistry A/B Physics A/B Earth Science A/B Environmental Science A/B AP Biology AP Physics AP Environmental Science

Social Studies	3 units	Social Studies, 3 units
Shall be American History, 1/2 unit of Civics or AP American Government, 1/2 unit of Free Enterprise; and 1 of the following: World History, World Geography, Western Civilization, or AP European History.		United States History A/B American Government A/B World History A/B Economics Geography AP U.S. Government AP U.S. History AP World History AP Macroeconomics AP Microeconomics
Health Education	1/2 unit	Health Education, 1/2 unit
		Health, Fitness, and Nutrition A/B
Physical Education	1 1/2 units	Physical Education, 1-1/2 units
Shall be Physical Education I and Physical Education II, or Adapted Physical Education for eligible special education students. A maximum of 4 units of Physical Education may be used toward graduation. NOTE: The substitution of JROTC is permissible.		Personal Fitness Physical Education A/B Independent Study–Physical Education
Electives	8 units	Electives, 8 units
		Introduction to Computers and Applications A/B Business Systems Technology Emergent Computer Technology Programming I and II Keyboarding AP Computer Science Psychology A/B AP Psychology French I, II, III, IV AP French Language German I, II Japanese I, II Latin I, II Mandarin Chinese I, II Spanish I, II, III, IV AP Spanish Language Sign Language Art History A/B Digital Photography Music Appreciation AP Art History Independent Study–General Career Exploration Drivers Education
TOTAL	24 units	24 units

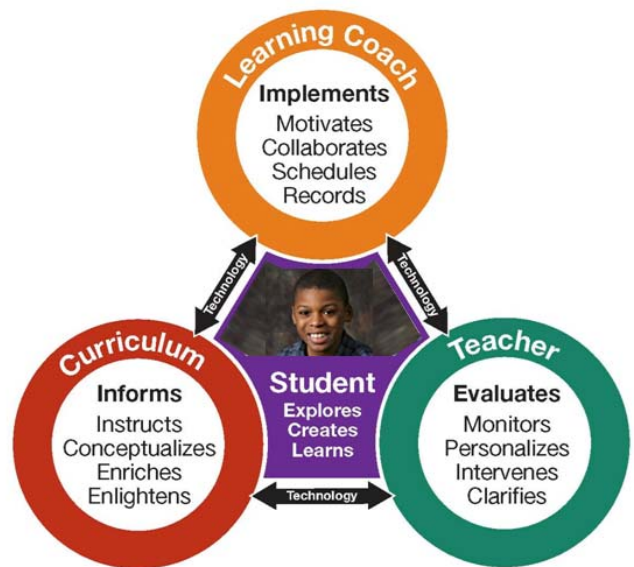
With nearly 20 Advanced Placement courses at their fingertips, Louisiana Connections Academy will get a leg up on college. Across the country, Connections Academy students have exceeded the national average on performance on Advanced Placement exams. According to the 5th Annual AP Report to the Nation, 57% of American students scored 3 or higher on AP exams, while 78% of Connections Academy students scored 3 or higher. Of these Connections Academy students, 41% of those scored 4 or higher on their AP exams.

The quality Louisiana Connections Academy virtual high school program also includes a host of services and procedures to address credits, transcripts, and guidance counseling. Careful monitoring of students' high school program from all the stakeholders helps students meet both their academic and non-academic goals. It is important for students to start early on planning for graduation and post-secondary education or the world of work. Without early planning, students run the risk of missing crucial courses that might thwart their plans or aspirations. This careful shepherding of students through the high school planning and completion process has produced excellent results: Connections Academy-affiliated schools have sent graduates to the nation's leading colleges and universities, including Harvard, Amherst, Vassar Williams, Wellesley, Bryn Mawr, Bowdoin, Pennsylvania State University, Ohio State University, and hundreds of other colleges. Almost 75% of Connections Academy graduates go on to post-secondary education, with the remaining 25% entering the military or careers upon graduation.

b. Discuss what instructional method will be used to support the educational philosophy.

Louisiana Connections Academy's instructional model is known as Personalized Performance Learning. This model provides a learning environment that is well supported by a partnership of parents, teachers and students facilitated by a sophisticated technology component. Key aspects of the instructional model are as follows:

- **The Learning Triad:** Instruction at Louisiana Connections Academy surrounds each student with the resources needed for success. Each student is part of a "learning triad" as shown in the accompanying graphic. (The curriculum is discussed in detail above, and all courses and materials are listed in Attachment O and also [online](#).)
- **The Personalized Learning Plan:** The centerpiece of instruction at Louisiana Connections Academy is the Personalized Learning Plan (PLP), which provides for individualized instruction tailored to the learning needs of each child. The



PLP is an extensive document developed at the beginning of the school year by the Louisiana-certified teacher in consultation with the student and the student's parents/guardians. This PLP is built from a combination of baseline assessments of both academic skills/knowledge and learning modalities, information gathered from the parents, and input directly from the student. Learning needs that go beyond the purely academic (such as study habits and interpersonal skills) are addressed in the PLP as well. The PLP then guides the student's course through the Louisiana Content Standards-aligned curriculum. All daily lesson plans are provided to students and families online as well as in print, directing them step-by-step through use of the comprehensive set of textbooks, trade books, manipulatives, and consumables that Louisiana Connections Academy ships to them.

- **A complete learning team:** At Louisiana Connections Academy, student learning benefits from multiple stakeholders committed to seeing them achieve success, including dedicated educators and involved parents/guardians who provide total support for the student's PLP.
 - *Louisiana-licensed, highly qualified teachers:* Each Louisiana Connections Academy student has a Louisiana-certified teacher specially trained in the Connections Academy curriculum and instructional method. Teachers work closely with each student on a one-on-one basis using innovative technology tools. The teacher is responsible for evaluating assignments and work products, providing instructional assistance, assigning and scoring assessment activities, and providing feedback on the child's performance. Based on a student's demonstrated mastery of the material, teachers add, expand or replace assignments; they also grade students in each subject for the regular report cards and make promotion or retention decisions. Depending on the need of the learner, teacher contact –via telephone, LiveLesson session, and WebMail – with the student and Learning Coach may be as frequent as several times a day, and at minimum once every two weeks depending on student age. Teachers do not wait to be contacted; they are proactive participants in their students' learning plans. In addition, Louisiana Connections Academy families are always welcome to visit the school office/teaching center during business hours to meet with their teachers in person.
 - *Face-to-face Learning Coaches:* Each Louisiana Connections Academy student has a Learning Coach—a parent or other responsible adult designated by the parents—who works with him or her in person under the guidance of the Louisiana-certified professional teacher. Parent involvement is a centerpiece of the Louisiana Connections Academy concept. Whether a parent's role is as a Learning Coach, or as someone providing oversight to the Learning Coach, all parents/guardians are intimately familiar with their child's progress on a day-to-day basis. The school provides ongoing training and support to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. In grades K-8, the Learning Coaches are directly involved with students' day-to-day learning. In high school, they play an important oversight role, but students work with their teachers more independently, taking on increasing responsibility for their learning.
 - *Expanded educational support:* The Louisiana Connections Academy Principal coordinates the work of the teachers, using data from the Learning Management System to target curriculum and instructional resources toward specific student

needs. Supporting the Principal and teachers in their work are the staff guidance counselor and Special Education Coordinator along with personnel from the Connections Academy Education Resource Center (ERC). At the ERC, Connections Academy experts in special education, gifted education, and English language learning are on hand to assist the Louisiana Connections Academy staff. Also at the ERC are curriculum specialists who are highly trained in distance education methodologies and specific subject areas. Curriculum specialists are available by telephone and email to the Louisiana Connections Academy staff for assistance in addressing particular curriculum topics or in customizing curriculum for particular student needs. In effect, each Louisiana Connections Academy student has a team of experts working together to leverage the school's myriad resources – technological, instructional, and interpersonal – for his or her success.

c. Articulate how the curriculum aligns with the school's mission.

The selected curriculum fully aligns with Louisiana Connections Academy's mission by facilitating maximum academic achievement for students who need an alternative to the traditional classroom. To provide a cutting-edge virtual approach that offers the best pathway to school success for students who are not well served by any existing education option, Louisiana Connections Academy has selected a curriculum designed in keeping with best practices and national standards for K-12 online learning.¹⁰ This curriculum provides a standards-aligned, individualized learning program that combines the best in virtual education with unique technology-based teacher productivity tools and very real connections among students, family, teachers, and the community. For complete details of the Louisiana Connections Academy curriculum, please see Attachment O and also [online](#).

d. Explain anticipated professional development needs.

Successful teaching in a virtual environment requires specific skills beyond those required of traditional classroom teaching. As detailed in Professional Development (item 18) below, Louisiana Connections Academy will provide its teachers with a comprehensive teacher training and professional development program to equip them with the following:

- A working knowledge of the Louisiana Connections Academy curriculum and Louisiana Content Standards
- Strategies and best practices for virtual learning and instruction
- How to utilize and navigate the tools of the Learning Management System
- How to develop Personalized Learning Plans
- Forms of assessment and how to utilize test results to guide instruction
- Knowledge of program processes and policies
- How to foster a virtual school community

e. Explain how the curriculum aligns with the class schedules and calendar.

The Louisiana Connections Academy curriculum aligns with the flexible class schedule and calendar that typify this innovative and individualized virtual school. While the school year has a fixed beginning and end, and some courses include

¹⁰ National Standards for Quality Online Courses, iNACOL, www.inacol.org, <http://www.inacol.org/research/nationalstandards/>

intensive synchronous instruction requiring students to work in cohorts, each student's day-to-day schedule and calendar is unique to that student. Appropriate and effective time-on-task is ensured through the LMS tools that provide students with a daily planner of their tasks and allow teachers and Learning Coaches to closely monitor student progress. The Escalation System permits timely, effective intervention when students show signs of falling behind. The Connections Academy curriculum was designed specifically to bring academic depth, rigor and engagement to this time-variable alternative learning setting.

6. Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population.

Educators are keenly aware that each student learns in a unique and individual way. Each child has a learning style and a set of instructional needs that are different from his or her peers. While most Louisiana students are suitably served in a brick-and-mortar setting, there are some who can reach their full potential only in an alternative setting like Louisiana Connections Academy, with its individualized instruction and flexible scheduling. These students include:

- Children who are far ahead of or far behind their peers in school, including students at risk of academic failure and those coping with social issues who may particularly benefit from personalized instruction.
- Students in isolated rural areas, who may face long bus rides to and from schools that are unable to provide for their specific curriculum and instructional needs.
- Young people pursuing artistic or athletic careers or career development opportunities that require a flexible schedule.
- Children who are homebound due to illness or disability.
- Students with special learning needs. Unlike many other virtual public schools, Louisiana Connections Academy intends to fully serve special education students, who can be expected to make up at least 12% of the Louisiana Connections Academy student body based on other Connections Academy schools' experience.
- Students entitled to a public school transfer option under No Child Left behind, but who do not have access to another higher-performing school because of geography, transportation or capacity barriers.

Louisiana Connections Academy estimates that these students together make up less than 1% of Louisiana's total school age population but may be over-represented among those who abandon or drop out of traditional public schools.

The Connections Academy curriculum's effectiveness for this target population has been demonstrated through the overall academic success of its schools – the majority of which make AYP – as well as the specific progress made by students who are struggle, as in the Texas and Pennsylvania examples discussed in question 4(b), above.

Virtual schooling (also known as distance learning and online learning) is a fast-growing education phenomenon that has proven very popular with students seeking an alternative to the traditional classroom setting. The most recent available national figures count nearly 200 virtual charter schools serving close to 100,000 students in 20 states.¹¹ Significant virtual learning opportunities are now offered in 44 states and of those, 21

¹¹ Center for Education Reform, www.edreform.com.

states have full-time online schools.¹² While brick-and-mortar charter schools can only reach students with physical proximity, with enrollment limited by their facility infrastructure, a high-quality virtual school can leverage excellent teachers and curriculum to meet the needs of students anywhere in the state.

Research shows virtual learning is effective. According to NCREL *Synthesis of New Research on K-12 Online Learning*:

- Online Learning Expands Options: “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (p.7)
- Online Learning Is Rapidly Growing: “Recent surveys show that K-12 online learning is a rapidly growing phenomenon.” (p.4)
- Online Learning Is Effective: “Equal or Better”: “One conclusion seems clear: On average, students seem to perform equally well or better academically in online learning.” (p. 17)
- Online Learning Training Improves Teaching: Teachers who teach online reported positive improvements in face-to-face, too. “Of those who reported teaching face-to-face while teaching online or subsequently, three in four reported a positive impact on their face-to-face teaching.” (p. 25)¹³

7. Discuss the school’s plan for meeting the requirement to serve an “At-Risk” student population, to include strategies for attracting and retaining a comparable or greater enrollment percentage of at-risk students when compared to the enrollment figures for such students in the school district in which the charter school will be located.

Connections Academy schools across the nation serve a diverse population, including many students considered “at risk” under a variety of definitions. Almost 50% of Connections Academy students qualify for free or reduced price lunch, 25% are minorities, and 13% have learning needs that qualify them for special education. This reflects the mix of students that Louisiana Connections Academy will also aim to serve. To achieve this diverse mix, Louisiana Connections Academy will use a variety of means to inform families about its services and provide them an equal opportunity to enroll, as described in the Enrollment section, below.

Louisiana Connections Academy is very well equipped to respond to the needs of at-risk students once they are enrolled.

First, through the Louisiana Connections Academy placement process, these students will be provided with the curriculum materials and teaching resources that are appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year’s academic progress within the school year.

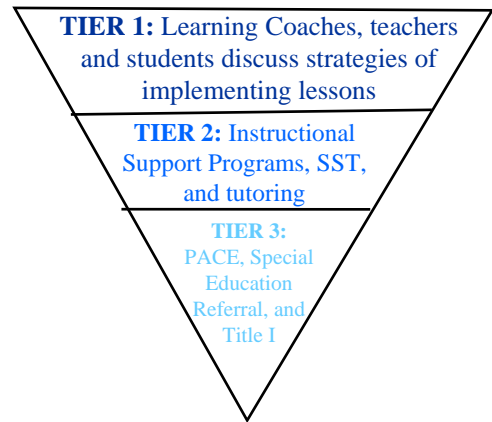
In addition, Louisiana Connections Academy will utilize a multi-tiered intervention approach to curriculum and instruction, which ensures that individual students receive the support they need. Students who may not be successful in the standard program, Tier 1, receive additional support via the supplemental and alternative programs in Tier 2

¹² *Keeping Pace with K-12 Online Learning 2008*, Evergreen Consulting; www.KPK12.com

¹³ *NCREL Synthesis of New Research on K-12 Online Learning*, 2005, North Central Regional Education Laboratory/Learning Point Associates. www.ncrel.org/tech/synthesis/

and Tier 3 as highlighted in the adjacent chart. The Louisiana Connections Academy staff will form a Student Support Team (SST) to focus collaboratively on the needs of students who are struggling, and facilitate tutoring and other supports using this multi-tiered approach.

Students who are working below grade level based on the school's pre- and post-test or Louisiana LEAP scores will also benefit from PACE (Program for All Children to Excel), a Louisiana Connections Academy intervention program focusing on building proficiency in reading and math skills. Parents are notified in the fall that their students qualify for PACE, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and his or her teacher focusing on areas of weakness. The child continues in the regular curriculum during the PACE program, but the LiveLesson sessions allow for very focused remediation on topics likely to be problematic on the next state assessment. The PACE program has shown promising results nationally based on state test performance.



Finally, it should be noted that in a virtual environment, students working below grade level are shielded from the negative social attention that struggling students often face in a brick-and-mortar environment and are thus able to concentrate on intensive learning.

To benefit fully from this individualized program, however, students must attend and participate. Louisiana Connections Academy will utilize an Escalation System that tracks and reports ongoing student attendance progress based on the objective numeric data generated by the LMS including student contact with teachers, time-on-task, and completion of lessons and assessments. The student's status (On-Track, Approaching Alarm and Alarm) is displayed on the Learning Coach and teacher home pages for instant identification of potential problems.

Each student's escalation status is noted with an icon on the Learning Coach's home page. Under the Attendance column behind each student's name is a "smiley face." If the student is in "On Track" status, the smiley face is green and the words "On Track" appear. If the smiley face is yellow, the words "Approaching Alarm" appear. A red smiley face with a frown indicates "Alarm" and that word appears. By clicking on the "smiley face," the Learning Coach can see the precise reasons why that particular student is not "On Track."

When students fail to meet the minimum criteria thresholds set by the school, they are placed in "Approaching Alarm" status or in "Alarm" Status. In these cases, teachers will notify the families of the concerns and contact them in an effort to get the students back to an "On Track" status. Possible actions taken by the school may include calls and conferences with the parents, WebMail messages and/or letters sent to the home describing the reasons for concern, required increased contact with the family, site visits to the home, and conferences with school administrators, as well as disciplinary actions as permitted by state law.

8. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed.

PERFORMANCE OUTCOME	SCHOOL'S INTERNAL GOAL
<i>Daily Attendance</i>	Louisiana Connections Academy will maintain a 95% average attendance rate over the course of the school year.
<i>State Tests</i>	Louisiana Connections Academy students in aggregate will perform at or near the state LEAP/iLEAP average in Years 1-3 and then will meet or exceed the LEAP/iLEAP state average. In addition, the school will make AYP beginning in Year 1.
<i>Diagnostic Tests</i>	75% of Louisiana Connections Academy students will demonstrate a year or more of academic growth based on the school's pre- and post-tests.
<i>Matriculation</i>	80% of students who complete the Louisiana Connections Academy enrollment process will actually attend the school.
<i>Graduation/Promotion</i>	90% of Louisiana Connections Academy students will earn promotion to the next grade, while 85% of eligible high school students will graduate.
<i>Teacher Retention</i>	Louisiana Connections Academy will maintain a 90% year-to-year retention rate for teachers eligible to return each year.
<i>College Placement</i>	75% of Louisiana Connections Academy graduates will be accepted into college or trade school in Year 1, with a goal of 85% by Year 5.
<i>Other; describe</i>	Louisiana Connections Academy will earn Parent Satisfaction ratings of at least 4 on a 5-point scale.

9. Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3, and at year 5.

As a virtual charter school, Louisiana Connections Academy will gather, monitor, analyze and report more granular data about its effectiveness than most traditional, brick and mortar schools find necessary. The unique Learning Management System designed specifically for this K-12 virtual school is intended to provide 360-degree accountability through comprehensive data collection, analysis and reporting to all stakeholders.

Specific plans for monitoring and reporting on the effectiveness of curriculum, instructional methods and practices during Years 1, 3 and 5 are as follows:

Metric	Monitoring and Reporting Year 1	Monitoring and Reporting Year 3	Monitoring and Reporting Year 5
<i>Student Performance (Attendance, Participation, Performance)</i>	Goal: Louisiana Connections Academy students will maintain an aggregate	Goal: Louisiana Connections Academy students will maintain an aggregate	Goal: Louisiana Connections Academy students will maintain an aggregate

	<p>Performance Metric rate of at least 75%.</p> <p>Monitoring: Internal assessments, including quizzes, tests and portfolios, graded by the teacher and reported in real time through the LMS.</p> <p>Reporting: The average performance rate across all students is reported each month to the Board.</p>	<p>Performance Metric rate of at least 77%.</p> <p>Monitoring: Internal assessments, including quizzes, tests and portfolios, graded by the teacher and reported in real time through the LMS.</p> <p>Reporting: The average performance rate across all students is reported each month to the Board.</p>	<p>Performance Metric rate of at least 79%.</p> <p>Monitoring: Internal assessments, including quizzes, tests and portfolios, graded by the teacher and reported in real time through the LMS.</p> <p>Reporting: The average performance rate across all students is reported each month to the Board.</p>
<p><i>Student Yearly Academic Growth (Diagnostic Tests)</i></p>	<p>Goal: At least 70% of Louisiana Connections Academy students will demonstrate at least a year's worth of academic growth from the beginning of the school year to the end.</p> <p>Monitoring: Pre- and post-testing administered in October and May</p> <p>Reporting: Individual results reported to parents, aggregate results to Board</p>	<p>Goal: At least 72% of Louisiana Connections Academy students will demonstrate at least a year's worth of academic growth from the beginning of the school year to the end.</p> <p>Monitoring: Pre- and post-testing administered in October and May</p> <p>Reporting: Individual results reported to parents, aggregate results to Board</p>	<p>Goal: At least 75% of Louisiana Connections Academy students will demonstrate at least a year's worth of academic growth from the beginning of the school year to the end.</p> <p>Monitoring: Pre- and post-testing administered in October and May</p> <p>Reporting: Individual results reported to parents, aggregate results to Board</p>
<p><i>Student Achievement (State Test)</i></p>	<p>Goal: Louisiana Connections Academy students in aggregate will perform at or near the state average on LEAP/iLEAP in Year 1. The school</p>	<p>Goal: Louisiana Connections Academy students in aggregate will perform at the state average on LEAP/iLEAP in Year 3. The school</p>	<p>Goal: Louisiana Connections Academy students in aggregate will meet or exceed the state average on LEAP/iLEAP in Year 5. The school</p>

	<p>will also make AYP in Year 1. Monitoring: State test results</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>will also make AYP in Year 3. Monitoring: State test results</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>will also make AYP in Year 5. Monitoring: State test results</p> <p>Reporting: Semi-annual report to all stakeholders</p>
<p><i>Student Post-Secondary Success (Graduation/Promotion, College Placement)</i></p>	<p>Goal: 75% of Louisiana Connections Academy graduates will be accepted into college or trade school.</p> <p>Monitoring: Counselor reporting, student self-reporting</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>Goal: 80% of Louisiana Connections Academy graduates will be accepted into college or trade school.</p> <p>Monitoring: Counselor reporting, student self-reporting</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>Goal: 80% of Louisiana Connections Academy graduates will be accepted into college or trade school.</p> <p>Monitoring: Counselor reporting, student self-reporting</p> <p>Reporting: Semi-annual report to all stakeholders</p>
<p><i>Teacher Quality</i></p>	<p>Goal: 80% of parents will express satisfaction with their child’s teacher.</p> <p>Monitoring: Parent Satisfaction Survey</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>Goal: 85% of parents will express satisfaction with their child’s teacher.</p> <p>Monitoring: Parent Satisfaction Survey</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>Goal: 90% of parents will express satisfaction with their child’s teacher.</p> <p>Monitoring: Parent Satisfaction Survey</p> <p>Reporting: Semi-annual report to all stakeholders</p>
<p><i>Overall Family Satisfaction</i></p>	<p>Goal: Parents will express satisfaction with the school at or near 3 on a 4 point scale</p> <p>Monitoring: Parent Satisfaction Survey</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>Goal: Parents will express satisfaction with the school at 3 on a 4 point scale</p> <p>Monitoring: Parent Satisfaction Survey</p> <p>Reporting: Semi-annual report to all stakeholders</p>	<p>Goal: Parents will express satisfaction with the school at 3 or more on a 4 point scale</p> <p>Monitoring: Parent Satisfaction Survey</p> <p>Reporting: Semi-annual report to all stakeholders</p>

STUDENTS WITH EXCEPTIONALITIES

Charter Schools are required to serve students with exceptionalities and any students with a special need including but not limited to physical, mental, emotional and social disability. Applicants should review state and federal laws regarding meeting the requirements of students with Individualized Education Plans (IEP). All schools must to comply with these requirements and thus responses to the questions below should not restate the law and compliance requirements. Your responses should articulate the school's philosophy regarding educating these populations, including but not limited to strategies for recruitment, retention, and support.

10. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment in compliance with all federal laws and regulations.

- a. Explain the kinds and types of services and related services the school is likely to provide directly (as opposed to those that will be provided by a third-party contract).**

See Louisiana Connections Academy narrative below.

- b. Describe the personnel that the school will devote to serving students with disabilities (and the significant administrative responsibilities associated with special education).**

See Louisiana Connections Academy narrative below.

- c. Explain how the school will assess, review, revise and implement the IEP.**

See Louisiana Connections Academy narrative below.

- d. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum.**

See Louisiana Connections Academy narrative below.

- e. Describe how the school will provide accommodations for students with disabilities who require extended school year services.**

See Louisiana Connections Academy narrative below.

- f. Include a description of the specific efforts to attract and retain a comparable or greater enrollment of students with disabilities when compared to the enrollment figures for such students in the school district in which the charter school will be located.**

See Louisiana Connections Academy narrative below.

Louisiana Connections Academy is committed to serving children with disabilities whether such children are currently or newly identified as disabled. For those not familiar with virtual schools, it may be difficult to imagine implementation of the Individuals with Disabilities Education Act (IDEA) for students who are participating in a public charter distance education program from their homes. There are many similarities between the approach to special education in a virtual public school and that of a traditional school, but also some differences.

Enrollment of students with disabilities in virtual schools is representative of students with disabilities within the state, both in numbers and in the disabilities served. Of the more than 27,000 full-time students served by Connections Academy virtual public schools in 20 states in 2010-11, 12-15% are special education students with Individualized Education Programs (IEPs) or 504 Plans, a concentration of special needs learners that mirrors the traditional public school system. Furthermore, the distribution of specific disabilities among these students is very similar to that in brick-and-mortar public school settings (see chart above).



Virtual schools like Louisiana Connections Academy open up a vast range of possibilities and options for the delivery of the full continuum of special education and related services such as speech-language, occupational or physical therapy, psychological counseling, among others-to eligible students as described below. The Governing Boards of Connections Academy public schools work closely with their school's specific state-certified special education personnel to adopt and enforce correct special education policies that reflect state code while striving for optimum parent satisfaction with special education services

Services for students with disabilities in Connections Academy virtual public schools include, but are not limited to:

- consultative support to the Louisiana Connections Academy regular education teachers to provide modification and accommodation to the general education curriculum;
- direct special education support to a student which may be provided via the telephone, Internet, LiveLesson, as well as in person;
- direct related service support (for example, speech-language, occupational or physical therapy, psychological counseling, among others) provided face to face via computer, in homes, community sites and therapist offices;
- related services may also include parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student's IEP;
- ongoing progress monitoring for every student, including frequent and thorough review of student performance, attendance, and participation data as reported to the student, parent and teacher through their respective home pages;
- careful logging in the LMS of every conversation (by phone, WebMail, LiveLesson or other means) and consultation with the student and/or parent;

- specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services.

Louisiana Connections Academy will also ensure that assistive technology devices are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services. When students require assistive technology in order to access the general education curriculum, the school will provide the necessary technology. Examples of such technology might include, but are not limited to:

- Word prediction or dictation software, such as Word Q® and Speak Q® or Dragon Naturally Speaking®¹⁴;
- Text readers, such as Read Please or Kurzweil readers;
- Screen readers, such as Jaws for student with vision impairments;
- Touch screens or adapted keyboards, such as Intellikeys;
- Books on CD or tape; and
- Screen magnifiers for students with low vision.

It is also worth noting that the individualized focus of a virtual school, along with the one-on-one learning environment, often has a positive impact on students' ability to participate in the general education environment. While a special education student in a brick-and-mortar school may need to be removed from a busy classroom in order to focus, in a virtual school that same student may need little special education support to progress satisfactorily in the general education curriculum.

Louisiana Connections Academy will be prepared to ensure the complete range of services for its students with special needs. The Louisiana Connections Academy teaching staff will include a Special Education Coordinator who possesses full certification in special education; in the initial years of school operation, this staff person may also have direct teaching responsibilities. Supporting the Louisiana Connections Academy Special Education Coordinator will be Connections Academy LLC's Special Education Director and staff, who possess extensive experience and credentialing in providing support and services to children with disabilities using the virtual school instructional model.

The role and the function of the Special Education Coordinator at Louisiana Connections Academy will be to facilitate the implementation of the students' IEPs. The Special Education Coordinator will consult with the general education teachers so that the general education teachers may provide direct instructional support to special education students. Consultation provided by the Special Education Coordinator will include adjustments to the learning environment, modifications of instructional methods, adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students. Direct special education will be provided by the Special Education Coordinator consistent with students' IEPs via telephone, Internet, LiveLesson, and in person.

As a public school Louisiana Connections Academy shall, through its policies and procedures, comply with all applicable requirements of IDEA, 20 U.S.C. 1400 et. Seq. (IDEA), and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). Louisiana Connections Academy will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying and evaluating students; planning educational programs; conducting IEP team meetings; arranging for the provision

¹⁴ There are several blind users in Connections Academy schools that are successfully utilizing Jaws screen reading software with the LMS

of any necessary related services through charter school staff and contractual arrangement with private providers and/or, where feasible, district schools; and implementing placements in accordance with those Acts. All services will be provided in compliance with Louisiana statute, following a Special Education Procedures Manual developed specifically for this school (and reviewed by the Louisiana Department of Education personnel as desired).

For students enrolling in the charter school who do NOT already have an IEP or a prior diagnosis for special education, Louisiana Connections Academy will follow this process:

- **Identification:** To ensure service for students entering Louisiana Connections Academy without prior diagnosis for special education, the Louisiana Connections Academy Principal and Special Education Coordinator, together with the national Connections Academy special education team, will regularly review teacher observations, assessment results and other data to identify any possible special education needs among Louisiana Connections Academy students. The Louisiana Connections Academy Special Education Coordinator will serve as the Child Find coordinator to conduct Child Find coordination and location activities. These activities will include coordination with appropriate state and local organizations and agencies, as well as ensuring public awareness throughout Louisiana through outreach each fall about Louisiana Connections Academy special education services and procedures.
- **Pre-referral/Referral/Evaluation:** The Louisiana Connections Academy staff will form a Child Study team consisting of teachers, special education coordinator, Principal, and Connections Academy specialists to handle all pre-referrals, which may be made by teachers, parents, or others. The Child Study team will determine if the student's needs can be met through Response to Intervention with curriculum modifications, or if a formal referral for special education evaluation is warranted. If the former, the teacher then implements and documents suggested modifications, lesson adaptations, and alternative instructional strategies, as well as the student's level of success with each. If the Child Study team suspects that a student requires special educational services, the following procedures are implemented:
 - The Louisiana Connections Academy teacher consults with the Principal and Connections Academy Special Education Director to complete an official special education referral. The parent is notified of this referral.
 - Parental consent for the student evaluation is obtained and the appropriate evaluations are arranged. Parents are sent a copy of *Procedural Safeguards*.
 - Parent is invited to the interdisciplinary Child Study team meeting to review the assessment results.
- **IEP Development:** If as a result of evaluation, the Child Study team determines that the student has a disability, an IEP meeting is scheduled – at the Louisiana Connections Academy office, at another mutually agreeable site, or by telephone – and the parents are invited to attend. IEP goals are formulated with parental consent. The IEP is then implemented as described above.

For students enrolling in the charter school who DO already have an IEP, Louisiana Connections Academy will follow this process:

- **IEP Review:** All families applying to Louisiana Connections Academy will be asked to disclose if their child has an IEP in place. During the enrollment process Louisiana Connections Academy will review the existing IEP and take one of these actions:
 - If the IEP already reflects a virtual environment, the student continues through the enrollment process with the existing, compliant IEP.

- o If Louisiana Connections Academy special education staff feels the student's needs can be appropriately met in the least restrictive environment in a virtual setting, but the IEP does not reflect such a placement, the student continues with the enrollment process, and within the first 30 days of school an IEP conference is held by Louisiana Connections Academy team to revise the IEP and document the student's official change of placement. During the interim Louisiana Connections Academy implements the students IEP to the extent possible.
- o If a student with an IEP from another parish in Louisiana transfers to a Louisiana Connections Academy, Louisiana Connections Academy (in consultation with the parents) will provide FAPE to the child (including services comparable to those described in the child's IEP from the previous parish-to the extent possible), until the Louisiana Connections Academy either— (1) Adopts the child's IEP from the previous parish ; or (2) Develops, adopts, and implements a new IEP that meets the applicable state requirements.
- o If a student with a disability who is receiving special education services pursuant to an IEP in another state transfers to Louisiana Connections Academy, Louisiana Connections Academy will, in consultation with the parents of the pupil, provide the pupil with a FAPE including services which are comparable to the services described in his/her previous IEP. Louisiana Connections Academy shall continue to provide such a free appropriate public education to the pupil until such time as the school conducts an evaluation of the pupil and develops a new IEP for the pupil, if determined appropriate, in accordance with applicable federal and state law.
- o If the IEP does not reflect a virtual placement, and based on its evaluation – in compliance with state and federal law – the Louisiana Connections Academy IEP Committee determines that the student's needs will not be appropriately met in the least restrictive environment with a virtual setting, Louisiana Connections Academy will confer with the student's current school/resident district to secure a setting in which the IEP can be effectively implemented. A representative of the district of residence will be invited to participate in the IEP team meeting to assure their agreement. Louisiana Connections Academy ensures the participation of all disability types in its school program and that specific disability types will NOT be counseled out.
- **Annual Reviews:** The Louisiana Connections Academy Special Education Coordinator will facilitate Annual Reviews of the IEP including a review of student progress within the existing IEP, creation of new IEP goals; and obtaining parent consent for and approval of new IEP, and provide a qualified administrator to oversee IEP meetings. In order to make efficient use of staff resources, IEP meetings may be held at the Louisiana Connections Academy office, at another mutually agreeable site, or by telephone. Specific arrangements will be made on a case-by-case basis and will be in accordance with all applicable law.

11. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

- a. **Identify LEP students;**

Louisiana Connections Academy will identify potential LEP students based on self-identification during the enrollment process, interactions with enrollment counselors during that process, and early interactions during the school year. Students identified as potentially having LEP needs will be evaluated by Connections Academy staff and the Louisiana Connections Academy LEP Coordinator (who may also be a teacher at the school), and then if appropriate tested using the state-mandated language assessment. The Louisiana Connections Academy LEP Coordinator will interpret test scores and place LEP students that qualify into appropriate ESL program as described below.

b. Ensure students are not tracked inappropriately, and

In a virtual school like Louisiana Connections Academy, students with special learning needs, including LEP, enjoy individualized instruction without being isolated from the mainstream curriculum or their peers. Louisiana Connection Academy provides quality language instruction, based on scientific research for English acquisition, in addition to quality academic instruction in reading and math. Children who are becoming fluent in English are also learning academic content in such areas as reading and math, so that they are not left behind. Children receive a planned program of English as a second language instruction (ESL) to facilitate the acquisition of English language skills and provide an instructional program appropriate to the student's developmental and instructional level.

The Louisiana Connections Academy LEP Coordinator will play a key role in ensuring integration of students into the school community. The Coordinator will maintain LEP student files; provide instructional consultation and modification of lessons, assignments, and assessments to Learning Coach(es) of LEP students on a minimum biweekly basis; develop presentations and provide direct instruction to LEP students in reading, writing, listening, and speaking through LiveLesson and telephone conference; monitor exited LEP students for academic progress using state-specific criteria for two years after program exit; and stay current on state legislation pertaining to LEP students

c. Implement strategies to ensure academic success for students.

The Louisiana Connections Academy Limited English Proficiency (LEP) Program has been designed to address the language acquisition needs of students with LEP in a virtual learning environment through the integration of technology and the support of certified teachers. Services that promote language acquisition include instructional support to help LEP students attain proficiency in listening, speaking, reading, and writing. LEP services are provided through the use of language software, teacher consultation with Learning Coaches to guide instructional practice, teacher modification of content lessons and/or assessments, and direct instruction via LiveLesson. This hybrid model of LEP support ensures that the individual needs of LEP students are met.

Louisiana Connections Academy will provide English language learners with a virtual English language acquisition program. The Learning Coach and the student will work directly with a certified LEP teacher (who may also be the LEP Coordinator) via the Internet, telephone, and Live Lesson. Students receive individualized attention, which facilitates fluency in English. The program is designed to assist the Learning Coach in supporting the student to attain English language proficiency. While the curriculum is English-intensive, the virtual instructional approach allows the student to use both English and the student's native language in order for the student to understand and learn the English language and content area curriculum.

The student will also be challenged in the academic content areas in the curriculum that is provided through Connections Academy. The academic content areas will be taught at the student's grade level. Again, the Learning Coach, along with the guidance of the LEP teacher and/or regular educator, will teach the subject matter in English. This immersion will engage and challenge the student academically while enhancing English language proficiency.

12. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support.

As a Louisiana charter school, Louisiana Connections Academy is sensitized to the needs of homeless students, particularly those rendered homeless by natural disaster. As a virtual school, Louisiana Connections Academy is uniquely positioned to provide instructional services to children and youth who have lost their housing due to natural disaster, economic hardship, or other reasons and who may live in a variety of places, including shared residences, motels, shelters, transitional housing programs, cars, campgrounds, and others. Together with other public education agencies across the state, Louisiana Connections Academy will endeavor to ensure that all homeless children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. Louisiana Connections Academy will also follow the requirements of the McKinney-Vento Act for students and families who wish to enroll in our public school of choice. Louisiana Connections Academy will utilize the procedures developed by Connections Academy to facilitate enrollment of homeless students who may lack customary school records and other documentation, and will compile and report all required data regarding service to these children.

13. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students.

Louisiana Connections Academy intends to implement the very robust Connections Academy Gifted and Talented for elementary/middle school and the Honors/AP program for high school, which together achieved a 97% satisfaction rating by parents nationally.

The K-8 Gifted and Talented program provides gifted students the opportunities and challenges they need to succeed while learning at their own pace. During the enrollment and placement process, students may be placed in different curriculum levels for different subjects. For example, a third grader with a high aptitude in math could be placed in a fourth-grade math course, while continuing to take third-grade-level courses in other subjects. Gifted students at Connections Academy in grades 3 through 8 also have the opportunity to be enrolled in specially designated gifted courses in language arts and mathematics. These gifted courses allow students greater opportunities to:

- Interact with the instructor and other students.
- Explore grade-level content and participate in extension projects, investigations, and activities that integrate skills and promote higher-level thinking.
- Participate in individualized activities that enable students to develop and apply knowledge.

- Choose from a wide variety of electives and club activities to supplement learning in core subjects.

In addition, Connections Academy is the first to offer an exclusive online version of Junior Great Books®. Through JGB, gifted students enjoy age-appropriate works and participate in online literary discussions with other high-ability students.

High school students may choose from dozens of Honors courses and as many as 20 Advanced Placement courses, in addition to an Independent Study course that allows students with special interests to craft their own focused course of study.

STUDENT EVALUATION

14. All charter schools are required to administer state-standardized assessments (LEAP, iLEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

Louisiana Connections Academy shall adhere to the same accountability measures, administer the same state assessments and follow the same proficiency measures as all public schools in Louisiana. As a virtual school, Louisiana Connections Academy must implement its state testing plan with care, administering all required state assessments to its students at in-person, proctored locations throughout the state, in compliance with Louisiana Department of Education guidelines for test security. In addition, Louisiana Connections Academy will appoint a testing coordinator, who will attend all required training through the Louisiana Department of Education. This testing coordinator will ensure that all guidelines for test security and test administration are adhered to.)



In addition, the school will use a variety of internal assessment tools, including a standards-based, technology-facilitated pre- and post-test known as the Longitudinal Evaluation of Academic Progress. Louisiana Connections Academy's various assessments combine with top-quality curriculum and instruction to improve student achievement and maintain a high level of accountability, as described below and shown in the accompanying schematic.

- a. **Explain how chosen assessments will be used to support the selected curriculum.**

The critically important ongoing assessments that make up a major portion of the Louisiana Connections Academy assessment program are based directly on the curriculum and help guide students' progress through the curriculum. See item d, below, for details.

- b. **Explain how data will be used to improve instruction.**

Data from all of the assessments will be used by the Louisiana Connections Academy staff to continually adjust curriculum and instruction for each student. The LMS and virtual school curriculum permit teachers to easily assign supplementary or enrichment assignments, change pacing or sequencing of lessons, conduct LiveLesson tutorial sessions, or otherwise personalize the program for each student based on performance data. The Student Status/Escalation system also equips the entire school staff to conduct focused interventions for students who are struggling or underperforming.

c. Explain how the school will provide accommodations and modifications for students with exceptionalities.

Assessment accommodations and modifications for exceptional Louisiana Connections Academy students will be driven by their IEPs and 504 plans, as well as their Personalized Learning Plans. The virtual school environment allows maximum flexibility in administering the pre- and post-assessments as well as ongoing embedded assessments – for example, permitting answers via word processing rather than handwriting or integrating oral reading of assessment items by Learning Coaches for students who need this kind of assistance. Louisiana Connections Academy staff will also receive special training in providing accommodations and modifications for the state tests, for which the school must arrange proctored, in-person testing locations for all students outside traditional school facilities. Accommodating students who need specialized testing arrangements will be part of overall state testing planning by Louisiana Connections Academy staff.

d. Explain the plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.

Louisiana Connections Academy's assessment efforts begin with a thorough placement process and progress assessment, offered online and offline, which help to customize the student's academic program and formulate the Personalized Learning Plan. Louisiana Connections Academy will also utilize ongoing online and offline assessments to measure student progress on the curriculum, and a commercially available standardized assessment tool to measure student gains over the school year. Specifically, Louisiana Connections Academy shall use the following assessments and standardized tests to measure pupil progress:

- **Placement process:** As part of the application process, Louisiana Connections Academy works with parents of incoming students to determine the appropriate grade level placement for each child. Students identified as potentially working significantly above or below grade level take a placement test.
- **Yearly progress:** In the value-added model of academic growth upon which Louisiana Connections Academy is based, each student will demonstrate a year of academic growth for a year in school. Using its standards-based, technology-facilitated Longitudinal Evaluation of Academic Progress pre- and post-test, Louisiana Connections Academy will gauge each student's academic growth over the course of the year.
- **Ongoing informal assessments:** During each phase of their curriculum mastery, students will engage in several assessments that tap into all levels of student thinking. Such assessment activities include: scored daily assignments,

daily “checks for understanding” requiring students to apply and integrate new skills in a thoughtful manner, and regular online quizzes to measure understanding of newly presented material.

- **Unit assessments and portfolios:** Each subject in the Louisiana Connections Academy curriculum is broken into logical units of study. Throughout each unit, students are required to complete a series of offline and online assessments. Offline assessments may include written compositions, science lab reports, short answers and essays, book responses, and a variety of work samples, which will make up a student’s portfolio. These assessments require direct teacher evaluation. Online assessments include several quizzes and a unit test. While the quizzes are brief and frequent (occurring after every third or fourth lesson), the unit tests are more comprehensive and occur at the end of an entire unit. Online assessments provide families with immediate objective feedback, while offline assessments provide valuable reflection and expertise from Louisiana Connections Academy’s certified program teachers. Student report cards and grades will ultimately include a balanced combination of quizzes, tests, work samples (portfolio items) and Learning Coach feedback.
- **Curriculum-Based Assessments:** Curriculum-based assessments (CBAs) are Louisiana Connections Academy’s quick and effective way of gathering formative information on students’ understanding of concepts. The mandatory regularly scheduled phone conversations between the teacher and student offer a valuable opportunity to conduct these assessments. Teachers conduct two types of CBAs: verification curriculum-based Assessment (VCBA) or diagnostic curriculum-based assessment (DCBA).
- **Baseline achievement data:** To the extent that state standardized test results are available for an incoming student, these results are integrated into that student’s basic information in the LMS; likewise, results for state standardized tests that students take while enrolled at Louisiana Connections Academy are also included in the LMS, along with internal pre- and post-test data. This data will be used to track student progress from year to year and also within the year.

In addition to the assessment methods described above, the Louisiana Connections Academy LMS gathers very granular data on every student’s performance every day. During each phase of their curriculum mastery, students will engage in many different types of evaluations, both formal and informal. Formal assessments include quizzes, unit tests, skills checks, portfolio items and graded discussions. Informal assessments include the variety of methods teachers use to gather ongoing feedback about student progress from both Learning Coaches and students, such as WebMail, LiveLessons, phone conversations, review of student work samples.

Students should expect work to be graded, based on the assignment and format, from immediately to up to one week, with the average being 24-hour turnaround time. In addition to formal graded assignments, teachers continuously monitor student work via the LMS, noting performance on machine-graded quizzes and checks for understanding and reaching out to students via telephone Curriculum Based Assessments to verify student work and/or diagnose difficulties in mastering discrete skills and concepts. The LMS tracks teacher response time and teacher-student/teacher-parent communications, providing the school Principal with rich, actionable data on this key aspect of teacher performance.

- e. **Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data.**

The Louisiana Connections Academy Principal will have primary responsibility for collection and analysis of assessment data, and will be supported in this regard by the Connections Academy Educational Services, School Support, and LMS Support staff. This expert national staff will assist the Principal in preparing regular data reports to parents/Learning Coaches, Monthly School Reports to the Board, and all required reports to the Department of Education and BESE. In addition, these staff will ensure that the Principal and his or her faculty are fully trained in the data analysis tools built into the LMS to help guide instruction. In addition, the Louisiana Connections Academy testing coordinator will take the lead in planning for the school's administration of the state tests.

15. **Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.**

If student achievement goals are not met – falling short of either growth and absolute score targets as measured by the State Accountability Program -- Louisiana Connections Academy will implement a corrective action plan at two levels: the individual student level, and the whole school level.

Individual student corrective action: Louisiana Connections Academy employs a multi-tiered intervention model so that all students have access to the curriculum and instructional resources they need to be successful. The school's Student Support Team meets on a weekly basis to discuss students who are struggling academically to develop an intervention plan and strategies for improvement, which may include use of Tier 2 – Supplemental Programs and Supports or Tier 3 – Alternative Programs depending on the student's needs.

Students who are working below grade level based on Connections Academy LEAP or Louisiana LEAP scores will also benefit from PACE (Program for All Children to Excel), a Louisiana Connections Academy intervention program focusing on building proficiency in reading and math skills. Parents are notified in the fall that their students qualify for PACE, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and his or her teacher focusing on areas of weakness. The child continues in the regular curriculum during the PACE program, but the LiveLesson sessions allow for very focused remediation on topics likely to be problematic on the next state assessment. The PACE program has shown promising results nationally based on state test performance.

Students who are struggling but whose test scores are not low enough to warrant participating in PACE will benefit from ongoing individualized intervention by their Louisiana Connections Academy teacher.

School corrective action plan: If student performance in general at Louisiana Connections Academy falls short of expectations, the school staff and Connections Academy will collaborate on an improvement plan that uses granular data about performance strengths and weaknesses to add targeted curriculum, improve teacher training, and implement new intervention tools. The LiveLesson-based PACE

synchronous intervention program was implemented nationally in 2005 as part of just such an improvement plan at several Connections Academy-affiliated schools.

16. Provide the school’s policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and SBESE.

Louisiana Connections Academy will report monthly to its Governing Board on all relevant aggregate student and school data and will also provide a Progress Report to parents on their own students’ performance at least once per semester. In addition to both of these reports, a public “stakeholders report” on schoolwide performance will be provided at the end of each semester (the last of these being in annual report format). This public report will be provided to the community, SBESE, the Department of Education, and all other stakeholders.

17. Provide the school’s policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements.

To be promoted to the next grade, students in grades K–8 must demonstrate adequate progress in their overall course of study and proficiency on their state tests. Additionally, all third graders must demonstrate reading proficiency (certain students with IEPs may be excluded from this requirement). A final decision to retain a student due to inadequate progress or lack of proficiency will be made on a case-by-case basis by the school Principal in accordance with applicable state regulation

Students in Grades 9 – 12 must be enrolled in a minimum of four and a half (4.5) credits each school year in order to be considered full-time. In order to move to the 10th grade students must have earned (or transferred) a minimum of 5 credits, to move to the 11th grade student must have earned (or transferred) a minimum of 10 credits and to move to the 12th grade students must have earned (or transferred) a minimum of 16 credits. Students will only receive credit for classes passed with a C- grade or better. To graduate and receive a diploma from Louisiana Connections Academy, a student must have been enrolled for at least one whole semester prior to graduation, have completed any required state testing, and have successfully completed a minimum of 24 Carnegie units (240 semester hours), in keeping with current Louisiana graduation requirements.

PROFESSIONAL DEVELOPMENT

18. Describe the professional development standards and opportunities that will be offered to teachers and staff.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plans.

The Louisiana Connections Academy Principal will work with the Connections Academy Education Resource Center and School Support department to develop, implement and evaluate the school’s professional development plans as articulated below.

- b. **Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher’s typical weekly schedule and opportunities for teacher collaboration.**

Before school begins and throughout the year, Louisiana Connections Academy teachers will participate in the following professional development activities designed to hone their understanding of the curriculum and accountability measures. (At Louisiana Connections Academy, teachers will not be responsible for developing courses, providing tech support, or maintaining the website, but will allocate their time among the following instructional activities.)

- *Initial Teacher Orientation Course:* All teachers (and the Principal) will complete a self-guided teacher-training course developed specifically for Louisiana Connections Academy. This course is delivered through the LMS, and contains actual lessons, assessments, and links to online tutorials. The focus of this course is to prepare teachers for the first few weeks of school, and it covers “the basics” including curriculum, assessment, personalizing instruction, school year events, grading and report cards, communication, and essential LMS tools. Upon successful completion of this course and assessments, teachers are ready to begin instruction. Teachers are expected to earn a grade of 90% or better.
- *Pre-Service Face-to-Face Training:* In addition to the self-guided course, Louisiana Connections Academy staff will engage in several days of face-to-face training and orientation on site.
- *The Louisiana Connections Academy Interactive Program Manual:* The Louisiana Connections Academy Program Manual is a resource for teachers and school-based personnel to use all year. It contains policies, procedures and “how to” components that aid the teachers on a day-to-day basis. These “how to” components also have accompanying on-line tutorial segments that visually demonstrate each process.
- *Supplemental Teacher Training Course Segments:* Once school is up and running, Louisiana Connections Academy will present more segments of the training course to teachers on an ongoing basis. These segments contain information about more complex features and functions of the LMS, instructional processes, and processes that teachers need to implement once school is successfully under way. There is also a differentiated course designed specifically for returning staff members that targets new concepts, advanced applications, and serves as a refresher on basic skills.
- *Connections Academy Professional Development Sessions:* Connections Academy provides teachers with ongoing professional development activities throughout the year. Presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Teachers are required to virtually attend monthly sessions throughout the year including such topics as: implementing specific instructional strategies, current curriculum-specific topics and trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state standards to guide instruction, educational technology, using data to guide instruction, educational trends, and so on.
- *Connections Academy Graduate Course in Online Learning:* Connections Academy has collaborated with Boise State University to create a series of graduate level courses in teaching in an online environment. Louisiana Connections Academy teachers will be encouraged to take these courses as well as to pursue additional

relevant post-graduate coursework. In addition, Connections Academy has a new partnership with American Public University whereby teachers can take courses to enhance their skills, totaling up to \$4,000 per year, and Connections Academy will pay those fees for teachers. Should a grade of B not be earned or should the teacher terminate employment with Connections Academy, those monies are to be repaid.

- *Professional Learning Community:* Each Connections Academy teacher has access to a robust online Professional Learning Community portal in the LMS, which lists multiple professional development opportunities as well as message boards, recorded LiveLessons, shared resources, and more. Teachers describe this area as “a community created and dedicated to shared values and vision, working and learning collaboratively, shared decision making, collective creativity, and supportive and shared leadership. As a collegial group, we are united in our commitment to student learning through collaboration in our community.”
- *Weekly Teacher Updates:* The Connections Academy School Support Staff compiles and sends out to all teachers a weekly electronic newsletter that highlights improvements to the curriculum and LMS, new procedures, shared tips, and community building activities.

In terms of teachers’ typical schedule and opportunities for collaboration, the virtual school setting allows teachers maximum flexibility every day to engage in collegial support. This is heightened at Louisiana Connections Academy, where teachers will most often work together physically in the school headquarters, facilitating unprecedented collaboration.

c. Describe how the proposed professional development will include and support both general and special education teachers.

All Louisiana Connections Academy professional development activities will include and support both general and special education teachers. How these teachers can work together to best support students will itself be a frequent professional development topic.

d. Explain how the professional development program is aligned with the school’s pedagogy and curriculum.

At Louisiana Connections Academy, teacher professional development is considered critically important in ensuring that the staff is optimally effective in teaching in a virtual environment and addressing the Louisiana Content Standards in their daily instructional practice. Louisiana Connections Academy uses the *National Standards for Quality Online Teaching* published by the International Association for K-12 Online Learning (iNACOL)¹⁵ as its guide for pinpoint necessary teacher skills and professional development requirements. To align teacher skills with the school’s mission, Louisiana Connections Academy will provide its teachers with a comprehensive teacher training and professional development program to equip them with the following:

- A working knowledge of the Louisiana Connections Academy curriculum and Louisiana Content Standards
- Strategies and best practices for virtual learning and instruction

¹⁵ National Standards for Quality Online Teaching, iNACOL, [www.inacol.org](http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf), <http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf>

- How to utilize and navigate the tools of the Learning Management System
 - How to develop Personalized Learning Plans
 - Forms of assessment and how to utilize test results to guide instruction
 - Knowledge of program processes and policies
 - How to foster a virtual school community
- e. **Articulate how the professional development program will be evaluated to assess its effectiveness and success.**

Louisiana Connections Academy teachers will be surveyed regularly regarding their satisfaction with professional development experiences to help guide continuous improvement in this area. In addition, specific teacher accountability metrics help school administrators quantify impact of professional development activities and areas in need of additional work. The Connections Academy curriculum, instruction, and school support areas also conduct ongoing evaluations of professional development activities.

STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type 2, 4, & 5) are required to accept applications from all students who meet the eligibility requirements as provided by law.

Louisiana Connections Academy will conduct outreach to actively recruit families that represent the full cultural, demographic and socioeconomic range of the State of Louisiana resulting in a school enrollment that includes special needs, low-income, minority and otherwise underserved populations as is typical of virtual charter schools.

19. Provide a summary of the school’s Enrollment Policy. Provide a detailed Enrollment Policy as an attachment. The policy should include the following:

a. **Admission requirements, if any**

The only requirement for admission to Louisiana Connections Academy is residency in the state of Louisiana, and completion of the enrollment process in a timely fashion. Please see Attachment G for complete enrollment policy.

b. **Tentative dates for application period (minimum one month; maximum three months)**

As a virtual charter school, Louisiana Connections Academy is unconstrained by facility space limitations and therefore technically could enroll as many students on a rolling basis as may wish to attend. However, to comply with the Charter Law and in observance of its stated enrollment targets, Louisiana Connections Academy tentatively plans its application period to be March 1 through April 30 of each year. In keeping with the Charter Law, during this period students will complete all steps of the enrollment process (see below) up through Stage 3, but no students will complete “final confirmation” and be admitted until the end of the application period. At the end of the application period, if fewer students have applied (that is, completed the enrollment

process through Stage 3, up to final confirmation) than there are slots available for admission, all students will be admitted and the process will re-open for new applications. If more students have applied than there are slots available, the school will implement a lottery. See details below.

c. **Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures**

In keeping with state Charter Law, Louisiana Connections Academy will set the application period described above, and implement an enrollment lottery if more students apply (that is, complete the enrollment process through Stage 3) than the school's enrollment target allows. In the Louisiana Connections Academy lottery, Stage 3 applicants will be selected at random through a technology-facilitated, public process that creates both a list of accepted students and a wait list. Students selected through the lottery will be given a deadline (typically 30 days after the lottery) to complete the enrollment process through Stage 4/final confirmation or lose their admission slot to the next student on the wait list. In the meantime, new applicants will be placed on the wait list in the order in which they complete the application process through Stage 3.

Beginning in Year 2, admission will be granted first to students who were enrolled the prior year and their siblings. Students who were enrolled the prior year will be asked to indicate their intention to return by a date certain (usually during April).

Enrollment process and stages: To gain admission to Louisiana Connections Academy for their children, parents first complete a simple registration form online or on paper that collects their name, email address (if registering online), address, phone and student names. They also confirm that they meet the basic eligibility requirements for Louisiana Connections Academy (e.g., state residency and legal school age, as noted on the school's web site and through a link on the enrollment page) and that they have read and understood the program's regulatory requirements. Families that provide an email address also receive an invitation to create a user account in the school's LMS. This is not required; the entire enrollment process can be completed by mail or fax. However it is very convenient for families who do have online access to use the LMS as they can easily follow their status since it is displayed at all times. The Enrollment Team is also on hand to help families through the process by toll-free phone (800-382-6010) or email at enrollment@connectionsacademy.com. The Student Information Form (SIF) and Family Information Form (FIF) are shown in Attachment G.

Once they have registered, families are guided through the process as follows – with admission held at the end of Stage 3 during the application period described above:

ONLINE ENROLLMENT PROCESS

Let's get started!

Here are the stages you will complete for your student to be ready for the 2010-11 school year. Consult this document throughout the process if you have questions about our expectations at each stage. Log in to your Learning Management System (LMS) home page for updates.

Tip: Look for these icons on your LMS home page to know where your student is in the process.



Complete the required forms and submit the necessary documents.

Applicant

During this stage, you need to **send us all forms and documents** that apply to you and your student as indicated on the Document Cover Page. Send one complete and accurate packet for each student enrolling in Connections Academy. Carefully read the requirements noted on the Document Cover Page and the instructions on each form.



Forms included in this package must be completed and sent to us. These forms are also available online, where they can be filled out and printed. Only the Student Information Form (SIF) and Family Information Form (FIF) can be submitted online. The other forms must be faxed or mailed. Documents, such as report cards or birth certificates, are items you will need to collect, copy, and fax or mail to us.

Consult your **Document Cover Page** to ensure that you have everything **before** submitting your information. If you have online access, **let us know you sent your items** by updating the Document Submission Complete box that appears in the Enrollment Details section of your LMS home page.

Here are some steps you can take to move through this stage as quickly as possible:

- **Complete the Student Information Form (SIF) and Family Information Form (FIF) online.** You can access them from the Enrollment Details section of your LMS home page.
- **Send one complete packet for each student.** Collect all your forms and documents for each student, and send them to us as one complete packet. Include a completed Document Cover Page with each packet. Incomplete packets will delay processing.
- **Fax your packet.** Faxing is fastest! Fax the complete packet and Document Cover Page.
- **Review before you send.** Review all the forms and documents carefully before you send them. If you need to obtain information such as vaccination records from your physician or records from your student's school, don't delay. Contact them as soon as possible.
- **Send copies of student records.** Include copies of your student's records (report cards, IEP, 504 Plan) with your complete packet. If you don't have copies, contact your student's school to obtain them. Waiting for a school to forward your records to us may cause delays.
- **Send all documents that are required.** Read the comments next to each item on the Document Cover Page. Only send us copies of those documents that are required and are accepted for your student.

Example: For Proof of Residency, we can only accept copies of your gas, electric, or water bills from the last 60 days that show your name and service address. We cannot accept other bills such as a cable bill, bills older than 60 days, or bills that don't show your service address.

- **Make sure all forms and documents are complete and easy to read!**

We'll verify your documents and confirm your student's placement.

Pre-Approved



In this stage, we verify the information you submitted and finalize your student's course placement. We may need to contact you to discuss your student's courses and grade level.

After you have submitted your forms and documents, log in to the LMS regularly. Allow three days after you fax your packet (or longer if you mail it) for us to review your information and update your LMS home page. During the previous stage, you may have already received some feedback from us regarding the status of your forms and documents.

Here are some steps you can take to move through this stage as quickly as possible:

- **Check your LMS home page regularly for enrollment updates.** All the items we need from you are listed in the Enrollment Details section. You will see check marks next to those items we've received and verified. If we were unable to verify an item you sent or it has not been received, the box next to the form or document will not be checked.
- **Check for WebMail messages.** The WebMail system is your email system within the LMS. When you're logged in, the mailbox icon will flash if we've sent you a WebMail message. We may send postcards or call if we haven't heard from you.
- **Have your student complete any assigned placement tests online.** Students take placement tests when our counselors need more information or you have asked us to test your student. If your student has been assigned a test, you will see a link appearing in the Enrollment Details section of your LMS home page. If you do not have a computer at home, you can access these tests online at a library or a friend's house. We can mail the tests to you, but it will take longer to complete your student's placement.

We'll ship your books and materials to you.

3 Approved

In this stage, you'll confirm your student's courses and verify your shipping address. Log in to the LMS and follow the instructions for completing "Final Confirmation." The Final Confirmation option is only available after July 15th. Once the Final Confirmation is accessible, you will be prompted to complete this step in the Enrollment Details section of your LMS home page. We will also send you a postcard reminder. You **must complete this step** to receive your materials!



4 You're ready!

Once you have completed the Final Confirmation, your student will be ready to start classes. We'll ship your student's learning materials directly to your home. You can get started online any time after the first scheduled day of classes for your school. Your first two weeks of lessons can be completed online even if you have not yet received your materials.

Tip: We can't ship your materials until you complete Final Confirmation. Watch your LMS home page carefully for instructions.

d. **A marketing and recruitment timeline and plan**

To achieve a diverse and representative mix of students, Louisiana Connections Academy will use a variety of means each spring and summer to inform families about its services and provide them an equal opportunity to enroll, including:

- *Direct Mail and Email:* After approval of the charter, Louisiana Connections Academy will conduct one or more direct mail and email campaigns announcing the school to families with children throughout the state. In a typical mailing, Louisiana Connections Academy will send out a postcard inviting parents to attend an Information Session (see below), visit the website, and/or contact the telephone/e-mail help lines. This mail outreach will go first to the more than 10,000 families who have already expressed interest in a Connections Academy school in Louisiana and who have been waiting since 2006 or earlier for the opportunity to attend.
- *Information Sessions:* Louisiana Connections Academy will conduct multiple Information Sessions –in person and “virtually,” using its LiveLesson® technology – for families throughout the state. Families will be notified of the *Information Sessions* via email, earned media in newspapers across Louisiana and flyers distributed in local communities. Louisiana Connections Academy will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.
- *Website:* Louisiana Connections Academy will launch and maintain a website that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains regularly updated Frequently Asked Questions and their answers along with contact information for the Governing Board and administration. Families will be able to complete an online enrollment process at the website with an enrollment or placement counselor a toll-free call away if any assistance is needed.
- *Telephone/e-mail information service:* Louisiana Connections Academy will launch and maintain a toll-free information line and an email information service to answer parents’ questions about the school.
- *Search Engines and Social Media:* Louisiana Connections Academy will be linked to leading Internet search engines with local reference capability to help Louisiana families looking for a virtual school option to find this high-quality charter school. In addition, Louisiana Connections Academy hosts an active Yahoo group and benefits from Facebook, Twitter, and other social media outreach conducted by parent advocates.
- *Community and youth services partnerships:* As part of its outreach process, Louisiana Connections Academy will provide information about the school to a variety of community, family, and youth-serving organizations such as local Boys and Girls Clubs and those in minority, low income, urban and rural areas; reach out to residential facilities; and seek partnerships with a variety of parent groups and health-related organizations including those focused on students with special needs; and organizations for young performers and athletes.
- *Media outreach:* Louisiana Connections Academy will make limited use of paid media, primarily advertisements in community newspapers and radio announcements, but will take full advantage of the local media’s interest in promoting community events relevant to Louisiana residents in order to inform parents about Louisiana Connections Academy

informational sessions and to raise awareness of the school, including television, radio and newspaper interviews and features.

- *Referrals and word of mouth:* Quality charter schools in Louisiana benefit from informal networks of referrals by parents, community members and traditional school leaders. Louisiana Connections Academy will take every opportunity to brief traditional school administrators and guidance personnel throughout the state on Louisiana Connections Academy as an alternative for students who might benefit from individualized instruction in a non-classroom setting. In addition, Louisiana Connections Academy parents will play an important role in serving as a source of information about the school and referring other families; in similar schools nationally, 95% of parents say they would recommend their school to friends, neighbors and family members.

e. **Sample enrollment forms and recruitment flyer**

See Attachment G.

SCHOOL CLIMATE AND CULTURE

20. Complete the chart below and provide a copy of the proposed school’s calendar in the first year of operation. Also include a sample daily schedule.

<i>First Day of School:</i>	August 15, 2011 (tentative)
<i>School Day End Time:</i>	Teachers’ day ends around 4 pm but students may continue working
<i>Hours in school day:</i>	Varies by student, but meets statutory minimum
<i>Number of Instructional Minutes per day:</i>	Varies by student, but meets statutory minimum of 360 minutes for grades 1-12
<i>Number of Instructional School Days per year:</i>	180
<i>Number of Before School hours devoted to academics:</i>	Varies by student – flexible and individualized school day
<i>Number of After School hours devoted to academics:</i>	Varies by student – flexible and individualized school day
<i>Number of days devoted to staff development during school year:</i>	Monthly formal staff development sessions and more frequent informal sessions do not interrupt student learning
<i>Number of days devoted to staff development prior to school opening:</i>	10

Proposed 2011-12 School Calendar

First Day of School (Students)	August 15, 2011
Labor Day	September 5, 2011
Thanksgiving Break	November 21-25, 2011
Winter Break	December 19 2011-January 3, 2012

Martin Luther King, Jr Day
 Mardi Gras Holidays
 Spring Break
 Last Day of School (Students)
 Memorial Day

January 16, 2012
 February 20-21, 2012
 April 6-13, 2012
 May 23, 2012
 May 28, 2012

See also Sample Day on next page. Each student's daily and weekly calendar are personalized, but this sample provides a look at what a typical day/week might be like for a Louisiana Connections Academy student.

Each student's schedule is personalized and flexible. Here are two samples- one shown by day and one by week.

Stan Demo's Planner

Friday, September 7

1:00 PM-3:00 PM

- Learning Center w Mr. Carter - Algebra Help
- Algebra 1 A - Exploring Real Numbers
- American Government A - Types of Government
- Art History A - What You Will Learn (3)
- Basic English 9 A - Complete Subjects and Complete Predicates (2)
- Biology A - The Nature of Biology
- Health, Fitness, and Nutrition A - Health, Wellness, and the Importance of Fitness (2)

Save

Month View

Norma Demo's Planner

September						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
	2	3	4	5	6	7
		Virtual Career Day: Biotech Chemistry A - Chemistry English 10 A - Reading Difficult Texts (2) French II A - Lesson 1 Geometry A - Patterns and Inductive Reasoning (2) Honors United States History A - The Atlantic World	Art History A - What You Will Learn (3) Chemistry A - Chemistry Far and Wide English 10 A - Reading Difficult Texts (2) French II A - Lesson 2 Geometry A - Patterns and Inductive Reasoning (2) Honors United States History A - European Colonization of the Americas	Chemistry A - Thinking Like a Scientist English 10 A - Expanding and Using Vocabulary (2) French II A - Lesson 3 Geometry A - Points, Lines, and Planes: 1 Honors United States History A - Growth of the American Colonies Meet with Ms. Williams at Learning Center	Art History A - What You Will Learn (3) Chemistry A - Problem Solving in Chemistry English 10 A - Expanding and Using Vocabulary (2) Geometry A - Points, Lines, and Planes: 2 Health, Fitness, and Nutrition A - Health, Wellness, and the Importance of Fitness (2) Honors United States History A - Analyzing Primary Sources	

21. Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school’s mission and philosophy.

a. Describe any extra and co-curricular activities that will be implemented to enhance the school’s philosophy.

Real connections are an important component at Louisiana Connections Academy so students have the opportunity to participate regularly in both face-to-face and virtual community activities. Face-to-face activities include regular field trips and outings facilitated by the Louisiana Connections Academy Community Coordinators – parent volunteers whom Louisiana Connections Academy supports in organizing such activities for families who live nearby.

Field trips anticipated for Louisiana families include visits to the State Capitol in Baton Rouge; The Children’s Museum; Louisiana Art & Science; Audubon Aquarium of the Americas and many of the Louisiana Natural Parks located throughout the state. Technology-based activities range from a school newspaper to chess club to teacher-led threaded discussions (see details below). Since all of the collaborative online activities and communications tools are restricted for use only by members of the Louisiana Connections Academy community, parents can feel comfortable that their children are experiencing this technology safely within the “walled garden” of Louisiana Connections Academy.

Specific technology-facilitated activities include:

- *Book Club*: Guided by a teacher through online prompts and discussions, students read and converse about selected books. A collaborative online environment is dedicated to this club to encourage group literary discussion.
- *Environmental Club*: Students exchange ideas about ways to keep our planet clean and discuss such global issues as alternative energy, trash collection and recycling, and allocating limited resources. Students are encouraged to take what they learn to their local community.
- *First in Math®*: Working at their own pace, students play interactive games on the *First in Math* website, reinforcing a wide range of skills. Students take part in a national competition by earning points while they master key concepts.
- *Robotics Club*: First working individually to learn how robots are built and controlled, students move to group challenges where they cooperate with one another to make a robot successfully complete a task.
- *Arts and Crafts Club*: A simple instructional format encourages students to create crafts using materials found at home or in nature. Crafts include apple printing, magnetic poetry, and making gifts and educational games.
- *Pen Pals*: Skills in letter writing, penmanship, and written expression evolve when students are matched by grade level and personal interests—all while making friends with other Connections Academy students.
- *Science in the Kitchen*: Students apply their research skills and scientific knowledge in conducting experiments and discovering results. Students view and discuss experiments online in a collaborative format.

- *Debate Club*: Students will learn the art of public speaking and critical thinking in this challenging new debate club facilitated by Connections Academy Language Arts experts in a virtual environment. Students will discuss and debate current events and utilize skills such as brainstorming, topic research, presentation strategies, verbal and non-verbal cues, and role-playing. Facilitators will help students develop position statements, support arguments, think analytically, and become comfortable with public speaking.
- *Quiz Bowl*: Trivia whiz kids can test their knowledge of fun facts in the Connections Academy quiz bowl game. Trivia questions will be presented for elementary and middle school students, while academic questions will challenge high school students in the form of a weekly academic competition. Winners will be identified by state. High school champions will move on to a virtual end-of-year national academic quiz bowl competition.
- *Student Advisory Council*: Students selected in each state work together to provide guidance and feedback on student-related activities, such as creating a student mentoring program and identifying community service projects. The council fosters an environment for leadership skills and school community
- *Chess Club*: Students will learn about the ancient world of chess, including the origins of the game, descriptions of the chess board, opening positions, piece identification, rules of play, terminology, and winning strategies. Students can sign up to practice and play chess on a private message board using notation language. Students may also have an opportunity to compete at local organized community events.
- *Student Literary Magazine*: The Pens and Lens literary magazine recognizes and publishes original student work. Students are encouraged to use their unique artistic expression in both written and photographic forms and inspire their fellow students in this monthly publication.
- *Student Newspaper*: A student-managed newspaper team, including reporters and a staff, publish a monthly newspaper, The Monitor. Students learn group dynamics, organization strategies, and team-building exercise as they research and write stories on current events, sports, entertainment, and fashion.
- *The Poetry Corner*: To encourage artistic expression, the Poetry Lady will teach students the fine art of writing poetry. Students post their original poems on the Poetry message board and select poetry may be published in the Connections Academy Literary Magazine. Students are encouraged to keep a poetry journal

b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them.

Louisiana Connections Academy will have no dress code policy for students.

22. Attach the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion. Include the procedures and policies for implementing alternative instruction.

See Attachment J for complete Student Discipline Policy. Appropriate conduct is expected of all students at Louisiana Connections Academy. Students at Louisiana Connections

Academy are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The student's code of conduct will be explained in the Louisiana Connections Academy School Handbook and includes steps to be followed in the event of misbehavior. Louisiana Connections Academy follows formal due process procedures to deal with the discipline of students. The policies that reflect these due process procedures are included in the School Handbook.

Louisiana Connections Academy will have three levels of disciplinary measures: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

- **Warning:** Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (the Learning Management System). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories listed below.
- **Suspension:** When a student is suspended, he or she is temporarily removed from class (the Learning Management System) or a school sponsored program or activity. The length of a suspension is determined by the school Principal (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school Principal, a student's permission to log on to and/or use parts of the LMS is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or the entire LMS may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the LMS and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.

- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
 - *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
 - *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
 - *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
 - *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
 - *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
 - *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
 - *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
 - *Repeated violation of any disciplinary issues:* Included in this category could be when inappropriate items are included in drop boxes after previous incidents or previous excuses of accidents. (Some sexual related attachments have been included in the past and the reason given was an accident. This may happen once but not repeatedly.)
- **Expulsion:** When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record. Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws, including Louisiana Special Education Rules Discipline Procedures (§300.530).
 - **IDEA Disciplinary Procedures:** It should be noted that given the nature of a virtual school it is extraordinarily rare for students with disabilities to ever be removed for disciplinary reasons, to date this has never occurred in a Connections Academy school. That said, should removal occur the following procedures will be followed:

- School staff may order the removal of a child from school for disciplinary reasons to the extent the removal is applied to non-disabled children, as long as the removals do not constitute a change of placement. A change in placement occurs if the child is removed from school for disciplinary reasons for more than 10 consecutive school days or if the child is subjected to a series of removals that constitute a pattern of removal.
- If a child has been removed from their current placement for more than 10 days during a school year, the school staff will provide services to the child to the extent necessary for the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP.
- School staff may order a change of placement to an appropriate alternative setting for not more than 45 days to the extent removal for disciplinary reasons is applied to non-disabled children if your child carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or causes serious bodily injury to another person while at school or a school function. The interim alternative setting must enable the child to continue to progress in the general curriculum and to continue to receive those services and modifications that will enable the child to progress on the goals set out in their IEP.
- If the school staff is considering a disciplinary action that involves changing a child's placement, the parent will be notified of that decision and a review will be conducted to determine the relationship between the child's disability and the behavior subject to the disciplinary action. If the result of this review is that the behavior was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities; however, Louisiana Connections Academy must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in their IEP.
- After changing a child's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

PARENT AND COMMUNITY ENGAGEMENT

23. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents.

Parent involvement is a centerpiece of the Louisiana Connections Academy concept. Whether a parent's role is as a Learning Coach working daily with his or her, or as someone providing insights and guidance to a Learning Coach, all parents/guardians will be intimately familiar with their child's progress on a day-to-day basis at Louisiana Connections Academy. The Learning Management System ensures that all parents have access to complete data about their children's learning, and the human infrastructure of the school – the Principal and

teachers – place the highest premium on supporting the role of parents. The school offers ongoing training and support to help Learning Coaches carry out their important role while making optimum use of the available technology tools and teacher support to do so.

The opportunity for meaningful, intensive involvement in their children's education is part of what draws families to schools like Louisiana Connections Academy, and research among participating families in Connections Academy schools nationally indicates a high level of satisfaction in this regard. On the most recent Parent Satisfaction Survey, more than 93% of parents graded the Connections Academy A or B.

The Connections Academy virtual school model has already shown that it resonates with families across Louisiana. Although our team has not yet begun to recruit students for the school, more than 10,000 Louisiana families have already expressed their interest by contacting Connections Academy by telephone, email, or the website. These families are distributed throughout Louisiana.

Parents may choose to be involved in the school as a volunteer Community Coordinator, helping to facilitate face-to-face field trips and other activities for families that live nearby. Louisiana Connections Academy will have four or more Community Coordinators serving families around the state.

The Governing Board also provides a venue for parent involvement. It is anticipated that at least one Governing Board member will be a Learning Coach of Louisiana Connections Academy students (see Governance, Leadership and Management section). The Board may create ad hoc parent/Learning Coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents who are not Board members are also encouraged to be involved with Board activities; contact and other information about the Board will be available through the school website and the public website, the school will make all Board minutes available to families on request and will report on Board activities in the school newsletter. A complete explanation of the Board's due process framework will be included in the school handbook provided to every family upon enrollment.

Finally, Louisiana Connections Academy parents will be surveyed annually by an independent third-party research firm about their satisfaction with the school and its program. The results of this annual Parent Satisfaction Survey impact the school's overall performance rating and are formally discussed and acted upon by the Governing Board.

24. Provide details and/or policies of the charter school for handling complaints from parents.

Louisiana Connections Academy will observe the following grievance process.

- A parent with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
- The recipient of the grievance (generally the teacher) must review the issue with his or her supervisor (generally the Principal) and respond to the parent within three (3) school days.
- If the original recipient did not resolve the grievance, the parent should request a meeting with the recipient's supervisor. The supervisor should investigate the matter,

and schedule a meeting with the parent, the student, if necessary, and any other staff member (if necessary), within five (5) school days.

- If either party does not resolve this grievance, the parent should then request a meeting with the Director of Schools. The Director will investigate the matter, and schedule a meeting within five (5) school days.
- If a resolution was not reached at the above three (3) meetings, the parent may request a meeting with the Chief Education Officer, who will investigate the matter, and arrange a meeting within five (5) school days. If the school has not been able to address the parent's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the parent can contact the parent member on the school's Governing Board for further recourse. Current contact information for school board members will be listed on the Louisiana Connections Academy school web pages at www.connectionsacademy.com.

25. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

Louisiana Connections Academy Learning Coaches – who may be parents/guardian or other caring adults designated by the parent/guardians – play a key role in promoting accountability for their students. The Learning Coach's role carried out in partnership with the licensed professional Louisiana Connections Academy teaching staff.

Whether a parent's role is as a Learning Coach, or as someone providing oversight to the Learning Coach, all parents/guardians are intimately familiar with their child's progress on a day-to-day basis. The school provides ongoing training and support to help Learning Coaches carry out their important role while making optimum use of the available technology tools and professional teacher support to do so. In grades K-8, the Learning Coaches are directly involved with students' day-to-day learning. In high school, they play an important oversight role, but students work with their teachers more independently, taking on increasing responsibility for their learning.

Louisiana Connections Academy has multiple means to keep parents "in the loop" on their student's progress. All student progress data is captured in the online grade book, updated in real time, and shown on the student, parent, and teacher home pages. Learning Coaches participate with teachers in scheduled phone calls addressing the student's mastery of concepts and to determine appropriate instructional recommendations. The student's teacher will conduct follow-up conversations by parent-teacher/teacher-student conferences, a minimum bi-weekly. In the secondary model the student's six subject teachers and homeroom teacher may rotate this responsibility among them.

26. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved in the school.

Louisiana Connections Academy Community Coordinators and staff will reach out to community-based organizations and businesses to coordinate face-to-face community service and field trip opportunities for students. In addition, the school Counselor will work with post-secondary institutions to arrange college explorations for Louisiana Connections Academy students. The school will draw upon the deep and diverse community connections represented on the Governing Board – whose members represent business and education entities across the state and beyond – to ensure that Louisiana Connections Academy students have multiple opportunities to benefit.

GOVERNANCE, LEADERSHIP and MANAGEMENT

27. Provide details regarding the composition of nonprofit governing board or local school board.

a. Briefly summarize the skills and experiences of each board member.

Wade Henderson: In addition to being the parent of a prospective Louisiana Connections Academy student, Mr. Henderson is a documentary film maker and co-owner of Ocean Star Media. Ocean Star Media has produced television content for education, entertainment and marketing purposes. OSM created and produced the television series, *InSchool*, an exposition and celebration of innovation in education.

Gabrielle F. Cazayoux: A certified Louisiana teacher working in Baton Rouge, Ms. Cazayoux also has many years of international teaching experience. Most recently she became interested in online learning when she had to develop a two-week emergency lesson plan, to be delivered online, due to the H1N1 virus scare in 09-10

Nina Killeen: Ms. Killeen is a small business owner from New Orleans who specializes in non-profit development projects, with a focus on media integration into community education. She was the heart and soul behind the Make It Right Foundation, which resulted in the construction of new homes in the Lower 9th Ward, thanks to the involvement of film stars Brad Pitt and Angelina Jolie, following Hurricane Katrina.

DeShonda Coleman, M.Ed.: A certified Louisiana teacher of five years. Ms. Coleman holds a Master of Education in Educational Technology and has worked the last seven years promoting distance education programming in association with Louisiana State University's Continuing Education Division. Ms. Coleman will be returning to her first passion, teaching Mathematics this Fall with East Baton Parish Schools.

Ben Claassen: Mr. Claassen is retired from a career in electric utility planning that included 13 years in the Entergy Corporate office and the last 15 years as an independent electric utility consultant. Ben served mostly large corporations headquartered in Houston and Louisiana. Engineering and economic modeling for competitive independent power development was his main focus of work. Recently, Ben has work with the charter movement in New Orleans by working with and completing charter school board training with New Schools New Orleans.

Mark Lewis: As President of the Louisiana Technology Council, Mr. Lewis assisted with economic development activities with numerous local business partners designed to create a vibrant technology industry for the metropolitan New Orleans area and the State of Louisiana.

John Sorrel, M.Ed: Mr. Sorrel is a leading innovator in virtual K-12 education in Louisiana, having pioneered science teaching at the Louisiana Virtual School. A lifelong science educator, Mr. Sorrel has been named Teacher of the Year for his combination of hands-on and virtual science instruction.

b. Include a Charter School Roster of Key Contacts for the governing board and key administrative leaders for the school.

Please see Attachment A.

- c. Attach resumes for each governing board member.

Please see Attachment B.

- d. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:

- Board Officers
- Individual Board Members
- Committees
- School Leader, if identified
- Education Service Provider, if applicable

Please see roles and responsibilities as listed in Roster of Key Contacts, Attachment A.

28. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school.

- a. Provide as an attachment the board-approved set of by-laws for the nonprofit corporation, which includes the following:

- Officer positions designated and the manner in which officers are selected and removed from office;
- The manner in which members of the governing body are recruited and selected;
- The manner in which vacancies on the governing body are filled;
- The term for which members of the governing body serve; and

By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

Please see Friends of Louisiana Connections Academy bylaws in Attachment C, and Open Meeting Act compliance policies and procedures in Attachments D&E.

- b. Attach the proposed school's policies and procedures for complying with the *Louisiana Code of Ethics*. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle *Code of Ethics* violations.

Louisiana Connections Academy's proposed policies and procedures for complying with the Louisiana Code of Ethics, including a conflict of interest policy, are shown in Attachments D&E.

- c. Attach the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.

Louisiana Connections Academy's proposed policies and procedures for complying with the Louisiana Public Records Law is shown in Attachments D&E.

- d. Provide an acknowledgement that in the event of the dissolution of the charter school, the Operator will cooperate fully with LDOE and SBESE procedures for the transfer of students and student records and for the disposition of school assets.

Louisiana Connections Academy acknowledges that, in the event of the dissolution of the charter school, the Governing Board (with assistance from its Connections Academy EMO partner, if appropriate) will ensure full cooperation with LDOE and SBESE procedures for the transfer of students and student records and for the disposition of school assets.

- e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

The Governing Board will meet monthly at a set day and time to be determined by mutual consent of the Board members at an upcoming special meeting. The special meeting will be appropriately noticed in keeping with the Open Meetings Act, and the Governing Board will appropriately publish and post its annual meeting schedule upon determining that schedule. See Appendices D&E for detailed policies and procedures for compliance with the Open Meetings Act.

- f. Provide a detailed schedule of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

From August 2009 through the beginning of the second school year, the Louisiana Connections Academy Governing Board will meet monthly at a set day and time to be determined by mutual consent of the Board members at an upcoming special meeting. The Governing Board will appropriately publish and post its meeting schedule upon determining that schedule. See Appendices D&E for detailed policies and procedures for compliance with the Open Meetings Act.

29. Describe nonprofit governing board training and development plans for the nonprofit Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation.

The Louisiana Connections Academy Governing Board has and will continue to take part in the extensive "Board Academy" training program developed by the Greater Capacity Inc. (www.greatercapacity.org), the board's first training was held in Baton Rouge, Louisiana in September 2009. The second annual training is scheduled for September 2010. Greater Capacity is an independent, non-profit training and development organization specializing in improving charter school governance; its principal and lead trainer, Mark Cannon, was the founding executive director of the National Association of Charter School Authorizers. Mr. Cannon's Board Academy program tailored especially for the Louisiana Connections Academy Board will include an Effective Board Governance of Public Charter Schools online training module series as well as state-specific training provided both face-to-face and in print. Training topics include charter school basics, non-profit management, budgeting and finance, conflict of interest, effective meetings, policy development and human resources oversight. Subsequently the Board will take advantage of the Governance

Training program provided by the Louisiana Charter Schools Association, which includes additional focus on Louisiana law and regulations and will arrange specific training for officers (President, Vice President, Secretary, and Treasurer).

Using the skills gained through training, the Board will conduct strategic and financial planning each spring for the following school year, including making key decisions about enrollment, staffing, facility, curriculum enhancements, and so on.

- 30. Provide plan for recruitment and succession of nonprofit governing board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.**

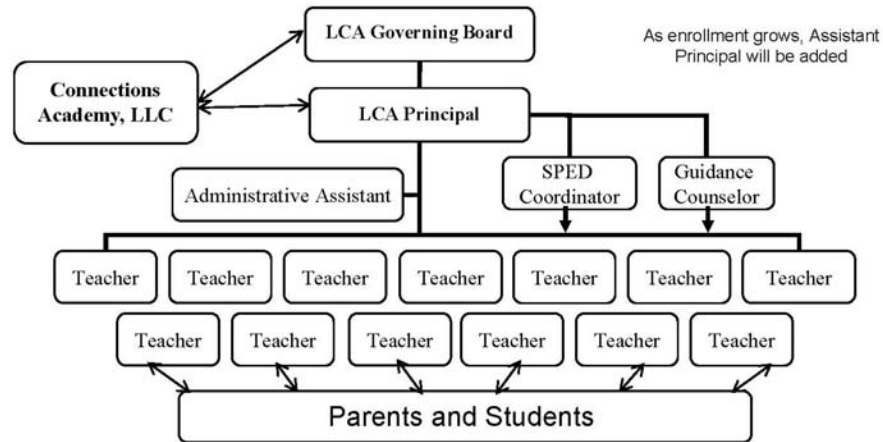
As noted in the bylaws shown in Attachment C, the Governing Board has a process in place for succession of Board members. The Governing Board will seek to maintain the diverse and deep expertise represented by the founding members, and is expected to form a Recruitment Committee to identify, recruit, and vet future members.

- 31. Describe the relationship the nonprofit governing board will have with the key administrative leaders and/or any significant partner organizations.**

Both the Louisiana Connections Academy Principal and the school's proposed ESP partner, Connections Academy, will serve at the pleasure of the Governing Board. The Governing Board will annually review the performance of both the Principal and the ESP and may terminate either or both as a result. For specific details defining these relationships, please see question 32 and the proposed Educational Products and Services Agreement shown in Attachment K-2.

SCHOOL LEADERSHIP and PERSONNEL MANAGEMENT

32. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.



As shown in the chart above, the Louisiana Connections Academy Board of Directors oversees all school operations and sets overall school policy. Implementation of policy is carried out by the school Principal with assistance from the proposed ESP partner, Connections Academy, LLC. Both the ESP and the Principal serve at the pleasure of the Governing Board. All other administrative staff report to the Principal, who also supervises the work of the teachers, either directly or indirectly. As the school grows, an Assistant Principal and lead teachers will share the faculty supervision responsibilities with the Principal.

33. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program.

Not applicable at this time.

Note: Contact information (name, phone, e-mail address) for Education Management Organization, Service provider and/or school partners should be provided on Charter School Roster of Key Contacts.

EMPLOYMENT

34. Provide a staffing chart for the school. The staffing chart should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

The chart below (also provided in Attachment H) shows anticipated FTE headcounts for administrators, teachers, and other staff based on student enrollment each year. All employees are subject to relevant required background checks and fingerprinting. Specific qualifications for each position follow.

School Year	Year 1	Year 2	Year 3	Year 4	Year 5
Total Enrollment	500	750	1,000	1,500	1,750
Staff					
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	1.00	1.00	2.00	2.00
Administrative Assistant	1.30	1.90	2.50	3.80	4.40
Special Ed Coordinator	1.00	1.00	1.00	1.00	1.00
Guidance Counselor (6-12)	1.00	1.00	1.00	1.00	1.00
Elementary Teachers (K-5)	4.90	7.40	9.90	14.80	17.30
Secondary Teachers (6-12)	7.90	11.80	15.80	23.70	27.70
Advisory Teachers	1.30	2.00	2.70	4.10	4.80
Special Ed Teachers	0.80	1.20	1.60	2.40	2.80
Total Staff	19.20	28.30	36.50	53.80	62.00

- **Principal:** The Louisiana Connections Academy Principal will possess a current Louisiana certification in administration or at least one year of experience in school-based administration.
- **Assistant Principal:** As Louisiana Connections Academy grows, it will add one or more Assistant Principal positions to help the Principal in carrying out administrative duties. Candidates for this position will be largely be recruited from within the school staff.
- **Guidance Counselor:** Louisiana Connections Academy's Guidance Counselor will possess valid school counseling credential and have a minimum of 3 years experience as a high school counselor in Louisiana. At Louisiana Connections Academy, the Guidance Counselor will serve grades 6-12 directly and advise teachers in K-5.
- **Teachers:** To be hired at Louisiana Connections Academy, teachers will be expected to possess:
 - An appropriate Louisiana teaching credential.
 - A Bachelor's degree at minimum.
 - Certification that they are highly qualified for the assigned grades/subject matter.

- Skills in teaching a standards-based curriculum and incorporating innovative approaches to instruction.
- Good communication skills.
- Technology literacy.

All Louisiana Connections Academy teachers will be Louisiana certified and highly qualified according to NCLB standards. All administrators will be appropriately certified.

At least one teacher on staff will have certification in special education in one or more of the areas of disability for students needing special education, and as the school enrollment grows, dedicated Special Education teachers with certifications in identified areas of disability will be added to work under the direction of the Special Education Coordinator (see below). Ideally, one teacher will also have certification as an LEP teacher, though this number may vary depending on the enrollment of students with LEP needs.

- **Special Education Coordinator:** Louisiana Connections Academy's Special Education Coordinator will be an appropriately credentialed special educator with 5 or more years of experience in modifying curriculum and instruction for students with a variety of special needs. The Special Education Coordinator will be certified in one or more of the areas of disability for students needing special education, and any Special Education teachers hired to work under the Special Education Coordinator's supervision will have complementary certifications such that all disability areas will have at least one certified teacher represented on staff.

35. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal.

Louisiana Connections Academy's instructional leader will be the Principal. While this person has not yet been selected, the qualifications for the position are as follows.

Requirements

- Minimum of 5 years teaching experience and some administrative or management experience
- Louisiana Education Credential with School Principal endorsement
- Advanced degree preferred
- Excellent communication skills, both oral and written
- Customer focused approach
- Flexibility
- Demonstrated ability to work well in fast paced environment
- Team player
- Technologically proficient (especially with Microsoft Office products)
- Must be able to build consensus and inspire teachers to teach, students to learn and parents to engage in their child's learning while following the mission of the school.

36. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing board and school administration would handle unsatisfactory leadership/staff performance, as well as leadership/staff changes and turnover.

The Louisiana Connections Academy Governing Board anticipates delegating all staff recruitment nuts-and-bolts to Connections Academy, LLC, which has extensive experience in recruiting, screening, and qualifying staff for high-quality virtual schools. The Governing Board will make the final selection of the Principal, who will then select all additional staff subject to final Governing Board approval.

All Louisiana Connections Academy employees will have specific, measurable goals relating to student performance and instructional practice, set in consultation with Connections Academy Education Services staff. The Connections Academy Chief Education Officer and the Louisiana Connections Academy Governing Board will evaluate the Principal, while the Principal will evaluate the teachers. Evaluations typically will occur twice during the academic year and will involve extensive use of data captured by the LMS, which allows for both detailed “observation” of educator practice and specific, objective assessment of student performance. All staff are trained on the policies and procedures in the employee handbook including those for resolving conflicts and addressing workplace issues, with the Connections Academy human resources staff providing support and guidance to the school. All Louisiana Connections Academy employees may be eligible for a bonus determined by the Governing Board (expected to be 5-10%) if they and their school achieve specified goals.

37. Attach a copy of the proposed school personnel policy regarding teachers. Include the school’s plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:

- a. the procedures for hiring and dismissing school personnel;**
- b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees;**
- c. a complete job description and responsibilities for all staff members;**
- d. the procedure regarding the implementation of LA-R.S. 15:587.1 and SBESE Policy for Charter Schools Relative To Criminal Offenses;**
- e. any employment benefits, including retirement, offered;**
- f. salary ranges for all employees; and**
- g. plans for collective bargaining.**

Please see Attachment I, which will be modified for Louisiana Connections Academy to include implementation of state law and policy regarding past criminal offenses. Salary ranges are show in the Budget Pages immediately following this narrative.

OPERATIONAL MANAGEMENT

38. Describe the applicant’s start-up plan and timeline, being sure to address the process for securing strong school leadership and for effectively engaging the school’s stakeholders (parents, the community, and teachers) and garnering their meaningful support for the school. Also, provide a chart that describes the start-up plan and timeline that identifies responsible parties and activities that will be required to implement this school plan from approval to opening (January 2011-August 2011).

LOUISIANA CONNECTIONS ACADEMY START-UP PLAN AND TIMELINE				
TIMEFRAME	ACTIVITY			
	Staffing	Marketing	Systems	Facilities
<i>October 4, 2010</i>	Submission of charter petition for Louisiana Connections Academy			
<i>December 2010</i>	60 day response from BESE			
<i>Nov.-Dec 2010</i>	Recruitment of Principal; postings, early interviews	Early community outreach and pre-recruitment	Finalization of Educational Products and Services Agreement with Connections Academy of Louisiana, LLC	Search for Baton Rouge office space Selection of space Signing of lease early in 2010
<i>Jan –Feb 2011</i>	Selection of Principal by Board; Principal training	Student recruitment – Parent information sessions, mailings, etc.	Initial implementation of Educational Products and Services Agreement	Renovations if needed Equipping/ furnishing of office
<i>Mar.-April 2011</i>	Teacher recruitment	Application period (students complete enrollment process Stage 3 but no admissions)	Finalization of employee handbook, school procedures	Principal moves into offices
<i>May-July 2011</i>	Teacher hiring and training	Enrollment of students Parent training sessions	Family access to LMS; training	Teachers move into office
<i>Aug 2011</i>	School begins	School begins	School begins	School begins

39. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider’s relative experience in service delivery and relevant qualifications.

a. Describe the school’s plan for transportation.

Students at Louisiana Connections Academy will not require transportation services for regular school activities which will occur primarily in their homes and immediate vicinities. The only mandatory school events that may require students to report somewhere other than their home or immediate neighborhood will be: a) special orientation sessions, and b) state standardized tests, which students will take at proctored locations.

Louisiana Connections Academy families who do not have ready transportation to required face-to-face events and cannot be accommodated through public transportation or parent carpools may request transportation assistance from the school. Louisiana Connections Academy may provide such assistance either directly, by arranging for a vehicle, or indirectly, through reimbursement for public or private transport.

Special education students whose IEPs specify in-person contract services outside their homes and whose parents are unable to provide transportation will be provided transportation through a properly bonded and insured provider. The cost of transportation for IEP-mandated services will be included in the overall cost of providing special education services to these students.

While Louisiana Connections Academy will help facilitate local extracurricular and recreational activities among students and their families, the families will be responsible for providing their own transportation for these activities. Any parent transporting students other than their own children in their car to school-organized events will sign appropriate waivers/release forms and will provide proof of liability insurance to the school.

b. Discuss the school’s plan for food service.

Since students will attend Louisiana Connections Academy from their homes, the school will not provide food services. Parents will be fully informed of this fact prior to their students’ enrollment in the school so that they may make the best school choice for their family. For purposes of demographic documentation, however, Louisiana Connections Academy will request during the enrollment process that families who qualify for Free or Reduced Price Meals – based on past eligibility for these services or current family income – so identify themselves. The purpose of collecting this information is to ensure that the school will be prepared to arrange supplemental educational resources available to students and the school based on incidence of poverty. Parents will be fully informed that volunteering this information will not entitle their family to meal service. Louisiana Connections Academy staff will refer families who qualify for Free or Reduced Price Meals to local social service agencies for food assistance upon request. In the event that the federally funded lunch program is changed to permit the distribution of direct assistance to families, Louisiana Connections Academy will be prepared to seek funds to provide this service.

c. Indicate the accessibility and types of health services that will be provided.

Louisiana Connections Academy does not anticipate providing direct health services for students other than those required by IEP for students with special needs. Louisiana Connections Academy staff will refer families in need of health services to agencies in their communities that can provide such services.

d. Discuss how the school will handle accounting, payroll, and associated back office support.

Louisiana Connections Academy intends to contract with Connections Academy, LLC to provide accounting, payroll, and associated back office services. See item 41b for details.

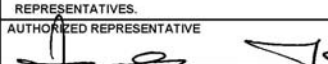
40. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained. Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff.

A certificate of insurance for Louisiana Connections Academy is shown on the next page and also provided as the last page in Attachment K-2.

Because Louisiana Connections Academy students will attend their public charter school from home or another location of their family's choice, rather than a central physical facility, the school's safety plans will focus on the school headquarters/teaching center where school staff will work. The school headquarters/teaching center will be located in commercial office space that is in compliance with or capable of modification to bring it into compliance with all local building, zoning and health and safety requirements.

ACORD CERTIFICATE OF LIABILITY INSURANCE		OP ID MO CONNE-1	DATE (MM/DD/YYYY) 08/18/09
PRODUCER Diversified Insurance Industries, Inc. Suite 155 West, 2 Hamill Road Baltimore MD 21210-1873 Phone: 410-433-3000 Fax: 410-433-3440		THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW	
INSURED		INSURERS AFFORDING COVERAGE	NAIC #
Louisiana Connections Academy c/o Wade Henderson, Board Pres 5220 S. Belvedere Dr. Baton Rouge LA 70808		INSURER A: OneBeacon Insurance	21970
		INSURER B:	
		INSURER C:	
		INSURER D:	
		INSURER E:	

COVERAGES						
THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.						
INSR ADD'L LTR INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	GENERAL LIABILITY	710020419	07/01/09	07/01/10	EACH OCCURRENCE	\$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 500,000
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (Any one person)	\$ 10,000
					PERSONAL & ADV INJURY	\$ 1,000,000
					GENERAL AGGREGATE	\$ 2,000,000
GEN'L AGGREGATE LIMIT APPLIES PER:					PRODUCTS - COM/PO/AGG	\$ 2,000,000
POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC						
A	AUTOMOBILE LIABILITY	710020419	07/01/09	07/01/10	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO				BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident)	\$
	<input type="checkbox"/> HIRED AUTOS					
	<input type="checkbox"/> NON-OWNED AUTOS					
	GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	\$
	<input type="checkbox"/> ANY AUTO				OTHER THAN EA ACC	\$
					AUTO ONLY: AGG	\$
A	EXCESS/UMBRELLA LIABILITY	712020419	07/01/09	07/01/10	EACH OCCURRENCE	\$ 20,000,000
	<input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE	\$ 20,000,000
	<input type="checkbox"/> DEDUCTIBLE					\$
	<input checked="" type="checkbox"/> RETENTION \$ 0					\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	406018294	07/01/09	07/01/10	<input checked="" type="checkbox"/> WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	\$ 1,000,000
	If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
	OTHER				E.L. DISEASE - POLICY LIMIT	\$ 1,000,000
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS						

CERTIFICATE HOLDER	CANCELLATION
LOUIS01 Louisiana Connections Academy c/o Wade Henderson, Board Pres 5220 S. Belvedere Dr. Baton Rouge LA 70808	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL <u>10</u> DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES. AUTHORIZED REPRESENTATIVE 

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PERFORMANCE OF OPERATING ENTITIES AND/OR ENTITIES PROPOSING TO CONTRACT WITH AN EDUCATION SERVICE PROVIDER

Applicants proposing to enter into a contract with a management organization or education service provider that operates a charter school(s) (collectively referred to below as “ESP”), applicants affiliated with an organization that seek to use the school model advanced by the affiliated organization (referred to below as “affiliated organization”), and applicants currently operating a charter school(s) (referred to below as “existing operator”) should respond to questions 41 through 50. Questions relating specifically to a management contract or relationship will be so indicated and such questions do not require a response from an affiliated organization or existing operator. An applicant proposing to enter into a contract with an ESP must respond to all questions, even if the ESP is not currently operating a charter school(s); such should be indicated in the response to each question, as applicable. Please also note that the Louisiana Charter Operator Contract Compliance section of this application will focus on schools operated in Louisiana and responses to questions 41 through 50 may be referenced or duplicated by an existing operator, as applicable. Depending upon the responses provided, SBESE may seek additional information from applicants at any time during the review process, including the possibility of site visits.

Note: For all types of school data requested below, provide data only for charter schools currently operated by any proposed ESP, an affiliated organization, or an existing operator that serve student populations *demographically similar* to the expected population of the parish that the applicant seeks to serve, and provide data for *all* such schools (referred to below as “similar schools”).

41. If the proposed school is contracting with an ESP, provide information and background regarding how and why the management company was selected and how the contractual arrangement will be structured; include in your response the following:

a. Please explain in detail how and why the for-profit entity or not-for-profit management organization or ESP was selected.

Louisiana Connections Academy intends to contract with Connections Academy, LLC, a successful national provider of virtual public school curriculum, technology and management services that currently partners with charter schools, school districts, and state departments of education in 20 states. Connections Academy was launched in 2001 by Sylvan Ventures and until September 2004 shared a corporate parent with Sylvan Learning Centers and other Sylvan K-12 companies. Connections Academy, LLC is now a freestanding company headquartered in Baltimore, Maryland.

From September 2008 through June 2009, our then-Founding Group carefully explored the need for a full-time K-12 virtual public school option in Louisiana and also considered the alternatives available for launching such a school. Our research showed us that, on a national level, virtual schooling (also known as distance learning and online learning) has become a fast-growing education phenomenon that has proven very popular with students seeking an alternative to the traditional classroom setting. The most recent available national figures count nearly 200 virtual charter schools serving close to 100,000 students in more than 20 states. Significant virtual learning opportunities are

now offered in 44 states and of those, 21 states have full-time online schools. Louisiana has offered supplementary online learning for high school students on a modest scale since the early 2000s through the Louisiana Virtual School operated by the Department of Education, but no full-time virtual options are yet available for Louisiana students. While brick-and-mortar charter schools can only reach students with physical proximity, with enrollment limited by their facility infrastructure, a high-quality virtual school can leverage excellent teachers and curriculum to meet the needs of students anywhere in the state. The Founding Group was struck by what a difference such an option could make for students in desperate need of an alternative (such as incarcerated and homebound youth) as well as for an even broader cross section of Louisianans facing the next natural disaster.

Convinced of the need for a full-time virtual charter school option, the Founding Group examined the experience of states already offering such options and discovered two national providers operating the vast majority of virtual charter schools serving kindergarten through 12th grade. (Developing our own complete virtual school curriculum and technology system from scratch was not a realistic option.) Of the two relevant national providers, we identified several reasons that Connections Academy was the best choice for the school we envisioned for Louisiana:

- Connections Academy schools serve a more diverse student population than schools operated by the other leading provider – see Attachment K-1 for details.
- Connections Academy has proven its effectiveness in achieving good academic results, often outscoring similarly structured schools serving a less diverse student body. See Attachment K-1 for specific data in this regard.
- Connections Academy has put in place multiple supports for students who are struggling and has proven its ability to boost performance among previously low-achieving students, as noted in item 4b, above.
- Connections Academy has demonstrated a “responsible growth” approach to full-time virtual education, often launching schools at the size proposed for Louisiana Connections Academy (500 students) and then growing in a manageable way from year to year. Our Founding Group appreciated this comparatively conservative approach.
- We examined the Connections Academy curriculum and liked the fact that it integrates well-known textbooks and other resources in addition to online activities. We also felt the Learning Management System would provide very powerful tools for educators to individualize learning for students while maintaining a high level of accountability.
- Finally, as our Founding Group formalizes into a Governing Board, we believe that contracting with Connections Academy will be in the best financial interests of the school because of Connections Academy’s experience in working with Boards like ours around the country. We are encouraged that Connections Academy-affiliated schools have clean audit records and are in good standing with their authorizers and funders, and that Connections Academy provides these schools with deficit protection. In addition, the proposed Educational Products and Services agreement for our school allows us to cancel the contract at the end of any school year if Connections Academy does not perform as expected, either educationally or financially. The agreement clearly puts our Governing Board in charge.

b. Describe the services to be provided by the ESP. If the ESP will be providing such services, please provide evidence of its successful management of non-academic school functions (e.g., back office services, school operations, and extracurricular programs).

Louisiana Connections Academy expects to contract with the ESP for the following services..

- Virtual school curriculum for grades K-12
- Learning Management System
- Student technology provision and asset management
- Instructional services
- School administrative services and support
- Staff professional development and support
- Enrollment services
- School business services (back office, payroll, accounting, etc.)
- Data analysis and reporting
- Human resources services and support
- Facilities services and support
- Marketing and community outreach
- Clubs, activities, and other socialization support

These services are enumerated in the draft Educational Products and Services Agreement referenced in e, below.

Our research shows that Connections Academy successfully provided these services 15 schools around the nation in 2009-10 (see chart of similar schools for details), many of which have been in operation for five or more years. An addition four charter schools will join the Connections Academy network in 2010-12, bringing the total students served to more than 27,000. The services provided by Connections Academy have earned these schools very high parent satisfaction ratings, with 96% of parents saying the curriculum is of high quality and 95% saying they would recommend the program to other families.

c. Describe the relationship the nonprofit governing board will have with the ESP, how the governing board will monitor and evaluate the performance of the ESP, and how the governing board will ensure quality service.

Should Louisiana Connections Academy contract with Connections Academy, LLC as it anticipates, Connections Academy will serve at the pleasure of the non-profit Governing Board. The Governing Board will monitor Connections Academy's performance through detailed monthly student data and financial reports discussed in detail at public meetings of the Governing Board and will evaluate the ESP annually. Specific objective metrics include student performance and parent satisfaction, as specified in the school's academic and operational goals. The draft Educational Products and Services Agreement referenced in Item e, below, allows the Governing Board to terminate the contract with Connections Academy at the end of any school year.

d. Provide an organizational chart showing the relationship among all business entities being operated by or affiliated with the ESP.

Connections Academy LLC provides all of the services referenced in b, above, as a single business entity.

- e. **Provide a draft management agreement for the proposed school detailing scope of services, roles and responsibilities, fees to be paid by the nonprofit governing board, annual review process and terms for contract renewal and termination, and other key terms.**

Please see Attachment K-2 for a draft Educational Products and Services Agreement (management contract) between Louisiana Connections Academy and Connections Academy of Louisiana, LLC (a wholly owned subsidiary of Connections Academy, LLC).

- f. **Provide a detailed explanation of experience in working with the proposed target population.**

Connections Academy's experience in working with the proposed target population is both lengthy and deep. Connections Academy is one of the first organizations to serve students seeking a full-time virtual alternative, and developed its curriculum and Learning Management System specifically to meet the needs of this population. As noted above, among virtual school operators Connections Academy stands out for the diversity of its student population and its success in improving performance for struggling students. Please see Attachment K-1 and the chart below for further details.

- 42. **Provide a list of all charter schools currently operated by any proposed ESP, affiliated organization, or an existing operator that serve student populations demographically similar to the expected population in the parish in which the organization seeks to operate a charter school.**

Please see chart referenced below for data on Connections Academy-affiliated charter schools and other public schools. Note that all of these schools serve students across entire states or multi-district regions within states, which results in a diverse student population similar to that expected across the state of Louisiana.

- 43. **Provide demographic and socioeconomic data (particularly free/reduced-price lunch status, racial background, and special education) for these "similar schools."**

Please see chart beginning on the next page

- 44. **Provide a description or summary report(s) of student achievement results in schools managed by the ESP, especially highlighting achievement of similar student populations to those anticipated to attend the proposed charter school.**

Please see chart beginning on the next page.

- 45. **For all similar schools, provide data on student attendance, retention & attrition, drop-out, and graduation data (if proposing a high-school).**

Please see chart beginning on next page.

Connections Academy-affiliated schools, 2009-10* – Data in response to Questions 42-45

State	Charter School	Launch Year	Grade Range	Demographic and Socioeconomic Profile: <ul style="list-style-type: none"> • Free/Reduced Lunch • Special Education • Race/Ethnicity 	Student Achievement, 2010 <ul style="list-style-type: none"> • AYP • State Report Card 	Other Data: <ul style="list-style-type: none"> • Attendance Rate** • Retention/Attrition Rate*** • <i>Drop-Out and Graduation Rates not yet available</i>
AZ	Arizona Connections Academy	2005	K-12	FRL = 46% SPED = 7% Minority = 28%	Highly Performing on State Report Card	Attendance = 100% Attrition = 33%
CA	Capistrano Connections Academy	2004	K-12	FRL = 42% SPED = 6% Minority = 51%	Met AYP	Attendance = 95% Attrition = 29%
CA	Central California Connections Academy	2006	K-12	FRL = 42% SPED = 6% Minority = 45%	Met AYP	Attendance = 91% Attrition = 35%
PA	Commonwealth Connections Academy	2003	K-12	FRL = 52% SPED = 15% Minority = 28%	Met 22 out of 25 AYP indicators	Attendance = 100% Attrition = 23%
ID	INSPIRE, the Idaho Connections Academy	2005	K-12	FRL = 42% SPED = 6% Minority = 11%	Met AYP	Attendance = 100% Attrition = 34%
MN	MTS Minnesota Connections Academy	2005	K-12	FRL = 40% SPED = 10% Minority = 11%	Met AYP	Attendance = 100% Attrition = 21%
NV	Nevada Connections Academy	2007	K-12	FRL = 32% SPED = 8% Minority = 23%	Met AYP	Attendance = 100% Attrition = 29%
OH	Ohio Connections Academy	2003	K-12	FRL = 57% SPED = 17% Minority = 17%	Excellent on State Report Card	Attendance = 100% Attrition = 23%

OR	Oregon Connections Academy	2005	K-12	FRL = 49% SPED = 6% **** Minority = 16%	Outstanding on State Report Card	Attendance = 100% Attrition = 29%
SC	South Carolina Connections Academy	2008	K-12	FRL = 55% SPED = 10% Minority = 25%	Met 19 out of 21 AYP objectives	Attendance = 100% Attrition = 21%
WI	Wisconsin Connections Academy	2002	K-8	FRL = 23% SPED = 3%* Minority = 14%	Met AYP	Attendance = 99% Attrition = 17%
Non-Charter Public Schools						
CO	Colorado Connections Academy	2002	K-12	FRL = 39% SPED = 10% Minority = 22%	Met AYP	Attendance = 100% Attrition = 26%
FL	Florida Connections Academy	2003	K-8	FRL = 40% SPED = 4%* Minority = 31%	"A" on State Report Card for 4 th year on a row	Attendance = 100% Attrition = 25%
TX	Texas Connections Academy @Houston	2009	3-8	FRL = 38% SPED = 5% Minority = 38%	Data not yet verified by state	Attendance = 100% Attrition = 28%
WY	Jackson Hole (WY) Connections Academy	2009	K-12	School launched September 2009	Data not yet available	School launching in September 2009

* Does not include new schools/programs for 2010-11 in Indiana, Kansas, Michigan, Mississippi and Utah

** Because of flexible scheduling, attendance at virtual schools is typically very high.

*** The "churn" rate of students leaving all virtual schools during the year is typical around 30%. The primary reasons for withdrawal are family life changes and the discovery that virtual learning is more rigorous than previously understood.

**** Under state law, resident districts provide Special Education services, which depresses SPED enrollment

46. **Explain how the proposed ESP, affiliated organization, or existing operator will support and ensure quality in the school proposed in this application, as well as to other schools it operates or envisions operating in Louisiana in the future.**

Connections Academy will ensure quality at Louisiana Connections Academy by providing all of the services described in 41b, above, in pursuit of the school's specific, measurable academic and operational goals. Connections Academy does not envision operating additional schools in Louisiana.

47. **Provide the existing operator, proposed ESP, or affiliated organization's annual report for the last two years.**

As a privately held company, Connections Academy, LLC does not publish an annual report. However, student performance and parent satisfaction data from Connections Academy-affiliated schools are included in the chart of comparable schools, above, while details about the ESP's fiscal performance are included in Attachment K-3.

48. **Provide evidence of sound fiscal performance for the proposed ESP, affiliated organization, or existing operator. Such evidence should include the last three years of financial audits for the proposed ESP, affiliated organization, or existing operator.**

Please see Attachment K-3 for Connections Academy, LLC financial audit reports, which demonstrate sound fiscal performance.

49. **Provide information on any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP, affiliated organization, or existing operator has experienced.**

Several Connections Academy affiliated virtual public school programs – only one of them a charter school – have ceased operations since the company launched in 2001.

- Southern California Connections Academy, a charter school, overlapped in its service area with Capistrano Connections Academy. The Board of Directors, authorizer and management company decided together to voluntarily return the charter to the state as June 2005 and transfer all students to Capistrano Connections Academy. The charter was closed with no outstanding financial obligations to any party.
- Southern Colorado Connections Academy, a district contract school, was voluntarily closed in June 2005 because a change in the regulations for online learning programs in Colorado made it possible for the Denver-based Colorado Connections Academy to serve all eligible families in the state.
- Baltimore County Virtual Instruction Program was a pilot operated in 2007-08 with high levels of parent satisfaction and academic results, but budget cuts prevented its renewal for future years.
- Connections Academy was the K-5 program provider selected in 2007 by the State of Missouri Department of Elementary and Secondary Education (DESE) to launch the Missouri Virtual Instruction Program. At the end of the two-year contract period and facing a significant budget cut, DESE decided to bring all virtual operations in-house except for curriculum. Connections Academy was selected to provide a major portion of the MoVIP curriculum for 2009-11.

There have been no revocations, non-renewals or non-openings of Connections Academy-affiliated charter schools.

50. Identify the individuals and organizations that will provide technical assistance, professional development, and resources integral to launching and supporting an additional school. If applicable, specify the resources the existing operator, any proposed ESP or affiliated organization is prepared to commit to the school.

Connections Academy has committed the following individuals to provide technical assistance, professional support and resources to the Louisiana Connections Academy charter effort. These services are offered on a pro bono basis until the school officially launches.

- **Barbara Dreyer**, President, Connections Academy. Ms. Dreyer most recently served as chief operating officer and co-founder of Ntercept Communications, an online market research company that also operated a site for political issues that was one of the top 500 web sites during 2000. She has held a number of senior management positions in start-ups that were sold to Motorola, MailWell, Union Carbide and Agency.com and she was a Partner with New Enterprise Associates, one of the nation's premier venture capital firms. Ms. Dreyer has taught at the university level and has been active in the development of distance learning technologies. She serves on the Board of Visitors for the University of Maryland University College, a leading international provider of distance learning degrees.
- **Dr. Steven Guttentag**, Chief Education Officer, Connections Academy. Dr. Guttentag began his career as a classroom teacher and has spent the last 15 years developing creative approaches and leveraging technology to improve K-12 education. In addition to his classroom experience, Dr. Guttentag has held several senior school district administrative positions with responsibilities in the areas of technology, facilities, special education, policy analysis, labor relations, budgeting, restructuring and grants management. He led KPMG Consulting's Midwest education practice and more recently, was the senior educator for Education Networks of America, a provider of complete managed Internet access solutions to the education community. His academic credentials include a BA from the University of Michigan, a Master of Education in Teaching and Curriculum from Harvard University and a Ph.D. in Policy and Administration from the University of Pennsylvania.
- **Ted Ochs**, Chief Financial Officer. Mr. Ochs began his career as an industrial engineer with Corning LLC where he held both project management and production supervisory roles. In total, Mr. Ochs spent eight years in various operations management roles for Corning and Black & Decker. He subsequently held financial management and executive positions in health care and retail over the past nine years. Most recently he served as Executive Vice President of Jordan Kitt's Music and previously was the CEO and CFO of The VNA of Maryland and the Regional Finance Director for Manor Care, LLC/In Home Health, LLC In addition to these corporate positions, he has served for six years as an officer on the board of the Hearing and Speech Agency in Baltimore, a provider of services to individuals with communication difficulties. This organization also operates a full-time school for certain special needs students. Mr. Ochs' academic credentials include a B.S. in Industrial Engineering from Lehigh University. He also earned an M.B.A. from Duke's Fuqua School of Business.

- **Mickey Revenaugh**, Senior Vice President for State Relations. Ms. Revenaugh previously oversaw product planning and research at Mindsurf Networks and served as vice president for education at HiFusion. Prior to that, she helped launch the multi-billion-dollar national E-rate program to wire every school and library in America to the Internet, serving as vice president for outreach and education during the program's crucial start-up years. Before the launch of E-rate, Ms. Revenaugh spent almost a dozen years at Scholastic LLC, serving as editor in chief of *Instructor*, *Electronic Learning*, *Teaching and Computers*, *MiddleYears*, and *America's Agenda* magazines and providing editorial oversight on sponsored educational materials. Ms. Revenaugh continues to publish broadly on education and technology issues, with work appearing in *District Administration*, *Technology and Learning*, *Scholastic Administr@tor*, and the Microsoft Classroom Teacher Network, and also serves as consultant to the Toshiba/National Science Teachers Association ExploraVision competition, Grunwald Associates, Sylvan Education Solutions, and others in the education field.
- **Marc Guerrasio**, Senior Vice President for Development & Operations. Mr. Guerrasio brings over 10 years of software and Internet technology experience to Connections Academy. He most recently served as the CTO of Versient, an online marketing services company. He was also VP of Engineering and CTO of Ntercept Communications, an online market research company that developed a standards-based language for the creation of interactive, online surveys. Mr. Guerrasio was responsible for the technical development of SpeakOut.com, a political portal site that served over 350,000 users during the 2000 elections. He has held other senior engineering positions with OutReach Technologies and VideoGrafects.
- **Dr. Patricia Hoge**, Vice President, Curriculum and Instruction. Prior to joining Connections Academy, Dr. Hoge served as Executive Director of Curriculum and Instruction for Catapult Learning, overseeing the development of their K-12 instructional and teacher training programs. Additionally, she was Executive Director of Education for eSylvan, where she directed the development of the curricula for synchronous online delivery. Dr. Hoge spent over 15 years in the public schools as a speech-language pathologist, curriculum developer, and supervisor of reading/language arts. As a certified speech-language pathologist, she provided services to PreK-12 students. Dr. Hoge has served as a clinical supervisor and adjunct faculty member at Loyola College and adjunct faculty member at Towson University, and serves on several school advisory councils. She has co-authored numerous resource materials for teachers and speech-language pathologists. Her academic credentials include a B.A. in Speech Pathology and Audiology, an M.S. in Speech Pathology, and a Ph.D. in K-12 Educational Leadership.
- **Susan Fancher**, Vice President for Marketing. Ms. Fancher brings more than 20 years of experience in marketing to Connections Academy. Most recently, before joining Connections Academy, Ms. Fancher served as director of marketing at Barnes & Noble, LLC, where she launched and managed the company's loyalty program, Barnes & Noble Membership. She also led marketing programs integrating the in-store and online customer experience. Prior to her tenure at Barnes & Noble, Ms. Fancher held senior marketing and analytical positions with leaders in the retail and financial services industries, including American Express and Chase Manhattan. As director of marketing at Harley-Davidson Financial Services (HDFS) she was responsible for all marketing communications, direct marketing activities and promotion. While at HDFS she developed and launched the Harley-Davidson Chrome Card credit card.

- **Deane Turner**, Vice President for Operations. Mr. Turner has 15 years experience in various facets of technology and operations management. Prior to Connections Academy he was vice president for operations at Ntercept Communications, LLC, an online market research company, where he developed and managed the communications infrastructure, client support, and event production departments. As a senior engineer at PrimeNet LLC, Mr. Turner chaired an information technology advisory committee and oversaw major data communications projects performed for the firm's largest client, Johns Hopkins Hospital in Baltimore. Prior to PrimeNet he was a project manager with HP Electronics, a provider of proprietary communication and control systems. Mr. Turner earned a B.S. in Electrical Engineering from The Johns Hopkins University in Baltimore. He is certified in numerous computer, communications, and engineering technologies.
- **Comaneci Davis-Brooken**, Regional State Relations Manager. Born and raised in Baton Rouge, Ms. Davis-Brooken is a lifelong educator with a special focus on charter schools and innovative uses of technology. Prior to joining Connections Academy, Ms. Davis-Brooken taught in Louisiana, Texas and Georgia, including at Drew Charter School in Atlanta. She holds a Bachelor's in Elementary Education from Southern University A&M College in Baton Rouge and a Master's in Instructional Technology from University of Houston Clear-Lake.

Connections Academy has also made it possible for the following professionals to provide services and support to the Louisiana Connections Academy Founding Group/Governing Board during the charter development phase.

- **Cheron Brylski, The Brylski Company**. Ms. Brylski provides public relations, marketing and grassroots development campaigns for government, non-profit and political clients in the State of Louisiana, including charter schools.
- **Deborah Duplechin Harkins, McGlinchey Stafford PLLC**. Ms. Harkins is an attorney in McGlinchey Stafford's New Orleans office, where she specializes in regulatory and legislative affairs on a variety of topics, including education.

LOUISIANA CHARTER OPERATOR CONTRACT COMPLIANCE

Applicants currently operating one or more schools in Louisiana are required to respond to the following questions. Depending upon the responses provided, SBESE may seek additional information from the applicants at any time during the review process, including possible site visits.

The following questions (number 51 through number 54) only require a response from charter applicants that currently operate a Louisiana charter school(s). If any of the responses to these questions are duplicative of responses to questions 41 through 50, such responses may be referenced in response to questions 51 through 54.

Questions 51 through 34 are not applicable to Louisiana Connections Academy and Connections Academy, LLC, as neither currently operates schools in Louisiana.

51. Academic Program. Not applicable

52. Financial Viability. Not applicable

53. Organizational Viability Not applicable

54. Compliance with Terms of Existing Charter. Not applicable

FACILITIES AND FINANCE

FACILITY

- 55. Applicants selected to operate one of the schools identified in this RFA as a Type 5 charter school will operate in the existing school facility. If applicable, please describe any special plans that you have for the use of classrooms, administrative areas, common areas, athletic facilities, etc. Please include costs for facility maintenance in the budget.**

Not applicable to Louisiana Connections Academy.

- 56. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.**

Not applicable to Louisiana Connections Academy.

- 57. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:**

As a virtual charter school, Louisiana Connections Academy will not require a physical facility for day-to-day learning. Students will work from the setting of their families' choice, such as the home or a supervised community location. Louisiana Connections Academy does anticipate leasing permanent office space to serve as a school headquarters/teaching center in the Baton Rouge area where administrative and teaching staff will work and where families may periodically meet with staff and use school resources. The location will not be a private home but rather a professional space. The Louisiana Connections Academy budget includes funds for lease of such a facility, estimated at current market prices. Louisiana Connections Academy will secure a lease for its facility in Spring 2010. See the Start-Up Plan and Timeline in item 38, above, for details on the facility search.

Louisiana Connections Academy will use the following criteria in selecting its facility: Office space in compliance with or capable of modification to bring it into compliance with all local building, zoning and health and safety requirements; located close to at least one main thoroughfare to allow for ease of access by teachers as well as by visiting students and parents; meets all local minimum Americans with Disabilities Act (ADA) standards; has ample parking accommodations; is comprised of approximately 20% office space and 80% open area for cubicles; and is available to move-in within 3-6 months from the date of search.

The Louisiana Connections Academy administrative office/teaching facility will be in a location providing good access for administrators and teachers and any students or parents who visit the school. The facility will have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette. The facility will have a certificate of occupancy, be air-conditioned, heated and illuminated with fluorescent lights, provide male and female bathrooms and parking, will be handicapped accessible, and will be fully equipped with sprinklers and other fire safety equipment. The facility will provide the necessary infrastructure to support the required computer network. Facility maintenance will be the responsibility of the commercial space provider. Louisiana Connections Academy has

included a budget provision for contracting for cleaning service and any other miscellaneous facility expense under Facilities Support.

a. The facility's physical address;

Louisiana Connections Academy will establish a school headquarters/teaching center in commercial office space in the Baton Rouge area at an address to be determined. See the Start-Up Plan and Timeline in item 38, above, for details on the facility search.

b. The layout, including its square footage;

The school estimates approximately 125 square feet per person to meet its minimum requirements, allowing for necessary common space, egress, typical build out for conference room and kitchen(ette). Thus, the facility the school is seeking will be approximately 2,500 square feet, and have adequate space for teacher cubicles, a Principal's office, a conference room, and a break room/kitchenette.

Because students will be present in the school headquarters only on an occasional drop-in basis, and will not gather there for instructional activities, no special zoning will be required beyond standard commercial use.

c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities;

Not applicable to Louisiana Connections Academy.

d. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and

Louisiana Connections Academy will seek standard commercial office space for the school headquarters following approval of the charter.

e. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations.

Because students will be present in the school headquarters/teaching center only on an occasional drop-in basis, and will not gather there for instructional activities, no special zoning will be required beyond standard commercial use. The facility will have an appropriate certificate of occupancy and will comply with all health and safety regulations. The Louisiana Connections Academy budget includes ample funds for any renovations that might be required to ensure the school headquarters/teaching center is in compliance with zoning requirements; such renovations will be carried out under the supervision of Connections Academy's Director of Facilities, who has extensive experience in ensuring that necessary renovations are carried out expeditiously and cost-effectively for Connections Academy public charter schools.

FINANCE

58. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in the and are provided in excel format at www.louisianaschools.net. Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms.

Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year.

- 1) **Budget Form 1: Start-up Budget with Assumptions**
- 2) **Budget Form 2: First Year Budget with Assumptions**
- 3) **Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes**
- 4) **Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes**

Louisiana Connections Academy has prepared Budget Forms 1 through 4 according to these instructions, and has included the completed forms as a separate section following this narrative. Electronic versions in both PDF and Excel form are provided along with the print application.

59. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.

Louisiana Connections Academy is well-positioned to ensure that its financial plans are sound and that its financial systems comply with the Generally Accepted Accounting Principles (GAAP) necessary for sound financial management.

- a) **Describe the accounting system/practices that will be utilized including the number and title of financial positions employed.**

The Louisiana Connections Academy Governing Board is responsible for the overall financial management of the school. The Board will designate one of its members to serve as the Treasurer of the school (see Governance section, above). This individual has a financial background to enable him/her to perform this function, and will lead the Board in developing necessary policies and procedures during the pre-operational period. To handle the day-to-day financial activities of the school during start-up, the

Board intends to engage as its Business Manager the lead business staff of the EMO (anticipated to be Connections Academy, LLC). It is also expected that the Board will contract with Connections Academy to serve as its fiscal agent, as Connections Academy currently performs this function for six other charter schools in other states and has an exemplary audit record. Finally, the Board will engage a qualified, Louisiana licensed auditor to be responsible for the annual audit, and may also engage another independent accounting firm to review expenditures on a periodic basis prior to the audit.

b) Describe any services that will be obtained from an independent Certified Public Accountant.

Louisiana Connections Academy will seek a Louisiana Certified Public Accountant to perform independent audit services. In addition, as the school grows, it may seek to add additional contracted business management services from a CPA.

c) Explain how the financial and accounting plan will be sufficient to:

- **provide an accurate accounting of all finances including property;**
- **provide sufficient information/records for audit purposes;**
- **be in accordance with generally accepted standards, and**
- **be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.**

Louisiana Connections Academy has developed a GAAP-compliant financial and accounting plan that will provide an accurate accounting of all of its finances, will ensure sufficient information for audit purposes, and will provide data in the format needed for accurate and timely Annual Financial Reports to the Department. Specific elements of the Louisiana Connections Academy financial accounting plan are as follows.

Budgeting Process: The development of Louisiana Connections Academy's annual budget will be an iterative process that will incorporate input from key stakeholders every step of the way. A preliminary budget based on initial assumptions will be approved by the Governing Board before the start of the school year. Once the beginning enrollment and updated per pupil funding figures are known, a revised budget is prepared for the Board's consideration. This budget will then be compared to actual and forecasted results on a monthly basis as described under Financial Reporting/Internal below.

Accounting System: Louisiana Connections Academy will use an industry-standard accounting software program to ensure proper bookkeeping is maintained and that reports will be provided in the format required by the Department. If the Governing Board moves forward with contracting with Connections Academy to serve as its fiscal agent, the school will benefit from the robust accounting system (currently Great Plains) that Connections Academy has in place.

Internal Financial Controls: Louisiana Connections Academy will institute rigorous internal financial controls as follows.

- *Segregation of Duties:* Louisiana Connections Academy will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by the Principal, who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All

check requests and purchase orders over One Thousand Dollars (\$1,000) must be co-signed by the Principal and a Board member who has been approved as a signatory on the school's checking account. Payments for invoices for operational services contracted by the school do not need to be countersigned. All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by school staff or a contracted bookkeeper. To ensure segregation of recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.

- *Authorization and Processing of Disbursements:* To ensure fiscal responsibility and compliance, the Governing Board will meet regularly to review the operations and financial performance of the school. The Business Manager will be required to provide supporting documentation for all expenditures. The school will not authorize any payment until it has reviewed such support. The Board will establish fiscal policies covering school expenditures. It will also designate specific check signing authority. It is anticipated that all checks over \$1,000 will require two authorized signatures.
- *Banking Arrangements/Reconciliation:* Louisiana Connections Academy will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks in accordance with these policies. Bank statements from private banking institutions will be sent directly to the school's bookkeeper for reconciliation. A written report of results of the reconciliation will be provided to the Board Treasurer. A reconciliation of the school's savings and checking account, showing all transactions, will be provided to the Governing Board at every meeting.

Financial Reporting - Internal: Each month, the Louisiana Connections Academy Business Manager will prepare for the Governing Board a set of detailed financial statements that will include a revenue and expense statement, a balance sheet, invoice detail (vendor, amount, date, purpose), any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity in the school's bank account. Additionally, the board Treasurer will receive supporting documentation for all invoices. In addition to showing the actual monthly and year-to-date results for the school, the Business Manager will prepare a monthly projection for the balance of the school year in order to provide the Governing Board with visibility to the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Governing Board meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Any problems will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

The Governing Board will use its sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each meeting of the Governing Board and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other board policies. This monthly reporting approach had two advantages for Louisiana Connections Academy:

- *Limits on appropriations:* By implementing the rigorous monthly reforecasting process, the Governing Board will be in a position to review and investigate projected

expenditures against budgeted expenditures and make necessary adjustments, as appropriate. These adjustments may be an authorization to increase allowed spending, to reallocate funds from one account to another, or to direct the school to implement steps to reduce future spending.

- *Appropriations in excess of estimated revenue:* As a result of Louisiana Connections Academy's monthly reforecast activity, it is anticipated that any spending in excess of estimated revenue will be identified early and addressed in the normal course of operations (reducing planned future spending, pursuing new sources of revenue). The school will also strive to maintain a contingency fund at a level that will permit it to absorb modest operating loss in a specific year. Finally, the school will implement a policy of carefully hiring staff only as enrollment, and its corresponding revenue, permit, thus minimizing the possibility of this situation from occurring. In the unlikely event that the school is faced with making necessary expenditures in excess of estimated revenues and all other avenues to avoid this situation have been exhausted, then it will arrange for short-term funds or a loan to be made available for this purpose. All appropriate parties, including the school's authorizer, would be informed. Given the procedures outlined above, this situation is not expected to occur.

Financial Reporting - External: Louisiana Connections Academy will conform to all requirements for its Annual Charter Financial and Budget Reports to BESE and the Louisiana Department of Education, In addition, the school will arrange for an annual independent audit of its finances by a Louisiana licensed auditor.

Annual Independent Audit: Louisiana Connections Academy will be audited annually by a Louisiana-licensed, independent certified public accounting firm according to the same guidelines applicable to public schools in Louisiana. The Governing Board will solicit proposals from several firms before selecting one to perform audit functions.

60. Provide supporting evidence that the budget plans are sound and that the entity is financially viable.

Applicants should provide details regarding the steps taken to ensure the fiscal plan is sound and to provide evidence of the financial viability of the entity.

For instance, provide evidence that conservative amounts were estimated for revenues and expenditures, that the budgets contain an adequate fund balance through the years, that all revenues are non-contingent or if contingent, discounted, etc.

Discuss ways in which the budget accounts for contingencies in staffing, cost overruns, etc.

Please see backup and supplementary material following the Budget Forms shown in the next section.

BUDGET FORMS

- Budget Form 1: Start-up Budget with Assumptions
- Budget Form 2: First Year Budget with Assumptions
- Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes
- Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes
- Backup: Non-Payroll Expense Assumptions and Calculations
- Backup: Staffing Determination
- Backup: Enrollment Assumptions and Calculations
- Backup: Curriculum Assumptions and Calculations
- Backup: Five-Year Budget Summary

Start-Up Budget

	Description	Amount	Assumption
	REVENUES		
1	Start-Up Grants	\$200,000.00	Planning and Program Design Post-Charter Sub-Grant
2	Other Revenue		
3	TOTAL REVENUES	\$200,000.00	
	EXPENDITURES		
	Administrative Expenses		
4	Principal	\$20,000.00	4 months; See "Staffing" exhibit for rates
5	Administrative Staff		
6	Payroll Taxes	\$400.00	4 months; See "Staffing" exhibit for rates
7	Benefits	\$6,700.00	4 months; See "Staffing" exhibit for rates
8	Staff Development		
9	Recruiting/Marketing	\$3,000.00	
10	Advertising		
	Travel & Conferences	\$2,000.00	See "Expenses" exhibit
11	Total Administrative	\$32,100.00	
	Supplies and Equipment		
12	Instructional Materials		
13	Office Supplies		
14	Postage/Printing/Copying		
15	Phone System		
16	Total Supplies & Equipment	\$0.00	
	Facility		
17	Capital Expenditures	\$100,000.00	4 months; See "Expenses" exhibit for rates
18	Building Fit-Out		Included Above
19	Renovations & Repairs		Included Above
20	Rent/Lease	\$21,375.00	4 months; See "Expenses" exhibit for rates
21	Fixtures & Furnishings		Included Above
22	Utilities	\$6,000.00	4 months; See "Expenses" exhibit for rates
23	Insurance		
24	Security		
25	Total Facility	\$127,375.00	
	Contractual		
26	Consultants		
27	Legal and Accounting	\$10,000.00	See "Expenses" exhibit
28	Total Contractual	\$10,000.00	
29	TOTAL EXPENDITURES	\$169,475.00	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	REVENUES:				
	REVENUES FROM LOCAL SOURCES				
1	Local Per Pupil Aid		1XXX	\$ 1,400,000	See "Enrollment & Revenue Assumptions and Calculations" Exhibit
2	Earnings on Investments		15XX	\$ -	
3	Food Service		16XX	\$ -	
4	Community Service Activities		1800	\$ -	
	Other Revenue From Local Sources				
5	Contributions and Donations		1920	\$ -	
6	Books and Supplies Sold		1940	\$ -	
7	Other Miscellaneous Revenues		199X	\$ -	
8	<i>(additional function codes may need to be added)</i>				
9					
10	TOTAL REVENUES FROM LOCAL SOURCES			\$ 1,400,000	
	REVENUE FROM STATE SOURCES				
	Unrestricted Grants-In-Aid				
11	State Per Pupil Aid		311X	\$ 1,880,000	See "Enrollment & Revenue Assumptions and Calculations" Exhibit
12	Other Unrestricted Revenues		3190	\$ -	
	Restricted Grants-In-Aid				
13	Education Support Fund (8g)		3220	\$ -	
14	PIP		3230	\$ -	
15	Other Restricted Revenues		3290	\$ -	
16	<i>(additional function codes may need to be added)</i>				
17					
18	TOTAL REVENUE FROM STATE SOURCES			\$ 1,880,000	

Louisiana laws contain requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	REVENUE FROM FEDERAL SOURCES				
19	Unrestricted Grants-In-Aid Direct From the Federal Gov't Impact Aid Fund		4110	\$ -	
20	Restricted Grants-In-Aid Direct From the Federal Gov't Other Restricted Grants - Direct		4390	\$ -	
21	Restricted Grants-In-Aid From Federal Gov't Thru State School Food Service Special Education		4515	\$ -	
22	IDEA - Part B		4531	\$ 100,000	See "Enrollment & Revenue Assumptions and Calculations" Exhibit
23	IDEA - Preschool		4532	\$ -	
24	Other Special Education Programs No Child Left Behind (NCLB)		4535	\$ -	
25	Title I		4541	\$ 256,000	See "Enrollment & Revenue Assumptions and Calculations" Exhibit
26	Title I, Part C - Migrant		4542	\$ -	
27	Title V - Innovative Education Programs		4543	\$ -	
28	Title IV - Safe and Drug Free Schools / Comm.		4544	\$ -	
29	Title II - Teacher & Principal Training/Recruiting		4545	\$ 37,500	See "Enrollment & Revenue Assumptions and Calculations" Exhibit
30	Other I/ASA Programs		4546	\$ -	
31	Other Restricted Grants through State Revenue For/On Behalf of the LEA		4590	\$ 200,000	See "Enrollment & Revenue Assumptions and Calculations" Exhibit
32	Value of USDA Commodities		4920	\$ -	
33	<i>(additional function codes may need to be added)</i>				
34					
35					
36	TOTAL REVENUE FROM FEDERAL SOURCES			\$ 593,500	
	Other Sources of Funds (Provide Detail)				
37			5XXX	\$ -	
38					
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS			\$ 3,873,500	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	EXPENDITURES:				
	I. INSTRUCTION				
	A. Regular Programs - Elementary/Secondary				
	Salaries				
40	Teachers	112	1100	\$ 527,800	See "Staffing" Exhibit
41	Aides	115	1100	\$ -	
42	Substitute Teachers and Aides	123	1100	\$ -	
43	Purchased Professional and Technical Services	300	1100	\$ 3,397	See "Expenses" Exhibit - Line 14
44	Repairs and Maintenance Services	430	1100	\$ -	
45	Travel Expense Reimbursement	582	1100	\$ 8,800	See "Expenses" Exhibit - Line 17
	Instructional Supplies				
46	Materials and Supplies (e.g., printed report cards)	610	1100	\$ 44,660	See "Expenses" Exhibit - Lines 2, 11, 13
47	Textbooks/Workbooks	642	1100	\$ 612,527	See "Expenses" Exhibit - Line 8
48	Equipment	730	1100	\$ 571,960	See "Expenses" Exhibit - Lines 3, 4, 6, 7
49	Miscellaneous Expenditures	890	1100	\$ -	
50	Group Health Insurance	210	1100	\$ 95,004	See "Staffing" Exhibit
51	Social Security	220	1100	\$ -	
52	Medicare	225	1100	\$ 7,653	See "Staffing" Exhibit
53	Employer's Contribution to Retirement	23X	1100	\$ 81,809	See "Staffing" Exhibit
54	Unemployment Compensation	250	1100	\$ 2,903	See "Staffing" Exhibit
55	Workmen's Compensation	260	1100	\$ -	Covered by EMO partner
56	<i>(additional object codes may need to be added)</i>				
57					
58					
59					
60	TOTAL A. Regular Program Expenditures			\$ 1,956,513	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	B. Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs				
	Salaries				
	Coordinator	111	1210	\$ 66,000	See "Staffing" Exhibit
61	Teachers	112	1210	\$ 50,400	See "Staffing" Exhibit
62	Therapists (OT,PT,Speech,etc.)	113	1210	\$ -	
63	Aides	115	1210	\$ -	
64	Substitute Teachers and Aides	123	1210	\$ -	
65	Purchased Professional and Technical Services	300	1210	\$ 250,463	See "Expenses" Exhibit - Lines 14, 36
66	Repairs and Maintenance Services	430	1210	\$ -	
67	Travel Expense Reimbursement	582	1210	\$ 1,200	See "Expenses" Exhibit - Line 17
	Instructional Supplies				
68	Materials and Supplies	610	1210	\$ 6,090	See "Expenses" Exhibit - Lines 2, 11, 13
69	Textbooks/Workbooks	642	1210	\$ 83,526	See "Expenses" Exhibit - Line 8
70	Equipment	730	1210	\$ 77,995	See "Expenses" Exhibit - Lines 3, 4, 6, 7
71	Miscellaneous Expenditures	890	1210	\$ -	
72	Group Health Insurance	210	1200	\$ 20,952	See "Staffing" Exhibit
73	Social Security	220	1200	\$ -	
74	Medicare	225	1200	\$ 1,688	See "Staffing" Exhibit
75	Employer's Contribution to Retirement	23X	1200	\$ 18,042	See "Staffing" Exhibit
76	Unemployment Compensation	250	1200	\$ 640	See "Staffing" Exhibit
77	Workmen's Compensation	260	1200	\$ -	Covered by EMO partner
78	<i>(additional object codes may need to be added)</i>				
79					
80					
81					
82	TOTAL B. Special Education Programs			\$ 576,996	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)				
	Salaries				
83	Teachers	112	Varies	\$ -	
84	Aides	115	Varies	\$ -	
85	Substitute Teachers and Aides	123	Varies	\$ -	
86	Purchased Professional and Technical Services	300	Varies	\$ -	
87	Repairs and Maintenance Services	430	Varies	\$ -	
88	Travel Expense Reimbursement	582	Varies	\$ -	
	Instructional Supplies				
89	Materials and Supplies	610	Varies	\$ -	
90	Textbooks/Workbooks	642	Varies	\$ -	
91	Furniture and Equipment	73X	Varies	\$ -	
92	Miscellaneous Expenditures	890	Varies	\$ -	
93	Group Health Insurance	210	Varies	\$ -	
94	Social Security	220	Varies	\$ -	
95	Medicare	225	Varies	\$ -	
96	Employer's Contribution to Retirement	23X	Varies	\$ -	
97	Unemployment Compensation	250	Varies	\$ -	
98	Workmen's Compensation	260	Varies	\$ -	
99	<i>(additional object codes may need to be added)</i>				
100					
101					
102					
103	C. TOTAL Other Instructional Programs			\$ -	
104	TOTAL I. INSTRUCTION			\$ 2,533,510	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	II. SUPPORT SERVICES PROGRAMS				
	A. Pupil Support Services				
105	Child Welfare and Attendance Svcs. (Supervisor/Secretarial)	Varies	21XX	\$ -	
106	Guidance Services (Guidance Counselor)	Varies	21XX	\$ 107,000	See "Staffing" Exhibit
107	Health Services (Nurse)	Varies	21XX	\$ -	
108	Pupil Assessment and Appraisal Services	Varies	21XX	\$ -	
109	Group Health Insurance	210	21XX	\$ 19,260	See "Staffing" Exhibit
110	Social Security	220	21XX	\$ -	
111	Medicare	225	21XX	\$ 1,552	See "Staffing" Exhibit
112	Employer's Contribution to Retirement	23X	21XX	\$ 16,585	See "Staffing" Exhibit
113	Unemployment Compensation	250	21XX	\$ 589	See "Staffing" Exhibit
114	Workmen's Compensation	260	21XX	\$ -	Covered by EMO partner
115	<i>(additional object codes may need to be added)</i>				
116					
117					
118	TOTAL A. Pupil Support Services			\$ 144,985	
	B. Instructional Staff Services				
119	Salaries of Directors, Supervisors, Coordinators, ect.	111	22XX	\$ -	
120	Instruction and Curriculum Development Services	Varies	22XX	\$ 157,338	See "Expenses" Exhibit - Lines 1, 29
121	Travel & Mileage Expense Reimbursement	58X	22XX	\$ -	
122	Instructional Staff Training Services	Varies	2230	\$ 5,000	See "Expenses" Exhibit - Line 15
123	School Library Services	Varies	22XX	\$ -	
124	Group Health Insurance	210	22XX	\$ -	
125	Social Security	220	22XX	\$ -	
126	Medicare	225	22XX	\$ -	
127	Employer's Contribution to Retirement	23X	22XX	\$ -	
128	Unemployment Compensation	250	22XX	\$ -	
129	Workmen's Compensation	260	22XX	\$ -	
130	<i>(additional object codes may need to be added)</i>				
131					
132					
133	TOTAL B. Instructional Staff Services			\$ 162,338	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	C. General Administration				
	Board of Directors				
134	Legal Services	332	23XX	\$ 5,000	See "Expenses" Exhibit - Line 35
135	Purchased Professional and Technical Services	300	2311	\$ -	
136	Audit Services	333	2311	\$ 7,500	See "Expenses" Exhibit - Line 32
137	Insurance (Other than Emp. Benefits)	52X	23XX	\$ 1,500	See "Expenses" Exhibit - Line 34
138	Advertising	540	2311	\$ -	
139	Travel/Mileage (Board of Directors)	730	23XX	\$ -	
140	Dues and Fees	810	2311	\$ -	
141	Judgements	820	2311	\$ -	
142	<i>(additional object codes may need to be added)</i>				
143					
144					
145	TOTAL C. General Administration			\$ 14,000	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	D. School Administration				
	Salaries				
146	Principals	111	2410	\$ 96,000	See "Staffing" Exhibit
147	Assistant Principals	111	2420	\$ -	See "Staffing" Exhibit
148	Clerical/Secretarial	114	2400	\$ 30,576	See "Staffing" Exhibit
149	Purchased Professional and Technical Services	300	2400	\$ 372,403	See "Expenses" Exhibit - Lines 16, 23, 24, 30
150	Repairs and Maintenance Services	430	2400	\$ -	
151	Rental of Equipment and Vehicles	442	2400	\$ -	
152	Telephone and Postage	530	2400	\$ 4,000	See "Expenses" Exhibit - Line 12
153	Travel Expense Reimbursement	582	2400	\$ -	
154	Materials and Supplies	610	2400	\$ 12,500	See "Expenses" Exhibit - Lines 5, 10
155	Furniture and Equipment	73X	2400	\$ -	
156	Dues and Fees (Southern Association, etc.)	810	2400	\$ 500	See "Expenses" Exhibit - Line 33
157	Miscellaneous Expenditures	890	2400	\$ 125,000	See "Expenses" Exhibit - Line 9
158	Group Health Insurance	210	24XX	\$ 22,784	See "Staffing" Exhibit
159	Social Security	220	24XX	\$ -	
160	Medicare	225	24XX	\$ 1,835	See "Staffing" Exhibit
161	Employer's Contribution to Retirement	23X	24XX	\$ 19,619	See "Staffing" Exhibit
162	Unemployment Compensation	250	24XX	\$ 696	See "Staffing" Exhibit
163	Workmen's Compensation	260	24XX	\$ -	Covered by EMO partner
164	<i>(additional object codes may need to be added)</i>				
165					
166					
167	TOTAL D. School Administration			\$ 685,913	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	E. Business Services				
	90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)				
168	Salaries	11X	25XX	\$ -	
169	Purchased Professional and Technical Services	300	2510	\$ 20,000	See "Expenses" Exhibit - Line 26
170	Technical Services (Bank Charges)	340	2510	\$ 240	See "Expenses" Exhibit - Line 31
171	Repairs and Maintenance Services	430	2510	\$ -	
172	Rental of Equipment and Vehicles	442	2510	\$ -	
173	Postage	530	2510	\$ -	
174	Advertising	540	2510	\$ 37,735	See "Expenses" Exhibit - Line 28
175	Travel Expense Reimbursement	582	2510	\$ -	
176	Materials and Supplies	610	2510	\$ -	
177	Equipment	730	2510	\$ -	
178	Interest (short-term loans)	830	2513	\$ -	
179	Miscellaneous Expenditures	890	2510	\$ 56,603	See "Expenses" Exhibit - Line 27
180	Group Health Insurance	210	25XX	\$ -	
181	Social Security	220	25XX	\$ -	
182	Medicare	225	25XX	\$ -	
183	Employer's Contribution to Retirement	23X	25XX	\$ -	
184	Unemployment Compensation	250	25XX	\$ -	
185	Workmen's Compensation	260	25XX	\$ -	
186					
187					
188	TOTAL E. Business Services			\$ 114,578	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	F. Operation and Maintenance of Plant Services				
189	Salaries (Custodians, Security, Crossing Patrol)	11X	26XX	\$ -	
190	Purchased Professional and Technical Services	300	2600	\$ 10,000	See "Expenses" Exhibit - Line 25
191	Rental of Equipment and Vehicles	442	2640	\$ -	
192	Rental of Land	441	2600	\$ -	
193	Materials and Supplies	610	2600	\$ -	
194	Gasoline	626	2600	\$ -	
195	Equipment	730	2600	\$ -	
196	Miscellaneous Expenditures	890	2600	\$ -	
	Operating Buildings				
197	Building Rental/Lease	441	2620	\$ 85,500	See "Expenses" Exhibit - Line 21
198	Water/Sewage	411	2620	\$ -	
199	Disposal Services	421	2620	\$ -	
200	Custodial Services	423	2620	\$ -	
201	Repairs and Maintenance Services	430	2620	\$ 500	See "Expenses" Exhibit - Line 18
202	Property Insurance	522	2620	\$ -	
203	Telephone and Internet	530	2620	\$ 15,000	See "Expenses" Exhibit - Line 19, 20
204	Natural Gas and Electricity	62X	2620	\$ 9,000	See "Expenses" Exhibit - Line 22
205	Care and Upkeep of Grounds	4XX	2630	\$ -	
206	Vehicle Operation and Equipment	4XX	2640	\$ -	
207	Vehicle Operation and Maintenance	Varies	26XX	\$ -	
208	Group Health Insurance	210	26XX	\$ -	
209	Social Security	220	26XX	\$ -	
210	Medicare	225	26XX	\$ -	
211	Employer's Contribution to Retirement	23X	26XX	\$ -	
212	Unemployment Compensation	250	26XX	\$ -	
213	Workmen's Compensation	260	26XX	\$ -	
214	<i>(additional object codes may need to be added)</i>				
215					
216					
217	TOTAL F. Operation & Maintenance of Plant Services			\$ 120,000	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	G. Student Transportation Services				
218	Purchased Professional and Technical Services	3XX	27XX	\$ -	
	Regular Transportation Services				
219	Salaries (Bus Driver & Substitutes)	11X	27XX	\$ -	
220	Repairs and Maintenance Services	430	2721	\$ -	
221	Payments in Lieu of Transportation	519	2721	\$ -	
222	Fleet Insurance	523	2721	\$ -	
223	Materials and Supplies	610	2721	\$ -	
224	Gasoline/Diesel	626	2721	\$ -	
225	Equipment	730	2721	\$ -	
226	Miscellaneous Expenditures	890	2721	\$ -	
227	Group Health Insurance	210	27XX	\$ -	
228	Social Security	220	27XX	\$ -	
229	Medicare	225	27XX	\$ -	
230	Employer's Contribution to Retirement	23X	27XX	\$ -	
231	Unemployment Compensation	250	27XX	\$ -	
232	Workmen's Compensation	260	27XX	\$ -	
233	<i>(additional object codes may need to be added)</i>				
234					
235					
236	TOTAL G. Student Transportation Services			\$ -	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	H. Central Services				
	Planning, Research, Development, and Evaluation Svcs.				
237	Purchased Professional and Technical Services	300	28XX	\$ -	
238	Fingerprinting and Background Check	339	2830	\$ -	
239	Advertising	540	2830	\$ -	
240	Data Processing Services	Varies	28XX	\$ -	
241	Group Health Insurance	210	28XX	\$ -	
242	Social Security	220	28XX	\$ -	
243	Medicare	225	28XX	\$ -	
244	Employer's Contribution to Retirement	23X	28XX	\$ -	
245	Unemployment Compensation	250	28XX	\$ -	
246	Workmen's Compensation	260	28XX	\$ -	
247					
248					
249	TOTAL H. Central Services			\$ -	
250	TOTAL II. SUPPORT SERVICE EXPENDITURES			\$ 1,241,813	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	III. OPERATION OF NON-INSTRUCTIONAL SERVICES				
	A. Food Service Operations				
251	Salaries	11X	3100	\$ -	
252	Purchased Property Services	4XX	3100	\$ -	
253	Food Service Management	570	3100	\$ -	
254	Travel Reimbursement & Mileage	58X	3100	\$ -	
255	Materials and Supplies	610	3100	\$ -	
256	Energy (Gas, Electricity, etc.)	620	3100	\$ -	
257	Technical Services	340	3100	\$ -	
258	Food (Purchased & Commodities)	63X	3100	\$ -	
259	Telephone and Postage	530	3100	\$ -	
260	Equipment	730	3100	\$ -	
261	Group Health Insurance	210	31XX	\$ -	
262	Social Security	220	31XX	\$ -	
263	Medicare	225	31XX	\$ -	
264	Employer's Contribution to Retirement	23X	31XX	\$ -	
265	Unemployment Compensation	250	31XX	\$ -	
266	Workmen's Compensation	260	31XX	\$ -	
267	<i>(additional object codes may need to be added)</i>				
268					
269					
270	TOTAL A. Food Service Operations			\$ -	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	B. Community Service Operations (e.g. 4-H programs)				
271	Salaries	11X	33XX	\$ -	
272	Materials and Supplies	610	3300	\$ -	
273	Group Health Insurance	210	33XX	\$ -	
274	Social Security	220	33XX	\$ -	
275	Medicare	225	33XX	\$ -	
276	Employer's Contribution to Retirement	23X	33XX	\$ -	
277	Unemployment Compensation	250	33XX	\$ -	
278	Workmen's Compensation	260	33XX	\$ -	
279	<i>(additional object codes may need to be added)</i>				
280					
281	TOTAL B. Community Service Operations			\$ -	
	TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES			\$ -	
282					
	IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.				
283	Architect/Engineering Services	334	4300	\$ -	
284	Construction Services	450	4500	\$ -	
285	Building Improvements - Renovate/Remodel	450	4600	\$ -	
286	Equipment	730	4500	\$ -	
287	Repairs and Maintenance Services	430	4000	\$ -	
288	<i>(additional object codes may need to be added)</i>				
289					
290					
291	TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES			\$ -	

First Year Annual Budget with Assumptions

	Description	Object Code	Function Code	Amount	Assumption
	V. DEBT SERVICE				
	Debt Service				
292	Banking Services	340	5100	\$ -	
293	Interest (long-term)	830	5100	\$ -	
294	Redemption of Principal	910	5100	\$ -	
295	Miscellaneous Expenditures	890	5100	\$ -	
296	<i>(additional object codes may need to be added)</i>				
297					
298					
299	TOTAL V. DEBT SERVICE			\$ -	
300	TOTAL I - V. ALL EXPENDITURES			\$ 3,775,323	
	VI. OTHER FINANCING USES				
301	Other Uses of Funds <i>(provide detail)</i>	Varies	52XX	\$ -	
302					
303	TOTAL VI. OTHER FINANCING SOURCES (USES)			\$ -	
	FUND BALANCES				
304	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES			\$ 98,177	

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
LOCAL SOURCES													
Pupil Aid		1XXX	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667
Investments		15XX											
Service		16XX											
Service Activities		1800											
Revenue From Local Sources													
Contributions and Donations		1920											
and Supplies Sold		1940											
Miscellaneous Revenues		199X											
<i>(Action codes may need to be added)</i>													
REVENUES FROM LOCAL SOURCES			\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667	\$116,667
STATE SOURCES													
Grants-In-Aid													
Per Pupil Aid		311X	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667
Unrestricted Revenues		3190											
Grants-In-Aid													
Foundation Support Fund (8g)		3220											
Restricted Revenues		3230											
<i>(Action codes may need to be added)</i>		3290											
REVENUES FROM STATE SOURCES			\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667	\$156,667

requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin accounting manual for local educational agencies. This document can be accessed

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
FEDERAL SOURCES													
Grants-In-Aid Direct From the Federal Gov't													
Aid Fund		4110											
Grants-In-Aid Direct From the Federal Gov't													
Restricted Grants - Direct		4390											
Grants-In-Aid From Federal Gov't Thru State													
Food Service		4515											
al Education													
A - Part B		4531											
A - Preschool		4532											
er Special Education Programs		4535											
ild Left Behind (NCLB)													
bl		4541											
p I, Part C - Migrant		4542											
v V - Innovative Education Programs		4543											
IV - Safe and Drug Free Schools / Comm.		4544											
II - Teacher & Principal Training/Recruiting		4545											
er IASA Programs		4546											
Restricted Grants through State		4590							\$200,000				
or/On Behalf of the LEA													
of USDA Commodities		4920											
ction codes may need to be added)													
IE FROM FEDERAL SOURCES			\$0	\$0	\$0	\$0	\$0	\$0	\$200,000	\$0	\$0	\$0	\$0
Funds (Provide Detail)		5XXX											
ES AND OTHER SOURCES OF FUNDS			\$273,333	\$273,333	\$273,333	\$273,333	\$273,333	\$273,333	\$473,333	\$273,333	\$273,333	\$273,333	\$273,333

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Elementary/Secondary													
Teachers	112	1100			\$52,780	\$52,780	\$52,780	\$52,780	\$52,780	\$52,780	\$52,780	\$52,780	\$52,780
Substitute Teachers and Aides	115	1100											
Professional and Technical Services	123	1100											
Professional and Technical Services	300	1100	\$3,397										
Maintenance Services	430	1100											
Expense Reimbursement	582	1100	\$4,400						\$4,400				
Supplies													
Materials and Supplies (e.g., printed report cards)	610	1100		\$4,466	\$4,466	\$4,466	\$4,466	\$4,466	\$4,466	\$4,466	\$4,466	\$4,466	\$4,466
Books/Workbooks	642	1100		\$153,132	\$153,132	\$153,132	\$153,132	\$153,132	\$153,132	\$153,132	\$153,132	\$153,132	\$153,132
Books/Workbooks	730	1100		\$57,196	\$57,196	\$57,196	\$57,196	\$57,196	\$57,196	\$57,196	\$57,196	\$57,196	\$57,196
Supplies	890	1100											
Other Expenditures	210	1100		\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500	\$9,500
Health Insurance	220	1100											
Utilities	225	1100		\$765	\$765	\$765	\$765	\$765	\$765	\$765	\$765	\$765	\$765
Contribution to Retirement	23X	1100		\$8,181	\$8,181	\$8,181	\$8,181	\$8,181	\$8,181	\$8,181	\$8,181	\$8,181	\$8,181
Student Compensation	250	1100		\$290	\$290	\$290	\$290	\$290	\$290	\$290	\$290	\$290	\$290
Compensation	260	1100											
(if codes may need to be added)													
Program Expenditures			\$7,797	\$0	\$286,311	\$286,311	\$286,311	\$286,311	\$137,579	\$133,179	\$133,179	\$133,179	\$133,179

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Education Programs (Including Summer & Preschool)													
Instructor	111	1209	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500
Teachers	112	1210		\$5,040	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040	\$5,040
Specialists (OT,PT,Speech,etc.)	113	1210											
Substitute Teachers and Aides	115	1210											
Professional and Technical Services	123	1210											
Maintenance Services	300	1210	\$463	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Expense Reimbursement	430	1210	\$600						\$600				
Supplies	582	1210											
Materials and Supplies	610	1210		\$609	\$609	\$609	\$609	\$609	\$609	\$609	\$609	\$609	\$609
Books/Workbooks	642	1210		\$20,882	\$20,882	\$20,882	\$20,882	\$20,882	\$7,799	\$7,799	\$7,799	\$7,799	\$7,799
Other Expenditures	730	1210		\$7,799	\$7,799	\$7,799	\$7,799	\$7,799	\$7,799	\$7,799	\$7,799	\$7,799	\$7,799
Health Insurance	890	1210											
Utility	210	1200	\$990	\$990	\$1,897	\$1,897	\$1,897	\$1,897	\$1,897	\$1,897	\$1,897	\$1,897	\$1,897
	220	1200											
	225	1200	\$80	\$80	\$153	\$153	\$153	\$153	\$153	\$153	\$153	\$153	\$153
Contribution to Retirement	23X	1200	\$853	\$853	\$1,634	\$1,634	\$1,634	\$1,634	\$1,634	\$1,634	\$1,634	\$1,634	\$1,634
Student Compensation	250	1200	\$30	\$30	\$58	\$58	\$58	\$58	\$58	\$58	\$58	\$58	\$58
Compensation	260	1200											
<i>(if codes may need to be added)</i>													
Education Programs			\$8,516	\$7,453	\$68,572	\$68,572	\$68,572	\$68,572	\$48,290	\$47,690	\$47,690	\$47,690	\$47,690

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Instructional Programs (Vocational Ed., Special Ed., and Other Programs)													
Supplies	112	Varies											
Substitute Teachers and Aides	115	Varies											
Professional and Technical Services	123	Varies											
Maintenance Services	300	Varies											
Travel Reimbursement	430	Varies											
Supplies	582	Varies											
Materials and Supplies	610	Varies											
Books/Workbooks	642	Varies											
Equipment	73X	Varies											
Other Expenditures	890	Varies											
Health Insurance	210	Varies											
Retirement	220	Varies											
Contribution to Retirement	225	Varies											
Student Compensation	23X	Varies											
Teacher Compensation	250	Varies											
Other Compensation	260	Varies											
(not codes may need to be added)													
Instructional Programs			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
DUCTION			\$16,313	\$7,453	\$354,883	\$354,883	\$354,883	\$354,883	\$185,869	\$180,869	\$180,869	\$180,869	\$180,869

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
RVICES PROGRAMS													
Services													
Director and Attendance Svcs. (Supervisor/Secretarial)	Varies	21XX											
Guidance Services (Guidance Counselor)	Varies	21XX	\$4,583	\$4,583	\$9,783	\$9,783	\$9,783	\$9,783	\$9,783	\$9,783	\$9,783	\$9,783	\$9,783
Nurse Services (Nurse)	Varies	21XX											
Assessment and Appraisal Services	Varies	21XX											
Health Insurance	210	21XX	\$825	\$825	\$1,761	\$1,761	\$1,761	\$1,761	\$1,761	\$1,761	\$1,761	\$1,761	\$1,761
Disability	220	21XX											
Retirement	225	21XX	\$66	\$66	\$142	\$142	\$142	\$142	\$142	\$142	\$142	\$142	\$142
Contribution to Retirement	23X	21XX	\$710	\$710	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516	\$1,516
Health Compensation	250	21XX	\$25	\$25	\$54	\$54	\$54	\$54	\$54	\$54	\$54	\$54	\$54
Compensation	260	21XX											
<i>(All codes may need to be added)</i>													
Support Services			\$6,210	\$6,210	\$13,256	\$13,256	\$13,256	\$13,256	\$13,256	\$13,256	\$13,256	\$13,256	\$13,256
Staff Services													
Directors, Supervisors, Coordinators, ect.	111	22XX											
Curriculum Development Services	Varies	22XX			\$15,734	\$15,734	\$15,734	\$15,734	\$15,734	\$15,734	\$15,734	\$15,734	\$15,734
League Expense Reimbursement	58X	22XX											
Staff Training Services	Varies	2230			\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Staff Services	Varies	22XX											
Health Insurance	210	22XX											
Disability	220	22XX											
Retirement	225	22XX											
Contribution to Retirement	23X	22XX											
Health Compensation	250	22XX											
Compensation	260	22XX											
<i>(All codes may need to be added)</i>													
Total Staff Services			\$0	\$0	\$16,234	\$16,234	\$16,234	\$16,234	\$16,234	\$16,234	\$16,234	\$16,234	\$16,234

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Administration													
Directors													
Services	332	23XX	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
Classified Professional and Technical Services	300	2311											
Services	333	2311	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625	\$625
Insurance (Other than Emp. Benefits)	52X	23XX											\$1,500
Printing	540	2311											
Mileage (Board of Directors)	730	23XX											
Rent and Fees	810	2311											
Supplies	820	2311											
(If codes may need to be added)													
Administration			\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$1,042	\$2,542

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Administration													
Salaries	111	2410	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000	\$8,000
Assistant Principals	111	2420	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative/Secretarial	114	2400	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548	\$2,548
Professional and Technical Services	300	2400		\$37,240	\$37,240	\$37,240	\$37,240	\$37,240	\$37,240	\$37,240	\$37,240	\$37,240	\$37,240
IT Maintenance Services	430	2400											
Equipment and Vehicles	442	2400											
Travel and Postage	530	2400		\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400
Expense Reimbursement	582	2400											
Supplies	610	2400	\$833	\$833	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083
Equipment	73X	2400											
Fees (Southern Association, etc.)	810	2400				\$500							
Other Expenditures	890	2400			\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500
Health Insurance	210	24XX	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899	\$1,899
Liability	220	24XX											
Retirement	225	24XX	\$153	\$153	\$153	\$153	\$153	\$153	\$153	\$153	\$153	\$153	\$153
Contribution to Retirement	23X	24XX	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635	\$1,635
Compensation	250	24XX	\$58	\$58	\$58	\$58	\$58	\$58	\$58	\$58	\$58	\$58	\$58
Compensation	260	24XX											
<i>(if codes may need to be added)</i>													
Administration			\$15,126	\$15,126	\$65,516	\$65,516	\$66,016	\$65,516	\$65,516	\$65,516	\$65,516	\$65,516	\$65,516

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Insurance (Internal Auditing, Budgeting, Financial and Property Accounting, etc.)													
Insurance	11X	25XX											
Classified Professional and Technical Services	300	2510	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
Classified Services (Bank Charges)	340	2510	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20	\$20
Classified Services and Maintenance Services	430	2510											
Classified Services of Equipment and Vehicles	442	2510											
Classified Services of Equipment	530	2510											
Classified Services of Financing	540	2510	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145	\$3,145
Classified Services of Expense Reimbursement	582	2510											
Classified Services of Materials and Supplies	610	2510											
Classified Services of Equipment	730	2510											
Classified Services of Debt (short-term loans)	830	2513											
Classified Services of Miscellaneous Expenditures	890	2510	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717	\$4,717
Classified Services of Health Insurance	210	25XX											
Classified Services of Security	220	25XX											
Classified Services of Retirement	225	25XX											
Classified Services of Employer's Contribution to Retirement	23X	25XX											
Classified Services of Employment Compensation	250	25XX											
Classified Services of Pension's Compensation	260	25XX											
Services			\$9,548	\$9,548	\$9,548	\$9,548	\$9,548	\$9,548	\$9,548	\$9,548	\$9,548	\$9,548	\$9,548

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Maintenance of Plant Services													
(Custodians, Security, Crossing Patrol)	11X	26XX											
Professional and Technical Services	300	2600	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833
Equipment and Vehicles	442	2640											
and	441	2600											
and Supplies	610	2600											
	626	2600											
	730	2600											
	890	2600											
Various Expenditures													
Buildings	441	2620	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125	\$7,125
Building Rental/Lease	411	2620											
Sewage	421	2620											
Other Services	423	2620											
Medical Services	430	2620	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42
Repairs and Maintenance Services	522	2620											
Liability Insurance	530	2620	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
Phone and Internet	62X	2620	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750	\$750
Oil Gas and Electricity	4XX	2630											
upkeep of Grounds	4XX	2640											
upkeep of Equipment	Varies	26XX											
Operation and Maintenance	210	26XX											
Health Insurance	220	26XX											
Liability	225	26XX											
Contribution to Retirement	23X	26XX											
Student Compensation	250	26XX											
Teacher Compensation	260	26XX											
(not codes may need to be added)													
& Maintenance of Plant Services			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Transportation Services													
Professional and Technical Services	3XX	27XX											
Transportation Services													
Bus Drivers (Bus Driver & Substitutes)	11X	27XX											
Repairs and Maintenance Services	430	2721											
Supplies	519	2721											
Insurance	523	2721											
Materials and Supplies	610	2721											
Gasoline/Diesel	626	2721											
Equipment	730	2721											
Other	890	2721											
Health Insurance	210	27XX											
Security	220	27XX											
Retirement	225	27XX											
Teacher's Contribution to Retirement	23X	27XX											
Employment Compensation	250	27XX											
Teacher's Compensation	260	27XX											
<i>(if codes may need to be added)</i>													
Transportation Services			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Research, Development, and Evaluation Svcs.													
Classified Professional and Technical Services	300	28XX											
Printing and Background Check	339	2830											
Printing	540	2830											
Printing Services	Varies	28XX											
Health Insurance	210	28XX											
Life Insurance	220	28XX											
Life Insurance	225	28XX											
Contribution to Retirement	23X	28XX											
Student Compensation	250	28XX											
Compensation	260	28XX											
Services			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL SERVICE EXPENDITURES			\$41,926	\$41,926	\$115,596	\$115,596	\$116,096	\$115,596	\$115,596	\$115,596	\$115,596	\$115,596	\$117,096

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
NON-INSTRUCTIONAL SERVICES													
Operations													
Property Services	11X	3100											
Facility Management	4XX	3100											
Reimbursement & Mileage	570	3100											
Food Supplies	58X	3100											
Water, Electricity, etc.)	610	3100											
Telephone Services	620	3100											
Purchased & Commodities)	340	3100											
Printing and Postage	63X	3100											
Health Insurance	530	3100											
Life Insurance	730	3100											
Liability	210	31XX											
	220	31XX											
	225	31XX											
Contribution to Retirement	23X	31XX											
Student Compensation	250	31XX											
Teacher Compensation	260	31XX											
(if codes may need to be added)													
Service Operations			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
Office Operations (e.g. 4-H programs)													
Food Supplies	11X	33XX											
Health Insurance	610	3300											
Liability	210	33XX											
	220	33XX											
	225	33XX											
Contribution to Retirement	23X	33XX											
Student Compensation	250	33XX											
Teacher Compensation	260	33XX											
<i>(if codes may need to be added)</i>													
Monthly Service Operations			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
ACQUISITION AND CONSTRUCTION SVCS.													
Engineering Services	334	4300											
IT Services	450	4500											
Improvements - Renovate/Remodel	450	4600											
Facility Maintenance Services	730	4500											
<i>(if codes may need to be added)</i>	430	4000											
PROPERTY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

First Year Monthly Cash Flow Projection

Description	Object Code	Function Code	July	August	September	October	November	December	January	February	March	April	May
EXPENSES													
Professional Services	340	5100											
Contract (long-term)	830	5100											
Compensation of Principal	910	5100											
Miscellaneous Expenditures	890	5100											
<i>(if codes may need to be added)</i>													
SERVICE			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
EXPENDITURES			\$58,239	\$49,379	\$470,479	\$470,479	\$470,979	\$470,479	\$301,465	\$296,465	\$296,465	\$296,465	\$297,965
FINANCING USES													
Bonds (provide detail)	Varies	52XX											
OTHER FINANCING SOURCES (USES)			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(DEFICIENCY) OF REVENUE AND OTHER SOURCES			\$215,095	\$223,955	(\$197,145)	(\$197,145)	(\$197,645)	(\$197,145)	\$171,868	(\$23,132)	(\$23,132)	(\$23,132)	(\$24,632)
DEFICIT AND OTHER USES													

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	REVENUES:							
	REVENUES FROM LOCAL SOURCES							
1	Local Per Pupil Aid		1XXX	\$1,400,000	\$2,100,000	\$2,800,000	\$4,200,000	\$4,900,000
2	Earnings on Investments		15XX					
3	Food Service		16XX					
4	Community Service Activities		1800					
5	Other Revenue From Local Sources							
6	Contributions and Donations		1920					
7	Books and Supplies Sold		1940					
8	Other Miscellaneous Revenues		199X					
9	<i>(additional function codes may need to be added)</i>							
10	TOTAL REVENUES FROM LOCAL SOURCES			\$1,400,000	\$2,100,000	\$2,800,000	\$4,200,000	\$4,900,000
	REVENUE FROM STATE SOURCES							
	Unrestricted Grants-In-Aid							
11	State Per Pupil Aid		311X	\$1,880,000	\$2,820,000	\$3,760,000	\$5,640,000	\$6,580,000
12	Other Unrestricted Revenues		3190					
	Restricted Grants-In-Aid							
13	Education Support Fund (8g)		3220					
14	PIP		3230					
15	Other Restricted Revenues		3290					
16	<i>(additional function codes may need to be added)</i>							
17								
18	TOTAL REVENUE FROM STATE SOURCES			\$1,880,000	\$2,820,000	\$3,760,000	\$5,640,000	\$6,580,000

Louisiana laws contain requirements for school district accounting. By law, the Louisiana Accounting and Uniform Governmental Handbook (LAUGH) (Bulletin 1929) is the required accounting manual for local educational agencies. This document can be accessed

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	REVENUE FROM FEDERAL SOURCES							
19	Unrestricted Grants-In-Aid Direct From the Federal Gov't Impact Aid Fund		4110					
20	Restricted Grants-In-Aid Direct From the Federal Gov't Other Restricted Grants - Direct		4390					
21	Restricted Grants-In-Aid From Federal Gov't Thru State School Food Service		4515					
22	Special Education IDEA - Part B		4531	\$100,000	\$150,000	\$200,000	\$300,000	\$350,000
23	IDEA - Preschool		4532					
24	Other Special Education Programs No Child Left Behind (NCLB)		4535					
25	Title I		4541	\$256,000	\$384,000	\$512,000	\$768,000	\$896,000
26	Title I, Part C - Migrant		4542					
27	Title V - Innovative Education Programs		4543					
28	Title IV - Safe and Drug Free Schools / Comm.		4544					
29	Title II - Teacher & Principal Training/Recruiting		4545	\$37,500	\$56,250	\$75,000	\$112,500	\$131,250
30	Other IASA Programs		4546					
31	Other Restricted Grants through State		4590	\$200,000	\$200,000			
32	Revenue For/On Behalf of the LEA							
33	Value of USDA Commodities <i>(additional function codes may need to be added)</i>		4920					
34								
35								
36	TOTAL REVENUE FROM FEDERAL SOURCES			\$593,500	\$790,250	\$787,000	\$1,180,500	\$1,377,250
37	Other Sources of Funds (Provide Detail)							
38			5XXX					
39	TOTAL REVENUES AND OTHER SOURCES OF FUNDS			\$3,873,500	\$5,710,250	\$7,347,000	\$11,020,500	\$12,857,250

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	EXPENDITURES:							
	I. INSTRUCTION							
	A. Regular Programs - Elementary/Secondary							
	Salaries							
40	Teachers	112	1100	\$527,800	\$817,934	\$1,099,164	\$1,640,313	\$1,934,771
41	Aides	115	1100					
42	Substitute Teachers and Aides	123	1100					
43	Purchased Professional and Technical Services	300	1100	\$3,397	\$5,104	\$6,565	\$9,627	\$11,176
44	Repairs and Maintenance Services	430	1100					
45	Travel Expense Reimbursement	582	1100	\$8,800	\$9,680.00	\$10,560.00	\$10,560.00	\$10,560.00
	Instructional Supplies							
46	Materials and Supplies (e.g., printed report cards)	610	1100	\$44,660	\$62,612	\$80,608	\$107,712	\$121,308
47	Textbooks/Workbooks	642	1100	\$612,527	\$918,791	\$1,225,055	\$1,837,582	\$2,143,846
48	Equipment	730	1100	\$571,960	\$857,967	\$1,144,026	\$1,716,039	\$2,002,098
49	Miscellaneous Expenditures	890	1100					
50	Group Health Insurance	210	1100	\$95,004	\$147,228	\$197,849	\$295,256	\$348,259
51	Social Security	220	1100					
52	Medicare	225	1100	\$7,653	\$11,860	\$15,938	\$23,785	\$28,054
53	Employer's Contribution to Retirement	23X	1100	\$81,809	\$126,780	\$170,370	\$254,249	\$299,889
54	Unemployment Compensation	250	1100	\$2,903	\$4,499	\$6,045	\$9,022	\$10,641
55	Workmen's Compensation	260	1100					
56	<i>(additional object codes may need to be added)</i>							
57								
58								
59								
60	TOTAL A. Regular Program Expenditures			\$1,956,513	\$2,962,454	\$3,956,180	\$5,904,145	\$6,910,602

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	B. Special Education Programs (Including Summer & Preschool) & Gifted/Talented Programs							
	Salaries							
	Coordinator	111	1210	\$66,000	\$66,000	\$66,000	\$66,000	\$66,000
61	Teachers	112	1210	\$50,400	\$78,115	\$104,564	\$156,240	\$183,946
62	Therapists (OT,PT,Speech,etc.)	113	1210					
63	Aides	115	1210					
64	Substitute Teachers and Aides	123	1210					
65	Purchased Professional and Technical Services	300	1210	\$250,463	\$375,696	\$500,895	\$751,313	\$876,524
66	Repairs and Maintenance Services	430	1210					
67	Travel Expense Reimbursement	582	1210	\$1,200.00	\$1,320.00	\$1,440.00	\$1,440.00	\$1,440.00
	Instructional Supplies							
68	Materials and Supplies	610	1210	\$6,090	\$8,538	\$10,992	\$14,688	\$16,542
69	Textbooks/Workbooks	642	1210	\$83,526	\$125,290	\$167,053	\$250,579	\$292,343
70	Equipment	730	1210	\$77,995	\$116,995	\$156,004	\$234,005	\$273,013
71	Miscellaneous Expenditures	890	1210					
72	Group Health Insurance	210	1200	\$20,952	\$25,941	\$30,701	\$40,003	\$44,990
73	Social Security	220	1200					
74	Medicare	225	1200	\$1,688	\$2,089.67	\$2,473.17	\$3,222.48	\$3,624.22
75	Employer's Contribution to Retirement	23X	1200	\$18,042	\$22,338	\$26,437	\$34,447	\$38,742
76	Unemployment Compensation	250	1200	\$640	\$793	\$938	\$1,222	\$1,375
77	Workmen's Compensation	260	1200					
78	<i>(additional object codes may need to be added)</i>							
79								
80								
81								
82	TOTAL B. Special Education Programs			\$576,996	\$823,115	\$1,067,497	\$1,553,161	\$1,798,539

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	C. Other Instructional Programs (Vocational Ed., Special Programs, Adult Ed., and Other Programs)							
	Salaries							
83	Teachers	112	Varies					
84	Aides	115	Varies					
85	Substitute Teachers and Aides	123	Varies					
86	Purchased Professional and Technical Services	300	Varies					
87	Repairs and Maintenance Services	430	Varies					
88	Travel Expense Reimbursement	582	Varies					
	Instructional Supplies							
89	Materials and Supplies	610	Varies					
90	Textbooks/Workbooks	642	Varies					
91	Furniture and Equipment	73X	Varies					
92	Miscellaneous Expenditures	890	Varies					
93	Group Health Insurance	210	Varies					
94	Social Security	220	Varies					
95	Medicare	225	Varies					
96	Employer's Contribution to Retirement	23X	Varies					
97	Unemployment Compensation	250	Varies					
98	Workmen's Compensation	260	Varies					
99	<i>(additional object codes may need to be added)</i>							
100								
101								
102								
103	C. TOTAL Other Instructional Programs			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
104	TOTAL I. INSTRUCTION			\$2,533,510	\$3,785,569	\$5,023,678	\$7,457,305	\$8,709,141

Five Year Budget Plan

Description		Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
II. SUPPORT SERVICES PROGRAMS								
A. Pupil Support Services								
105	Child Welfare and Attendance Svcs. (Supervisor/Secretarial)	Varies	21XX					
106	Guidance Services (Guidance Counselor)	Varies	21XX	\$107,000	\$137,661	\$167,033	\$224,467	\$255,213
107	Health Services (Nurse)	Varies	21XX					
108	Pupil Assessment and Appraisal Services	Varies	21XX					
109	Group Health Insurance	210	21XX	\$19,260	\$24,779	\$30,066	\$40,404	\$45,938
110	Social Security	220	21XX					
111	Medicare	225	21XX	\$1,552	\$1,996	\$2,422	\$3,255	\$3,701
112	Employer's Contribution to Retirement	23X	21XX	\$16,585	\$21,338	\$25,890	\$34,792	\$39,558
113	Unemployment Compensation	250	21XX	\$589	\$757	\$919	\$1,235	\$1,404
114	Workmen's Compensation	260	21XX					
115	<i>(additional object codes may need to be added)</i>							
116								
117								
118	TOTAL A. Pupil Support Services			\$144,985	\$186,531	\$226,329	\$304,152	\$345,814
B. Instructional Staff Services								
119	Salaries of Directors, Supervisors, Coordinators, ect.	111	22XX					
120	Instruction and Curriculum Development Services	Varies	22XX	\$157,338	\$233,506	\$304,675	\$457,013	\$533,181
121	Travel & Mileage Expense Reimbursement	58X	22XX					
122	Instructional Staff Training Services	Varies	2230	\$5,000	\$5,000	\$7,500	\$7,500	\$7,500
123	School Library Services	Varies	22XX					
124	Group Health Insurance	210	22XX					
125	Social Security	220	22XX					
126	Medicare	225	22XX					
127	Employer's Contribution to Retirement	23X	22XX					
128	Unemployment Compensation	250	22XX					
129	Workmen's Compensation	260	22XX					
130	<i>(additional object codes may need to be added)</i>							
131								
132								
133	TOTAL B. Instructional Staff Services			\$162,338	\$238,506	\$312,175	\$464,513	\$540,681

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	C. General Administration							
	Board of Directors							
134	Legal Services	332	23XX	\$5,000	\$3,000	\$3,000	\$3,000	\$3,000
135	Purchased Professional and Technical Services	300	2311					
136	Audit Services	333	2311	\$7,500	\$8,500.00	\$9,500.00	\$10,500.00	\$11,500.00
137	Insurance (Other than Emp. Benefits)	52X	23XX	\$1,500	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
138	Advertising	540	2311					
139	Travel/Mileage (Board of Directors)	730	23XX					
140	Dues and Fees	810	2311					
141	Judgements	820	2311					
142	<i>(additional object codes may need to be added)</i>							
143								
144								
145	TOTAL C. General Administration			\$14,000	\$13,000	\$14,000	\$15,000	\$16,000

Five Year Budget Plan

Description		Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	D. School Administration							
	Salaries							
146	Principals	111	2410	\$96,000	\$96,000	\$96,000	\$96,000	\$96,000
147	Assistant Principals	111	2420	\$0.00	\$68,250	\$68,250	\$136,500	\$136,500
148	Clerical/Secretarial	114	2400	\$30,576	\$61,152	\$76,440	\$107,016	\$137,592
149	Purchased Professional and Technical Services	300	2400	\$372,403	\$552,166	\$717,180	\$1,074,208	\$1,252,846
150	Repairs and Maintenance Services	430	2400					
151	Rental of Equipment and Vehicles	442	2400					
152	Telephone and Postage	530	2400	\$4,000	\$6,000	\$8,000	\$12,000	\$14,000
153	Travel Expense Reimbursement	582	2400					
154	Materials and Supplies	610	2400	\$12,500	\$18,750	\$25,000	\$37,500	\$43,750
155	Furniture and Equipment	73X	2400	\$0	\$10,000	\$10,000	\$10,000	\$10,000
156	Dues and Fees (Southern Association, etc.)	810	2400	\$500	\$500	\$500	\$500	\$500
157	Miscellaneous Expenditures	890	2400	\$125,000	\$175,000	\$225,000	\$350,000	\$400,000
158	Group Health Insurance	210	24XX	\$22,784	\$40,572	\$43,324	\$61,113	\$66,617
159	Social Security	220	24XX					
160	Medicare	225	24XX	\$1,835	\$3,268	\$3,490	\$4,923	\$5,366
161	Employer's Contribution to Retirement	23X	24XX	\$19,619	\$34,937	\$37,307	\$52,625	\$57,364
162	Unemployment Compensation	250	24XX	\$696	\$1,240	\$1,324	\$1,867	\$2,036
163	Workmen's Compensation	260	24XX					
164	<i>(additional object codes may need to be added)</i>							
165								
166								
167	TOTAL D. School Administration			\$685,913	\$1,067,836	\$1,311,815	\$1,944,252	\$2,222,571

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
168	E. Business Services							
169	90 Fiscal Services (Internal Auditing, Budgeting, Payroll, Financial and Property Accounting, etc.)							
170	Salaries	11X	25XX					
171	Purchased Professional and Technical Services	300	2510	\$20,000	\$30,000.00	\$40,000.00	\$60,000.00	\$70,000.00
172	Technical Services (Bank Charges)	340	2510	\$240	\$240	\$240	\$240	\$240
173	Repairs and Maintenance Services	430	2510					
174	Rental of Equipment and Vehicles	442	2510					
175	Postage	530	2510					
176	Advertising	540	2510	\$37,735	\$55,603	\$71,470	\$107,205	\$125,073
177	Travel Expense Reimbursement	582	2510					
178	Materials and Supplies	610	2510					
179	Equipment	730	2510					
180	Interest (short-term loans)	830	2513					
181	Miscellaneous Expenditures	890	2510	\$56,603	\$83,404	\$107,205	\$160,808	\$187,609
182	Group Health Insurance	210	25XX					
183	Social Security	220	25XX					
184	Medicare	225	25XX					
185	Employer's Contribution to Retirement	23X	25XX					
186	Unemployment Compensation	250	25XX					
187	Workmen's Compensation	260	25XX					
188	TOTAL E. Business Services			\$114,578	\$169,246	\$218,915	\$328,253	\$382,921

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	F. Operation and Maintenance of Plant Services							
189	Salaries (Custodians, Security, Crossing Patrol)	11X	26XX					
190	Purchased Professional and Technical Services	300	2600	\$10,000	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
191	Rental of Equipment and Vehicles	442	2640					
192	Rental of Land	441	2600					
193	Materials and Supplies	610	2600					
194	Gasoline	626	2600					
195	Equipment	730	2600					
196	Miscellaneous Expenditures	890	2600					
	Operating Buildings							
197	Building Rental/Lease	441	2620	\$85,500	\$85,500	\$85,500	\$152,000	\$152,000
198	Water/Sewage	411	2620					
199	Disposal Services	421	2620					
200	Custodial Services	423	2620					
201	Repairs and Maintenance Services	430	2620	\$500	\$500.00	\$500.00	\$500.00	\$500.00
202	Property Insurance	522	2620					
203	Telephone and Internet	530	2620	\$15,000	\$18,600	\$22,200	\$25,800	\$29,400
204	Natural Gas and Electricity	62X	2620	\$9,000	\$9,000	\$9,000	\$16,000	\$16,000
205	Care and Upkeep of Grounds	4XX	2630					
206	Care and Upkeep of Equipment	4XX	2640					
207	Vehicle Operation and Maintenance	Varies	26XX					
208	Group Health Insurance	210	26XX					
209	Social Security	220	26XX					
210	Medicare	225	26XX					
211	Employer's Contribution to Retirement	23X	26XX					
212	Unemployment Compensation	250	26XX					
213	Workmen's Compensation	260	26XX					
214	<i>(additional object codes may need to be added)</i>							
215								
216								
217	TOTAL F. Operation & Maintenance of Plant Services			\$120,000	\$123,600	\$127,200	\$204,300	\$207,900

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	G. Student Transportation Services							
218	Purchased Professional and Technical Services	3XX	27XX					
	Regular Transportation Services							
219	Salaries (Bus Driver & Substitutes)	11X	27XX					
220	Repairs and Maintenance Services	430	2721					
221	Payments in Lieu of Transportation	519	2721					
222	Fleet Insurance	523	2721					
223	Materials and Supplies	610	2721					
224	Gasoline/Diesel	626	2721					
225	Equipment	730	2721					
226	Miscellaneous Expenditures	890	2721					
227	Group Health Insurance	210	27XX					
228	Social Security	220	27XX					
229	Medicare	225	27XX					
230	Employer's Contribution to Retirement	23X	27XX					
231	Unemployment Compensation	250	27XX					
232	Workmen's Compensation	260	27XX					
233	<i>(additional object codes may need to be added)</i>							
234								
235								
236	TOTAL G. Student Transportation Services			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	H. Central Services							
	Planning, Research, Development, and Evaluation Svcs.							
237	Purchased Professional and Technical Services	300	28XX					
238	Fingerprinting and Background Check	339	2830					
239	Advertising	540	2830					
240	Data Processing Services	Varies	28XX					
241	Group Health Insurance	210	28XX					
242	Social Security	220	28XX					
243	Medicare	225	28XX					
244	Employer's Contribution to Retirement	23X	28XX					
245	Unemployment Compensation	250	28XX					
246	Workmen's Compensation	260	28XX					
247								
248								
249	TOTAL H. Central Services			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
250	TOTAL II. SUPPORT SERVICE EXPENDITURES			\$1,241,813	\$1,798,720	\$2,210,434	\$3,260,469	\$3,715,888

Five Year Budget Plan

Description		Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
III. OPERATION OF NON-INSTRUCTIONAL SERVICES								
A. Food Service Operations								
251	Salaries	11X	3100					
252	Purchased Property Services	4XX	3100					
253	Food Service Management	570	3100					
254	Travel Reimbursement & Mileage	58X	3100					
255	Materials and Supplies	610	3100					
256	Energy (Gas, Electricity, etc.)	620	3100					
257	Technical Services	340	3100					
258	Food (Purchased & Commodities)	63X	3100					
259	Telephone and Postage	530	3100					
260	Equipment	730	3100					
261	Group Health Insurance	210	31XX					
262	Social Security	220	31XX					
263	Medicare	225	31XX					
264	Employer's Contribution to Retirement	23X	31XX					
265	Unemployment Compensation	250	31XX					
266	Workmen's Compensation	260	31XX					
267	<i>(additional object codes may need to be added)</i>							
268								
269								
270	TOTAL A. Food Service Operations			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Five Year Budget Plan

	Description	Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
	B. Community Service Operations (e.g. 4-H programs)							
271	Salaries	11X	33XX					
272	Materials and Supplies	610	3300					
273	Group Health Insurance	210	33XX					
274	Social Security	220	33XX					
275	Medicare	225	33XX					
276	Employer's Contribution to Retirement	23X	33XX					
277	Unemployment Compensation	250	33XX					
278	Workmen's Compensation	260	33XX					
279	<i>(additional object codes may need to be added)</i>							
280								
281	TOTAL B. Community Service Operations			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	TOTAL III. OPERATION OF NON-INSTRUCTIONAL SERVICE EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
282	IV. FACILITY ACQUISITION AND CONSTRUCTION SVCS.							
283	Architect/Engineering Services	334	4300					
284	Construction Services	450	4500					
285	Building Improvements - Renovate/Remodel	450	4600					
286	Equipment	730	4500					
287	Repairs and Maintenance Services	430	4000					
288	<i>(additional object codes may need to be added)</i>							
289								
290								
291	TOTAL IV. FACILITY ACQUISITION AND CONSTRUCTION SERVICE EXPENDITURES			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Five Year Budget Plan

Description		Object Code	Function Code	Year 1	Year 2	Year 3	Year 4	Year 5
292	V. DEBT SERVICE							
	Debt Service							
293	Banking Services	340	5100					
294	Interest (long-term)	830	5100					
295	Redemption of Principal	910	5100					
296	Miscellaneous Expenditures	890	5100					
297	<i>(additional object codes may need to be added)</i>							
298								
299								
300	TOTAL V. DEBT SERVICE			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	TOTAL I - V. ALL EXPENDITURES			\$3,775,323	\$5,584,288	\$7,234,112	\$10,717,774	\$12,425,028
	VI. OTHER FINANCING USES							
301	Other Uses of Funds <i>(provide detail)</i>	Varies	52XX					
302								
303	TOTAL VI. OTHER FINANCING SOURCES (USES)			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	FUND BALANCES							
	EXCESS (DEFICIENCY) OF REVENUE AND OTHER SOURCES OVER EXPENDITURES AND OTHER USES							
304				\$98,177	\$125,962	\$112,888	\$302,726	\$432,222
				\$128,702	\$254,664	\$367,552	\$670,278	\$1,102,499

Cumulative Fund Balance:

Line	Start-Up	11-12	12-13	13-14	14-15	15-16	Basis for Expense Assumptions
1		63,000	94,500	126,000	189,000	220,500	\$126 per funded enrollment count
2		7,650	11,500	15,400	23,100	27,000	\$500 per # of teachers
3		284,437	426,655	568,873	853,310	995,528	\$577 per total households* shipped
4		56,338	84,507	112,676	169,014	197,183	\$160 per average number of households*
5		10,000	15,000	20,000	30,000	35,000	\$20 per funded enrollment count
6		300,000	450,000	600,000	900,000	1,050,000	\$600 per funded enrollment count
7		9,180	13,800	18,480	27,720	32,400	\$600 per # of teachers
8		696,054	1,044,081	1,392,108	2,088,162	2,436,189	per total students that complete enrollment; see "Curriculum" exhibit for more detail
9		125,000	175,000	225,000	350,000	400,000	subsidized by EMO Partner
10		2,500	3,750	5,000	7,500	8,750	\$5 per funded enrollment count; actual expense will be charged
11		23,100	34,650	46,200	69,300	80,850	\$33 per total students that complete enrollment
12		4,000	6,000	8,000	12,000	14,000	\$8 per average enrollment; actual expense will be charged
13		20,000	25,000	30,000	30,000	30,000	used CA historical expense data
14	3,000	3,860	5,800	7,460	10,940	12,700	\$200 per employee
15		5,000	5,000	7,500	7,500	7,500	used CA historical expense data
16		75,000	112,500	150,000	225,000	262,500	per funded enrollment count
17	2,000	10,000	11,000	12,000	12,000	12,000	used CA historical expense data
18		500	500	500	500	500	used CA historical expense data
19	750	3,000	4,200	5,400	6,600	7,800	Used \$250 per month in first year with an increase of \$100 per month in each subsequent year
20	3,000	12,000	14,400	16,800	19,200	21,600	Used \$1000 per month in first year with an increase of \$200 per month in each subsequent year
21	21,375	85,500	85,500	85,500	152,000	152,000	\$19 per square foot
22	2,250	9,000	9,000	9,000	16,000	16,000	\$2 per square foot
23		28,000	42,000	56,000	84,000	98,000	\$40 per total students that complete enrollment
24		24,125	36,250	46,625	68,375	79,375	\$1,250 per employee
25		10,000	10,000	10,000	10,000	10,000	\$10,000 per location
26		20,000	30,000	40,000	60,000	70,000	\$40 per funded enrollment count
27		56,603	83,404	107,205	160,808	187,609	based on all revenue except special ed
28		37,735	55,603	71,470	107,205	125,073	based on all revenue except special ed
29		94,338	139,006	178,675	268,013	312,681	based on all revenue except special ed
30		245,278	361,416	464,555	696,833	812,971	based on all revenue except special ed
31		240	240	240	240	240	\$20 per month
32		7,500	8,500	9,500	10,500	11,500	used CA historical expense data
33		500	500	500	500	500	used CA historical expense data
34		1,500	1,500	1,500	1,500	1,500	D&O only; used CA historical expense data
35	10,000	5,000	3,000	3,000	3,000	3,000	used CA historical expense data
36		250,000	375,000	500,000	750,000	875,000	\$500 per funded enrollment count; may subcontract with EMO partner
37	100,000	10,000	10,000	10,000	10,000	10,000	used CA historical expense data
	Total	2,585,936	3,788,762	4,961,167	7,429,818	8,617,449	

*In 2008-2009, the average Connections Academy household had 1.42 enrolled students.

Staffing Determination

		<u>11-12</u>	<u>12-13</u>	<u>13-14</u>	<u>14-15</u>	<u>15-16</u>
K-5 Enrollment		223	334	446	668	780
6-12 Enrollment		<u>277</u>	<u>416</u>	<u>554</u>	<u>832</u>	<u>970</u>
Total Enrollment		500	750	1,000	1,500	1,750
Special Ed Enrollment	12%	60	90	120	180	210
Staffing						
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal	700	0.00	1.00	1.00	2.00	2.00
Administrative Assistant	400	1.00	2.00	2.50	3.50	4.50
Special Ed Coordinator		1.00	1.00	1.00	1.00	1.00
Guidance Counselor (6-12)		1.00	1.00	1.00	1.00	1.00
<i>subtotal administration</i>		<i>4.00</i>	<i>6.00</i>	<i>6.50</i>	<i>8.50</i>	<i>9.50</i>
Elementary Teachers (K-5)	45	4.90	7.40	9.90	14.80	17.30
Secondary Teachers (6-12)	35	7.90	11.80	15.80	23.70	27.70
Advisory Teachers	200	1.30	2.00	2.70	4.10	4.80
Special Ed Teachers	50	1.20	1.80	2.40	3.60	4.20
<i>subtotal Teachers</i>		<i>15.30</i>	<i>23.00</i>	<i>30.80</i>	<i>46.20</i>	<i>54.00</i>
Total Staff		19.30	29.00	37.30	54.70	63.50
Expense						
Principal	80,000	80,000	80,000	80,000	80,000	80,000
Assistant Principal	65,000	0	65,000	65,000	130,000	130,000
Administrative Assistant	29,120	29,120	58,240	72,800	101,920	131,040
Special Ed Coordinator	60,000	60,000	60,000	60,000	60,000	60,000
Guidance Counselor	50,000	50,000	50,000	50,000	50,000	50,000
Incentive Compensation	**	<u>28,456</u>	<u>33,162</u>	<u>33,890</u>	<u>38,596</u>	<u>40,052</u>
Admin Salaries		247,576	346,402	361,690	460,516	491,092
Benefits	18.00%	44,564	62,352	65,104	82,893	88,397
Pension	15.50%	38,374	53,692	56,062	71,380	76,119
Taxes	2.00%	<u>4,952</u>	<u>6,928</u>	<u>7,234</u>	<u>9,210</u>	<u>9,822</u>
Admin Benefits		87,889	122,973	128,400	163,483	174,338
Elementary Teachers (K-5)	40,000	196,000	296,000	396,000	592,000	692,000
Secondary Teachers (6-12)	42,000	331,800	495,600	663,600	995,400	1,163,400
Advisory Teachers	40,000	52,000	80,000	108,000	164,000	192,000
Special Ed Teachers	42,000	50,400	75,600	100,800	151,200	176,400
Incentive Compensation	***		<u>31,510</u>	<u>47,360</u>	<u>63,420</u>	<u>95,130</u>
		630,200	978,710	1,315,760	1,966,020	2,318,930
Benefits	18.00%	113,436	176,168	236,837	353,884	417,407
Pension	15.50%	97,681	151,700	203,943	304,733	359,434
Taxes	2.00%	<u>12,604</u>	<u>19,574</u>	<u>26,315</u>	<u>39,320</u>	<u>46,379</u>
Teacher Benefits		223,721	347,442	467,095	697,937	823,220
Total Staff Salaries		877,776	1,325,112	1,677,450	2,426,536	2,810,022
Total Staff Benefits		<u>311,610</u>	<u>470,415</u>	<u>595,495</u>	<u>861,420</u>	<u>997,558</u>
Total Staff Expense		1,189,386	1,795,527	2,272,945	3,287,956	3,807,580

** includes 20% bonus for principal, 10% for counselors, and 5% for all others

*** includes 5% bonus for returning teachers from previous year

Estimated Enrollment by Grade

	11-12	FTE	12-13	FTE	13-14	FTE	14-15	FTE	15-16	FTE
Total		500		750		1,000		1,500		1,750
K	7.1%	36	7.1%	53	7.1%	71	7.1%	107	7.1%	125
1	6.2%	31	6.2%	47	6.2%	62	6.2%	94	6.2%	109
2	9.2%	46	9.2%	69	9.2%	92	9.2%	138	9.2%	161
3	8.0%	40	8.0%	60	8.0%	80	8.0%	120	8.0%	140
4	6.5%	32	6.5%	48	6.5%	65	6.5%	97	6.5%	113
5	7.5%	38	7.5%	56	7.5%	75	7.5%	113	7.5%	132
6	7.4%	37	7.4%	56	7.4%	74	7.4%	112	7.4%	130
7	10.2%	51	10.2%	77	10.2%	102	10.2%	153	10.2%	179
8	12.9%	64	12.9%	97	12.9%	129	12.9%	193	12.9%	226
9	10.6%	53	10.6%	80	10.6%	106	10.6%	160	10.6%	186
10	6.2%	31	6.2%	46	6.2%	62	6.2%	93	6.2%	108
11	5.6%	28	5.6%	42	5.6%	56	5.6%	84	5.6%	98
12	2.5%	12	2.5%	19	2.5%	25	2.5%	37	2.5%	43
Total	100.0%	500	100.0%	750	100.0%	1,000	100.0%	1,500	100.0%	1,750

Note: Grade allocation assumptions are based on historical Connections Academy charter school enrollment data.

FaRM Estimate: 50%

Basis for Revenue Assumptions

Reduced state & local by 20% for conservatism

	Assumption		100%
State Per Pupil Aid	3,760.00	<= 80% of	4,700.00
Local Per Pupil Aid	2,800.00	<= 80% of	3,500.00

Title I	512.00
Title II - Improving Teacher Quality	75.00
IDEA - Part B	200.00

Enrollment based Revenue

	11-12	12-13	13-14	14-15	15-16
State	1,880,000	2,820,000	3,760,000	5,640,000	6,580,000
Local	1,400,000	2,100,000	2,800,000	4,200,000	4,900,000
Title I	256,000	384,000	512,000	768,000	896,000
Title II	37,500	56,250	75,000	112,500	131,250
IDEA	100,000	150,000	200,000	300,000	350,000
	<u>3,673,500</u>	<u>5,510,250</u>	<u>7,347,000</u>	<u>11,020,500</u>	<u>12,857,250</u>

	11-12	12-13	13-14	14-15	15-16
Estimated Enrollment by Grade					
<u>Grade</u>					
K	36	53	71	107	125
1	31	47	62	94	109
2	46	69	92	138	161
3	40	60	80	120	140
4	32	48	65	97	113
5	38	56	75	113	132
6	37	56	74	112	130
7	51	77	102	153	179
8	64	97	129	193	226
9	53	80	106	160	186
10	31	46	62	93	108
11	28	42	56	84	98
12	12	19	25	37	43
	<u>500</u>	<u>750</u>	<u>1,000</u>	<u>1,500</u>	<u>1,750</u>

Total Enrolled by Grade*

<u>Grade</u>					
K	50	75	100	150	175
1	44	66	87	131	153
2	64	97	129	193	225
3	56	84	112	168	196
4	45	68	90	136	158
5	53	79	105	158	184
6	52	78	104	156	182
7	72	107	143	215	250
8	90	135	181	271	316
9	74	112	149	223	261
10	43	65	87	130	151
11	39	59	78	117	137
12	17	26	35	52	61
	<u>700</u>	<u>1,050</u>	<u>1,400</u>	<u>2,100</u>	<u>2,450</u>

* We applied a turn-over rate of 28.6% based on historical CA charter school enrollment data.

Curriculum Cost by Grade

<u>Grade</u>	<u>Charge</u>					
K	600	29,930	44,895	59,860	89,790	104,754
1	950	41,544	62,316	83,088	124,632	145,404
2	950	61,125	91,688	122,250	183,375	213,938
3	950	53,283	79,924	106,566	159,849	186,490
4	950	42,936	64,404	85,871	128,807	150,275
5	950	50,025	75,037	100,050	150,074	175,087
6	1,075	55,986	83,980	111,973	167,959	195,952
7	1,075	76,921	115,382	153,842	230,763	269,224
8	1,075	97,059	145,589	194,118	291,177	339,707
9	1,075	80,071	120,106	160,141	240,212	280,247
10	1,075	46,510	69,765	93,020	139,531	162,786
11	1,075	42,027	63,040	84,054	126,081	147,094
12	1,075	18,637	27,956	37,275	55,912	65,231
Full Set	<u>12,875</u>	<u>696,054</u>	<u>1,044,081</u>	<u>1,392,108</u>	<u>2,088,162</u>	<u>2,436,189</u>

	Start-Up	11-12	12-13	13-14	14-15	15-16
Enrollment		500	750	1,000	1,500	1,750
Revenue						
State Per Pupil Aid	0	1,880,000	2,820,000	3,760,000	5,640,000	6,580,000
Local Per Pupil Aid	0	1,400,000	2,100,000	2,800,000	4,200,000	4,900,000
Title I	0	256,000	384,000	512,000	768,000	896,000
Title II - Improving Teacher Quality	0	37,500	56,250	75,000	112,500	131,250
IDEA - Part B	0	100,000	150,000	200,000	300,000	350,000
Planning and Program Design Post-Charter Sub-Grant	200,000	0	0	0	0	0
Implementation Sub-Grant	0	200,000	200,000	0	0	0
Total Revenue	200,000	3,873,500	5,710,250	7,347,000	11,020,500	12,857,250
Expenses						
Salaries						
Administration	20,000	247,576	346,402	361,690	460,516	491,092
Teachers	0	630,200	978,710	1,315,760	1,966,020	2,318,930
	<u>20,000</u>	<u>877,776</u>	<u>1,325,112</u>	<u>1,677,450</u>	<u>2,426,536</u>	<u>2,810,022</u>
Benefits/Pension/Taxes						
Administration	7,100	87,889	122,973	128,400	163,483	174,338
Teachers	0	223,721	347,442	467,095	697,937	823,220
	<u>7,100</u>	<u>311,610</u>	<u>470,415</u>	<u>595,495</u>	<u>861,420</u>	<u>997,558</u>
Total Salaries and Benefits	27,100	1,189,386	1,795,527	2,272,945	3,287,956	3,807,580
Educational Resource Center	0	63,000	94,500	126,000	189,000	220,500
School Curriculum Supplies	0	7,650	11,500	15,400	23,100	27,000
Student Technology Assistance	0	284,437	426,655	568,873	853,310	995,528
Internet Subsidy	0	56,338	84,507	112,676	169,014	197,183
Office supplies	0	10,000	15,000	20,000	30,000	35,000
Software - Student and SIS	0	300,000	450,000	600,000	900,000	1,050,000
HW/SW - Teachers	0	9,180	13,800	18,480	27,720	32,400
Texts and Instructional Materials	0	696,054	1,044,081	1,392,108	2,088,162	2,436,189
Community Outreach	0	125,000	175,000	225,000	350,000	400,000
Copiers/Reproduction	0	2,500	3,750	5,000	7,500	8,750
Curriculum Postage	0	23,100	34,650	46,200	69,300	80,850
Office Postage	0	4,000	6,000	8,000	12,000	14,000
Student Testing & Assessment	0	20,000	25,000	30,000	30,000	30,000
Staff Recruiting	3,000	3,860	5,800	7,460	10,940	12,700
Staff Training / Prof. Development	0	5,000	5,000	7,500	7,500	7,500
Technical Support & Repairs	0	75,000	112,500	150,000	225,000	262,500
Travel and Conferences	2,000	10,000	11,000	12,000	12,000	12,000
Maintenance & Repair	0	500	500	500	500	500
High Speed Internet	750	3,000	4,200	5,400	6,600	7,800
Phone	3,000	12,000	14,400	16,800	19,200	21,600
Office Rent	21,375	85,500	85,500	85,500	152,000	152,000
Utilities	2,250	9,000	9,000	9,000	16,000	16,000
Enrollment and Records Management	0	28,000	42,000	56,000	84,000	98,000
Human Resources Support	0	24,125	36,250	46,625	68,375	79,375
Facility Support Services	0	10,000	10,000	10,000	10,000	10,000
Accounting and Regulatory Reporting	0	20,000	30,000	40,000	60,000	70,000
Financing Fee	0	56,603	83,404	107,205	160,808	187,609
Marketing Services	0	37,735	55,603	71,470	107,205	125,073
Special Ed Oversight / Liability	0	94,338	139,006	178,675	268,013	312,681
School Administration	0	245,278	361,416	464,555	696,833	812,971
Banking fees	0	240	240	240	240	240
Bookkeeping & Audit	0	7,500	8,500	9,500	10,500	11,500
Dues	0	500	500	500	500	500
Insurance - D&O	0	1,500	1,500	1,500	1,500	1,500
Legal	10,000	5,000	3,000	3,000	3,000	3,000
Special Ed Direct Services	0	250,000	375,000	500,000	750,000	875,000
Capital Purchases	100,000	0	10,000	10,000	10,000	10,000
Total Non-Salary Expenses	142,375	2,585,936	3,788,762	4,961,167	7,429,818	8,617,449
Total Expenses	169,475	3,775,323	5,584,288	7,234,112	10,717,774	12,425,028
Change in Fund Balance	30,525	98,177	125,962	112,888	302,726	432,222
Starting Fund Balance	0	30,525	128,702	254,664	367,552	670,278
Ending Fund Balance	30,525	128,702	254,664	367,552	670,278	1,102,499
Fund Balance as % of Expenses	18.0%	3.4%	4.6%	5.1%	6.3%	8.9%

**Louisiana Connections Academy
ATTACHMENTS**

A	Charter School Roster of Key Contacts
B	Resume of Each Board Member
C	Bylaws of the Non-Profit Corporation
D	Policies/Procedure for Complying with LA Public Records Law
E	Policies/Procedures for Complying with LA Code of Ethics
F	Enrollment Projection Table
G	Enrollment Policy
H	Staffing Chart
I	Copy of School's Personnel Policy
J	Charter School Student Discipline Policy
K	Attachments Related to Questions 41-50 1. Virtual School Providers – Comparative Data 2. Draft Educational Products and Services Agreement 3. EMO Audit Reports
L	Questionnaire for Louisiana Virtual Charter School Applicants
M	Response to Updates to RFP Resulting from Recent Changes in Law
N	Technical Specifications
O	Optional Attachments: Connections Academy Curriculum Detail

ATTACHMENT A

Charter School Roster of Key Contacts

CHARTER SCHOOL ROSTER of KEY CONTACTS

Complete the following Roster for the Board of Directors and key administrative leaders and/or partners for the proposed school. Be sure to include titles and roles.

Name Of School(s):	Louisiana Connections Academy	
Name of Nonprofit Corporation:	Friends of Louisiana Connections Academy	
Primary Contact Person:	Wade Henderson, Board President	
Mailing Address:	5220 S. Belvedere Dr. Baton Rouge, La 70808	
Phone: <i>(day & eve.)</i>	225-927-6165	
Fax:		Email: wade.henderson@cox.net

NONPROFIT BOARD OF DIRECTORS

Position:	Board President	
Role:	Verify Eligibility Review & Charter Application Compliance Attend Charter Workshops, Editing of Charter Application	
Name:	Wade Henderson	
Mailing Address:	5220 S. Belvedere Dr. , Baton Rouge, LA 70808	
Phone: <i>(day & eve.)</i>	225-927-6165	
Fax:		Email: wade.henderson@cox.net

Position:	Vice President, Louisiana Certified Teacher	
Role:	Review of Education Program and Editing of Charter Application; Attend Charter Workshops	
Name:	Valerie Bayone-Bandy, M.Ed.	
Mailing Address:	5943 Toria Drive Alexandria, LA 71303	
Phone: <i>(day & eve.)</i>	(318) 623-0759	
Fax:		Email: valeriebayonebandy@yahoo.com

Position:	Secretary	
Role:	Parent & Community Engagement	
Name:	Donna Ganier	
Mailing Address:	9618 Jefferson Hwy Ste. D325 Baton Rouge, LA 70809	
Phone: <i>(day & eve.)</i>	225-226-2318	
Fax:		Email: dlganier@cox.net

CHARTER SCHOOL ROSTER of KEY CONTACTS
NONPROFIT BOARD OF DIRECTORS continued

Position:	Treasurer	
Role:	Review of Financial Documents, Budgets & Operational Mgmt.	
Name:	Jeff Crouere	
Mailing Address:	948 Rue Chinon Mandeville, LA 70471	
Phone: (day & eve.)	(504) 669-6076	
Fax:		Email: jeff@ringsidepolitics.com

Position:	Board Member, Louisiana Certified Teacher (Recently added as of 8/3/09)	
Role:	Special Education Compliance	
Name:	Newana Brass-Daniels, M.Ed.	
Mailing Address:	354 Deacon Wails Rd Ferriday, La 71334	
Phone: (day & eve.)	318-757-7725/318-542-9103	
Fax:		Email: danielsnewana@hotmail.com

Position:	Board Member	
Role:	Professional Development and Instructional Practices	
Name:	Dr. M. Jayne Fleener,	
Mailing Address:	1451 Applewood Rd. Baton Rouge, LA 70808	
Phone: (day & eve.)	225-767-0474	
Fax:		Email: fleener@lsu.edu

Position:	Board Member	
Role:	Open Meetings/Public Records/Ethics Compliance and Legal Advice	
Name:	Dannie P. Garrett, III	
Mailing Address:	3333 Twelve Oaks Avenue Baton Rouge, La 70820	
Phone: (day & eve.)	225-767-7125	
Fax:		Email: dan@lpgov.org

Position:	Board Member	
Role:	Overall Policy and Charter Implementation	
Name:	Mark Lewis	
Mailing Address:	5013 Purdue Dr. Metairie, La 70003	
Phone: (day & eve.)	504-304-2911	
Fax:		Email: mlewis@ltc-la.org

CHARTER SCHOOL ROSTER of KEY CONTACTS
NONPROFIT BOARD OF DIRECTORS continued

Position:	Board Member	
Role:	Instructional Practices; Overall Policy and Charter Implementation	
Name:	Laura Little	
Mailing Address:	1328 Jackson Ave. #J, New Orleans, LA 70130	
Phone: (day & eve.)	678-994-2428/504-596-3282	
Fax:		Email: lauraalittle@yahoo.com

Position:	Board Member	
Role:	Overall Policy and Charter Implementation	
Name:	Michael Pitts	
Mailing Address:	38388 Oakland Dr., Prairieville, LA70769	
Phone: (day & eve.)	225-205-3141	
Fax:		Email: mpitts@amedisys.com

Position:	Board Member, Louisiana Certified Teacher	
Role:	Instructional Practices; Overall Policy and Charter Implementation	
Name:	John Sorrel, M. Ed.	
Mailing Address:	407 Orange Grove, New Iberia, LA 70560	
Phone: (day & eve.)	337-369-3398	
Fax:		Email: bat32recon@cox.net

SCHOOL PERSONNEL

Principal Name:	Not Yet Selected	
Phone (day/eve):		
Fax:		Email:

Business Manager:	Theodore Ochs (contracted business manager function)	
Phone (day/eve):	443-529-1212	
Fax: 410-843-6262		Email: tochs@connectionsacademy.com

Certified Public Accountant:	Not Yet Selected	
Phone (day/eve):		
Fax:		Email:

OTHER AS APPLICABLE (school management entity, partner)

Contact Person:	Comaneci D. Brooken	
Title/Position:	State Relations Regional Manager Assist Board with charter development.	
Organization:	Connections Academy	
Phone (day/eve):	404-660-8554/678-715-3161	
Fax: 678-559-0751		Email: cdavisbrooken@connectionsacademy.com

ATTACHMENT B

Resume of Each
Board Member

Wade Henderson

Born on December 21, 1963 in Baton Rouge, Louisiana

A Graduate of LSU and Tara High School

Co-owner, with Monica Fontenot Henderson of Ocean Star Media, LLC

Married to Monica Fontenot Henderson since 1996

They have an eight-year-old son

Ocean Star Media has since 1998 produced television content for education, entertainment and marketing purposes. OSM created and produced the television series, *InSchool*, an exposition and celebration of innovation in education. The weekly half-hour show covered the seven-parish Greater Baton Rouge area and during its seven years in production *InSchool* received multiple national and state awards for educational programming and public relations.

OSM has produced historical video documentaries for municipalities from The City of New Orleans to The Town of Olla and for organizations including the Baton Rouge General Hospital Foundation, The Historic New Orleans Collection/Williams Foundation and the Louisiana State Medical Society.

Ocean Star Media has also produced marketing videos for health care providers, tourist destinations, state agencies and private schools.

In the nineties Wade was a News Producer for WAFB, independently created and "Life of Louisiana," and was the Creative Director for WDSU.

Valerie L. Bayone-Bandy, M.Ed.
5943 Toria Drive
Alexandria, LA 71303
(318) 623-0759 (Blackberry)/ (318) 443-5507 (Fax)
valeriebayonebandy@yahoo.com

Education: Master of Education., Northwestern State University, Natchitoches, LA. *August 1998.*

Bachelor of Arts., Dillard University, New Orleans, LA. *May 1992.*

Research Fellow., University of California at Berkeley, Berkeley Undergraduate Research Institute, Berkeley, CA. *May – August 1991.*

Relevant

Experience: Owner/Principal Grant Writer., Val's Grantwriting Service, L.L.C., Alexandria, LA. *March 2006 to Present.*

Duties Include:

- Conceptualizing, Researching and Writing Grant Applications*
- Formulating and Preparing Budgets*
- Designing and Providing Professional Development Opportunities*
- Speaking at Regional and State Conferences*
- Evaluating Grant Programs*
- Managing Grant Program Budgets*

Special Education Teacher., Special School District #1/ Renaissance Home for Youth., Alexandria, LA. *March 2006 to Present.*

Duties Include:

- Lesson Planning and Classroom Instruction*
- Development of IEPs*
- Serving as SBLC Chairperson*
- Participating in Evaluation Meetings*
- Providing Educational Services for Youth in OYD and OCS Custody*

Grant Writer/Manager., Rapides Parish School District., Alexandria, LA. June 2003 to March 2006.

Duties Include:

- Collaborating with RPSB Personnel and Community Organizations to Design Programs to Benefit CENLA's Families***
- Conceptualizing Ideas and Developing Grant Programs to Benefit the School District and CENLA Community***
- Seeking Funding Sources to Implement Community-Based Programs***
- Serving as Liaison between the School Board and Federal, State, and Local Offices, as well as Architectural Firms, Law Firms, and Private Foundations***
- Researching, Writing, Preparing Budgets, and Designing Graphics for Grant Applications***
- Evaluating the Effectiveness of Grant-Funded Programs***

Instructional Facilitator for Secondary English Education., Rapides Parish School District., Alexandria, LA. August 2002 to June 2003.

- Evaluated the Classroom Instruction of Middle and Secondary English Teachers in Rapides Parish School District***
- Provided Input Regarding Methods of Improving Classroom Instruction***
- Modeled Teaching in Middle and High School Classrooms throughout Rapides Parish***

Instructional Facilitator for Middle and Secondary English/ Language Arts Education.,

Avoyelles Parish School Board., Marksville, LA. August 1996 to August 2002.

- Evaluated the Classroom Instruction of Middle and Secondary English and Reading Teachers in Avoyelles Parish Schools***
- Provided Input Regarding Methods of Improving Classroom Instruction***
- Modeled Teaching in Middle and High School Classrooms throughout Avoyelles Parish***
- Trained Mentors in the Louisiana Teacher Assistance and Assessment Program (LATAAP)***
- Delivered Professional Development to New Teachers in Avoyelles Parish in Accordance with the Louisiana Teacher Assistance and Assessment Program***
- Provided Professional Development in the Preparation and Implementation of a District Assistance Team (DAT)***

Certifications: Louisiana Department of Education
Certificate Number B 090586
Issued 11/09/2001 and Valid for 11/09/2001 - Life
(374) ENGLISH, Grade(s):6-12, 10/28/1998

**Awards/
Service:** Louisiana Teacher of the Year Finalist., The State Board of
Elementary and Secondary Education and The Louisiana
Department of Education. Baton Rouge, LA. 1999.

Student Government Association President., Dillard University,
New Orleans, LA May 1991- May 1992. (~Served as Vice-President
from May 1990 to May 1991)

Student Government Association Vice-President., Dillard University,
New Orleans, LA May 1990 - May 1991.

United States Senate Internship., The Honorable J. Bennett Johnston.,
Hart Senate Office Building. Washington, DC., Summer 1990.

References Available Upon Request

DONNA L. GANIER, MSW

9618 Jefferson Hwy, Ste. D325
Baton Rouge, LA 70809-9636

225.226.2318
dlganier@cox.net

Areas of Specialty/Previous Trainings

- Grief/Bereavement
 - Sexual Abuse
 - Public Speaking
 - Conflict Resolution
 - Power Point, Excel, Microsoft, Publisher
 - Caretaker Issues
 - Coalitions
 - HIV/Aids in African Americans 50+
 - Charter Schools
 - *
- High-Risk Communities
 - Children, Youth, Families
 - Alzheimer's
 - Teen Pregnancy Prevention
 - Change/Transitions: Organizations & Personal
 - Media/Public Relations/Marketing
 - Effective Volunteers
 - Medicare Part D and Prescription Assistance
 - Professional/Personal Organizing & Office Space Restructuring

Education

Master of Social Work

Southern University, New Orleans, LA

August, 1996 - May, 1998

Experience

Brylski Company

New Orleans, LA

9-04 – 6-06

*

12-06-present

- Promote and educate the older adult population on free/discounted prescription medication assistance, Medicare and Medicare Part D, Social Security; promote and advocate for healthcare in Louisiana; advocate for Partnership for Prescription Assistance and bus tours
- Conduct community presentations to the public/community, senior population; business meetings, pharmaceuticals groups, and legislatures throughout the state of Louisiana
- Attend and participate in media events and publicity events including TV, radio and paper markets
- Liaison and network with local, state and national organizations and agencies
- Network and lobby public officials in the Louisiana community
- Market for non-profit programs, charter schools in Louisiana (New Orleans/Baton Rouge), providing inter-office trainings and agency etiquette, related media publicity events and design marketing materials

Journey Hospice of the Shores

Metairie, LA

6-06 – 9-06

Hospice Relations Director

- Conduct community presentations to help the community better understand what Hospice is and dispelling the stereotypes of hospice by educating pharmacists, doctors and any/all community entities
- Conduct assessments either at the homes, hospitals or nursing homes determining if patient is appropriate for hospice

New Orleans Council on Aging/SenioRx

New Orleans, LA

9-04 – 9-05

Program Coordinator/Director

- Promote and educate the older adult population on prescription medication assistance through community presentations to senior centers/assisted living facilities, in-services, conferences/workshops
- Developed the New Orleans SenioRx program and its inception into the community
- Market program and conduct media presentations to television, radio, newspaper, etc.
- Developed the national Access to Benefits Coalition for Orleans Parish and six surrounding parishes
- Participated/developed Medicare Part D Louisiana Coalition for the state

- Plan, coordinate and participate in health fairs in the community; liaison with all organizations, agencies, and public officials in the community
- Supervise/train staff, paraprofessionals, interns and volunteers
- Supervise three programs; solicit funds through public and private foundations and grant programs, and generate required monthly reports for funders and agency
- Secured grants for \$25,000 and \$100,000

Kingsley House New Orleans, LA 9-02 – 9-04
Senior Case Manager Supervisor

- Promote and educate former St. Thomas residents about the availability of case management services, which included: grief counseling, empowerment and self-esteem counseling, parenting skills, conflict resolution, budgeting and money management, one-on-one counseling and family counseling and decision making
- Supervise staff of up to eight people, professionals, paraprofessionals, and interns
- Conduct supervision and trainings to staff and agency
- Generate required monthly reports, statistics and new grant programs. Participate in community outreach meetings

Safe & Drug Free Schools/Communities Act Program New Orleans, LA
 8-01 – 5-02 **Student Intervention Advocate**

- Provided intensive, direct-service intervention in the areas of fighting, drug prevention, peer pressure, conflict resolution, and anger management
- Conducted individual and group sessions with students and provided classroom presentations on prevention education as it related to violence, substance abuse, conflict resolution and conducted parent/family sessions

Community Volunteers Association New Orleans, LA 9-99 – 6-00
Teen Pregnancy Prevention Coordinator

- Coordinated all activities related to overnight retreats working with youth ranging in ages from 10-18, demonstrating all aspects of a newborn using “Baby Think It Over” and simulated pregnancy belly as well as reproduction functioning presentations
- Presented program to school officials, counselors/social workers; coordinated parent meetings and community outreaches
- Coordinated all evaluations, testing, grant and monthly statistical reports to the Office of Women’s Services in Louisiana

Office of Community Services New Orleans, LA 8-95 – 10-99
Social Services Specialist I

- Investigated reports of child abuse/neglect in homes, schools, daycares, etc.
- Liaison between families and communities; conducted therapeutic services such as parenting classes and applied intervention techniques during incoming intake calls

Community Service

Alzheimer’s Association
 American Cancer Society
 Professional training and development for Social Work License
 Medicare Rx Access of Louisiana
 Medicare Part D Coalition
 Healing Place Church Volunteer, Community Advocate for Homeless and
 Community, Instructor, Prison Reentry Initiative
 R.E.B.E.L. (Reaching Everybody By Expressing Love) Advocacy
 Board Member/Secretary of Louisiana Connections Academy

JEFF CROUERE

948 Rue Chinon Mandeville, LA 70471

E-mail: jcrouere@yahoo.com

Home: (985) 727-1100

Cellular: (504) 669-6076

EXPERIENCE

- **Radio Commentator – WGSO-AM** *June 2007 to Present*
Host a daily program, “Ringside Politics” from 7-11 a.m. that focuses on the major local, state and national issues of the day. Deliver daily commentaries, host special on-air events and remote broadcasts.
- **Political Analyst - ABC-26 TV** *October 2002 to Present*
Provide on-air political analysis for news broadcasts, election night coverage and weekend shows.
- **Emcee - Politics with a Punch** *April 2002 to Present*
Host a unique monthly stage show with journalists, politicians, comedians and celebrities mixed together to provide humorous commentary on the major political stories of the day.
- **Talk Show Host/Producer/Creator** *January 1999 to Present*
Created the television and radio programs “Politically Speaking, Louisiana Style,” “New Orleans in the Morning” and “Ringside, Politics with a Punch.” Show features interviews, analysis, debate and investigative journalism. Duties include researching topics, recruiting guests, developing story lines and delivering information in an entertaining and enlightening manner. Radio shows aired on WTIX-AM, WOMN and WGSO. Television show has aired on twelve stations statewide, including WLAE-TV.
- **Columnist/Feature Writer** *January 1999 to Present*
Established a political e-mail and fax newsletter, which is transmitted weekly to 5,000 Louisiana business and political leaders. Write daily, weekly and monthly political analysis columns and editorials for a select number of print and on-line publications, including www.bayoubuzz.com, *City Life*, *Kenner Star*, www.NewOrleans.com, *New Orleans City Business*, *News Banner*, *Scat and Slidell Monthly*.
- **Political Consultant/Advisor** *July 1997 to Present*
Counseled candidates and elected officials. Consulted candidates involved in local, state and national campaigns for offices such as Mayor, U.S. Senate and President of the United States.
- **Government Relations Specialist - Alternatives to Incarceration (ATI)** *April 2001 to June 2005*
Developed legislation, lobbied elected officials, promoted ATI’s mission and brainstormed with company executives on how to achieve long range goals.
- **Executive Director/Deputy Chairman - Republican Party of Louisiana** *July 1997 to December 1998*
Developed policies for party and directed operations of office. Fund-raising, campaign management, media relations, staff supervision, volunteer recruitment were additional duties. The position is the liaison to the 213-member Republican State Central Committee. Maintained daily contact with state and national party officials and, as party spokesman, with local, state and national press.
- **Development Director - LSUMC Stanley S. Scott Cancer Center** *June 1995 to July 1997*
Created special events for annual fund drive, founded the annual golf tournament and produced the largest fund-raiser in the history of LSU Medical Center, the roast of James Carville and Mary Matalin, which was nationally televised by C-SPAN on March 30, 1996.
- **Development Director - Southern Dominican Province** *May 1994 to May 1995*
Enabled this Catholic order of religious men to achieve their development and long range planning goals. Managed all of the 11-state province’s fund-raising and public relations operations.
- **Development Consultant** *September 1993 to September 2001*
Coordinated activities such as special event planning, public relations, volunteer management, annual fund, capital campaigns, planned giving, major gifts, and United Way campaigns. Clients included Archbishop Rummel High School, Ascension Catholic School, Center for Law and Civic Education, Christian Brothers New Orleans-Santa Fe District, De La Salle High School, LSU Medical Center Foundation, LSU Medical School, Resurrection of Our Lord School, and St. Charles Catholic School.
- **Development Associate - Mercy Hospital and Mercy/Baptist Hospital** *April 1992 to April 1994*
Directed annual fund drive, created special event fund-raisers, managed volunteer activists, created a Development Advisory Board and assisted in planned giving activities.

COMMUNITY SERVICE AND HONORS

- **President/Board Member - *Northshore Republican Men's Club*** *2003 to Present*
- **Moderator** *1999 to Present*
Conducted political debates/forums featuring candidates contending for elective office, such as New Orleans City Council, U.S. Congress, U.S. Senate, LA Governor and U.S. President
- **Featured Speaker/Master of Ceremonies** *1997 to Present*
Addressed over 100 clubs, organizations and schools across Louisiana, such as Loyola University and Alliance for Good Government
- **Featured Guest** *1996 to Present*
Interviewed by the *New York Times*, *Talk Magazine*, and National Public Radio, and national cable networks such as CNBC, MSNBC, CNN, CNN Headline News and Fox News
- **Celebrity King – *City of Kenner's "Twilight on Twelfth Night"*** *2001*
- **Outstanding Media Award - *Victims and Citizens against Crime*** *2001*
- **Louisiana Chairman – *R.N.C. Catholic Task Force*** *2000*
- **Advisory Board Member - *Greenwalt Alzheimer's Center*** *1999 to 2005*
- **President/Board Member - *De La Salle Alumni Association*** *1998 to 2002*
- **Alumnus of the Year - *De La Salle High School*** *1998*
- **Chairman - *Orleans Parish Republican Party*** *1997*
- **President/Board Member - *Loyola University C.B.A. Alumni Board*** *1996 to 2006*
- **Board Member - *Health Education Authority of Louisiana*** *1996 to 2002*
- **Treasurer - *Families for Inclusive Education*** *1996 to 2001*
- **Delegate - *2nd Congressional District, Republican National Convention*** *1996*
- **Vice President /Member - *Alliance for Good Government*** *1995 to 2005*
- **Candidate - *Louisiana State Legislature, 89th District*** *1995*
Finished second in field of four candidates
- **President/Treasurer/Board Member - *Greater N.O. Republicans*** *1994 to 2002*
- **Executive Producer/Moderator - *"Point of View"*** *1988 to 1989*
Managed all aspects of television discussion program that aired on Cox Cable. Duties included researching topics, recruiting guests, designing format and conducting interviews.
- **State Director/National Board - *Young Americans for Freedom*** *1988 to 1989*

EDUCATION

- **Fellow - *Loyola University Institute of Politics*** *1996*
New Orleans, LA
- **M.B.A. - *Loyola University College of Business Administration*** *1994*
New Orleans, LA
- **B.A. - *Vanderbilt University*** *1985*
Nashville, TN
- **Honor Graduate - *De La Salle High School*** *1981*
New Orleans, LA

REFERENCES

- Available upon request

Newana Brass-Daniels, M.Ed.
354 Deacon Wails Road
Ferriday, Louisiana 71334
(318) 542-9103
danielsnewana@hotmail.com

Education Master of Education., Alcorn State University. Alcorn, Mississippi.
December 1989. Specialization Area- Special Education

Master of Education. Jones International University.
Centennial, Colorado. *Specialization in Adult Education*

Bachelor of Science., Alcorn State University.
Alcorn, Mississippi. *May 1978. Specialization in Special Education*

*Additional Educational Hours Totaling 30 Hours
Beyond the Masters Degree:*

University of New Orleans – New Orleans, Louisiana
Studies in Hearing Impaired and Visually Impaired Individuals

Louisiana Tech University - Ruston, Louisiana
Studies in Visual Impairments

Northwestern State University
Studies in Supervision/ Adult Education

***Louisiana
Certifications
& Credentials***

Louisiana Teacher's Certificate B 075488
(425) Mild/Moderate (1-12); Grade(s): 1-12 08/15/1991
(398) Adult Education Instructor 06/22/2005

IEP Facilitator 06/30/1994





**Relevant
Experience**

Special Education Teacher in Special School District., Site:

Renaissance Home for Youth., Alexandria, Louisiana.

August 2008 to Present.

Duties Include:




-  *Serving as School Building Level Committee (SBLC) Chairperson*
-  *Identifying strategies and activities that will facilitate improvement of client progress as measured by TABE and GED testing*
-  *Assisting in the design of a plan for accomplishing improved client performance at adult education sites*
-  *Evaluating program effectiveness according to the specified objectives of the program*

Adult Education Teacher., Concordia Parish Schools.,

Vidalia, Louisiana. *Service Site was Louisiana Technical College.*

August 2005 to August 2008.





Duties Include:

-  *Serving as a Certified Assessor in the Louisiana Teacher Assistance and Assessment Program*
-  *Serving as a Mentor in the Louisiana Teacher Assistance and Assessment Program (LaTAAP).*
-  *Planned curriculum for adult education program*

Special Education Teacher., Site: Vidalia Junior High School.,

Vidalia, Louisiana. *August 2002 to August 2005.*






Duties Include:

-  *Instructing children with significant cognitive impairments in a self-contained classroom*
Developing and teaching lessons that targeted students' IEP goals and the Louisiana Content Standards
-  *Evaluating program effectiveness according to the specified objectives of the program*
-  *Implementing the mathematics and reading curriculum for sixth, seventh, and eighth grades and advising teachers about the curriculum*
-  *Modeling lessons for teachers in Special Education and Regular Education classrooms*

Project Independence Teacher., Site: Shelby M. Jackson Technical Institute., Ferriday, Louisiana




July 1994 to July 1995.

Duties Include:

-  *Teaching job skills training and Pre-GED coursework*
-  *Preparing and submitting monthly reports for Louisiana Department of Social Services*
-  *Providing employment opportunities for adults*
-  *Administering the TABE test*
-  *Teaching adults the skills that will make the more marketable in the workplace*




Special Education Teacher., Site: Ferriday Lower Elementary School., Ferriday, Louisiana. *August 1991 to July 1994.*

Duties Include:

-  *Encouraging hands-on discovery through multi-sensory, interactive activities to address curriculum goals*
-  *Working one-on-one with students who had learning disabilities to facilitate the learning of classroom materials*
-  *Working with teachers in developing appropriate plans regarding students' learning difficulties*

Elementary Teacher., Site: Vidalia Lower Elementary School., Vidalia, Louisiana. *August 1991 to August 1992.*

Duties Include:

-  *Encouraging hands-on discovery through multi-sensory, interactive activities to address curriculum goals*
-  *Developing strategies that enhanced students' learning*
-  *Implementing grade level expectations for students*

VITA

M. JAYNE FLEENER

EDUCATION

- Ph.D. Curriculum and Instruction, University of North Carolina at Chapel Hill, December, 1988
Dissertation: *Using the computer as an instructional tool to aid in mathematical problem solving*
- M.A.T. Mathematics, University of North Carolina at Chapel Hill, August, 1983
- M.A. Philosophy, University of North Carolina at Chapel Hill, August, 1980. Thesis:
Epistemology of mathematics
- B.A. Philosophy, Indiana University at Bloomington, May, 1978

FACULTY AND ADMINISTRATIVE APPOINTMENTS

- 2004-present E.B. "Ted" Professor and Dean, College of Education, Louisiana State University, Baton Rouge, LA
- 1999-2004 Associate Dean for Research and Graduate Studies, College of Education, University of Oklahoma, Norman, OK
- 2001-2004 Professor, Department of Instructional Leadership and Academic Curriculum, University of Oklahoma, Norman, OK
- 1995-2001 Associate Professor, Department of Instructional Leadership and Academic Curriculum, University of Oklahoma, Norman, OK
- 1989-1995 Assistant Professor, Department of Instructional Leadership and Academic Curriculum, University of Oklahoma, Norman, OK
- 1985-1989 Teacher, Departments of Mathematics and Computer Science, Durham Academy, Durham, NC
- 1983-1985 Teacher, Departments of Mathematics and Computer Science, Durham City Schools, Durham, NC. (Department Chair: 1984-1985)

RESEARCH

Grants

External Grants and Contracts

LSU

1. Louisiana Board of Regents, 4/2/09 – 8/1/09, *Wallace Foundation Grant Personnel Policy Study*, PI, \$20,000.
2. East Baton Rouge Parish School System, 02/01/2008 – 06/30/08, *East Baton Rouge CAN! Assessment*, PI (with Suzan Gaston, PD), \$19,971.
3. Louisiana Board of Regents – BOR, 08/17/2007 – 06/30/08, *Value-Added Teacher Preparation Qualitative Research Study*, PI, \$28,500.
4. US Department of Education, 2006, *GEAR UP LSU*, PI (with Suzan Gaston, PD), \$5,395,948.
5. Learn and Serve America, 2006-2008, *LSU Ready & Response Service Team*, PI, \$135,000.
6. Point Coupee Parish Schools, 2006, *LSU TIPS Partnership Subcontract*, PI, \$38,265
7. LA Board of Regents, 2006, *Literacy Across the Curriculum Subgrant*, PI (with Patti Exner, PD), \$5,000
8. LA Board of Regents, 2005, *Teacher Preparation Accountability System Professional Development Reward (2005-2006)*, PI, \$10,000.
9. LA Systemic Initiatives Program (LASIP), 12/07/05, *M.A.T.H. 2006: Mathematics and Assessment Taught Hands-On*, Co-PI (Nell McAnelly PI), \$188,317.
10. LA Board of Regents, 2005, *Value-Added Teacher Preparation Program Assessment Model*, PI, \$50,000
11. Southern Association of Colleges and Schools, 2007, *SACS/CASI Support Staff*, PI, \$6,000
12. Southern Association of Colleges and Schools, 2006, *SACS/CASI Support Staff*, PI, \$6,000
13. Southern Association of Colleges and Schools, 2005, *SACS/CASI Support Staff*, PI, \$6,000

University of Oklahoma

1. 2003 NCLB Title II, 2003, *Data-Driven Decision-Making Professional Development for Oklahoma Urban Preservice and Inservice Educators*, Co-PI (with Carla Thompson, David Garner), \$48,037.
2. 2003 NCLB Title II, 2003, *Teacher Increased Content Knowledge Equals Student Achievement in Mathematics (TICK=SAM)*, Research Consultant (Co-PI's Mary Stewart & Sacra Nicholas), \$91,139
3. Service Provider, *Mathematics Tutoring Program*, NCLB Title I through Oklahoma City Public Schools, (PI/PD), \$7,689
4. Oklahoma State Regents for Higher Education, *CITyS: Computer Integrated Technology Services for Preservice and In-service Teachers*. (PI), \$16,000.
5. National Science Foundation, 2003-2006, *PGE/RES Why Does It Work? A Study of Successful Gender Equity in Industrial Engineering at the University of Oklahoma*, Co-PI (Teri Jo Murphy, PI/PD), \$990,000.
6. Hitachi Corporation, 1999 - 2002, *Internet-based Training for Teachers to Develop and Implement Multimedia Technologies*, Co-PI, (with Kurt Gramoll, Engineering), \$253,497.
7. SMARTer Kids PREP Grant for SMART Products, (PD), \$1748 (with additional funding of \$750 from the College of Education Technology Committee).

8. Oklahoma State Regents for Higher Education Title II Eisenhower Grant, 1999, *Programmatic Professional Partnerships (P3): Professional Development through Multi-networked Collaborative Inquiry and Graduate Work in Mathematics Education*, PD, (PI Jim Gardner), \$212,890, three years
9. U.S. Department of Education, 1999-2005, *Gear-Up for Success in College*, (Alan Ingram , Oklahoma City Schools, PI/PD), University of Oklahoma Partner PI/PD, initial award of \$15,000,000 to OKPS (subcontract rate for OU about \$125,000/ year with over \$600,000 in expenditures through 2003-2004).
10. Oklahoma State Regents for Higher Education Title II Eisenhower Grant, 1995, *Mathematics and Science Teaching and learning through Computer Mediated Communications*, PI/PD, \$28,540.
11. Southwestern Bell Foundation Headquarters, 1993, *Technology in the Teaching and Learning of Mathematics: Project for the Integration of Calculators and Cooperative Learning (PICAC) in Intermediate Mathematics*, Co-PI/PD (with Dr. Pamela Fry), \$9,999.
12. Oklahoma State Regents for Higher Education Title II Eisenhower Grant, 1992, *Problem Solving Through Mathematical and Computer Modeling*, Co-PD (with Drs. Linda Norton & Curtis McNight), \$50,000.
13. Oklahoma State Regents for Higher Education, Title II Eisenhower, Quality Incentive Grant, 1991-1992, *Immediate Introduction of Calculator Graphics into Oklahoma Middle School Mathematics Classrooms*, Curriculum Specialist and Conference Coordinator, (PI/PD Dr. Andy Magid), \$11,484 (with matching funds from CASIO of \$456,000).
14. Oklahoma State Regents for Higher Education Title II Eisenhower Grant, 1991, *Problem Solving Through Mathematical and Computer Modeling*, Associate Co-director, (PI/PD Dr. Linda Norton), \$30,000.

Combined Internal/External Grants

Sooner Counts Mathematics Tutoring, PD, 1999-2004, \$20-25K per year, combined funding from the Oklahoma State Regents, Department of Education Gear-Up, OU Financial Aid, OU College of Education Dean's Office, and OU Department of Instructional Leadership and Academic Curriculum. (Each year, we piece together funding for this program from these various sources. In addition to these direct funds, we generate funds for student tutors through the Federal Work Study program. During the 2000-2001 school year, for example, we generated almost \$54,000 of Federal Work Study money to support our student tutors.)

Teaching Grants

- Summer Scholars Program (SSP), University of Oklahoma, Norman, Summers 1995, 1996, Mentor, (PI/PD Bob Petry, Associate Dean, Arts and Sciences).
- Summer Scholars Program (SSP), University of Oklahoma, Norman, Summers 1993 – 1995, 1998 –1999, Instructor - Mathematics Modeling and Chaos Theory. (PI/PD Bob Petry, Associate Dean, Arts and Sciences).
- Young Scholars Program (YSP), Duke University, Durham, NC, Summers 1989 – 1990, Instructor - Introduction to Computer Science.
- Talent Identification Program (TIP), Duke University, Durham, NC, Summers 1987 – 1988, Instructor - Introduction to Computer Science.

Service Grants

National Council of Teachers of Mathematics, Special Needs Grant for Central Oklahoma Association of Teachers of Mathematics (COATM), \$750, as President of COATM 1995 – 1996

Coalition for the Advancement of Science and Mathematics (CASMEO) and the Southwest Educational Development Lab (SEDL), for the Central Region affiliated group of CASMEO, \$1500, 1997

Publications

Books:

Doll, W., Fleener, M.J., Trueit, D., St. Julien, J. (Eds.) (2005). *Chaos, complexity, curriculum and culture: A conversation*. New York: Peter Lang (Translated into Chinese, 2007).

Fleener, M.J. (2002). *Curriculum dynamics: Recreating heart*. New York: Peter Lang (Translated into Chinese, 2007).

National Refereed Publications

1. Fleener, M.J. (2009). Bootstrapping a Theory of Thinking and Learning: A response to Ton Jörg's Thinking in complexity about learning and education. *Complicity: An International Journal of Complexity and Education* 6(1), pp. 39-44.
2. Ricks, T., Lu, L., Fleener, M.J. (2008). Understanding students' thinking from an interrelationship perspective. *Journal of Mathematics Education (China)*
3. Fleener, M.J. (2008). Re-Romancing Education: The Bricoleur. *Process Papers Eleven: Concerning A Different Three Rs for Education*, pp. 54-58.
4. Fleener, M.J. (2008). Complexity and Postmodern Criticality: Moral Dimensions of Emergentist Research. *Journal of the Canadian Association for Curriculum Studies*, 6 (1), pp. 73-91.
5. Fleener, M.J. & Matney, G. (2007). Curriculum clearings as being-with mathematics experiences: Authentic learning through a Heideggerian Lens. *Journal of Curriculum and Pedagogy. Volume 3, Number 2, Winter 2006: p. 92-106.*
6. Fleener, M.J. & Merritt, M. (2007). Paradigms Lost? *Nonlinear Dynamics, Psychology and the Life Sciences. Volume 11, Number 1, p. 1-18.*
7. Fleener, M.J., Willis, J., Brun, J., Hebert, K. (2007). Post-Katrina Educational Contexts: Breaking the Rules. In S. Robinson & M.C. Brown, *The Children Hurricane Katrina Left Behind: Schooling Context, Professional Preparation, and Community Politics.*
8. Reeder, S., Cassel, D., Reynolds, A., Fleener, M.J. (2006). Doing Something Different: Envisioning and Enacting Mathematics Curriculum Alternatives. *Curriculum and Teaching Dialogue: A Journal of the AATC. Volume 8, Number 1, p. 51-68*
9. Fleener, M. J., Reeder, S. (2006). Teaching etcetera. In Evans, M. & Allan, G., *A Different Three R's of Education. Volume 176, p. 141-154*

10. Fleener, M.J., Forehand, C., Robbins, R. (2005). Poststructural perspectives of self and education. *International Journal of Learning* (11), pp. 1065-1071.
11. Reynolds, A.M., Fleener, M.J., Wheatley, G., Robbins, R. (2005). The making of intelligence: Poststructural perspectives of learning. *International Journal of Learning* (11), 1033-1039.
12. Fleener, M.J., (2005). Learning as dynamic spacing: Changing language games through complexity. *Complicity: An International Journal of Complexity and Education*, 2(1), pp. 77-80 (December).
13. Fleener, M.J., Smith, J.K., Simpson, D. (2005). Philosophy and teacher education: Paradox or paradigm? *Process Philosophy Papers* (9), pp. 66-75.
14. Fleener, M.J., Richardson, K., & Matney, G. (2004). Deterritorializing the curriculum: Poststructural logic and dynamic process. In L. Coia, et al., *Democratic Responses in an Era of Standardization*, pp. 27-37. Troy, NY: Educator's International Press, Inc.
15. Fleener, M.J. (2004). Why mathematics?: Poststructural topologies and negative spaces. In Walshaw, M (Ed.) *Mathematics education within the postmodern*. Greenwich, CT: Information Age Publishing.
16. Fleener, M.J., Carter, A., & Reeder, S. (2004). Language games in the mathematics classroom: Teaching a way of life. *Journal of Curriculum Studies* 36(4), pp. 445-468.
17. Fleener, M.J. (Summer, 2004). Curriculum dynamics and soul of teaching complexly: Horizons of expectation as educative improvisation. *Journal of Thought*, pp. 35-42.
18. Fleener, M. J., Reeder, S. L., Young, E., Reynolds, A. M. (2003). Unfolding mathematical experience through on-going study of the history of mathematics. *Action in Teacher Education*, Vol. XXIV (3), pp. 73-84.
19. Fleener, M.J., Adolphson, K., Reeder, S. (2002). Robotics activities and constructed problem solving: Creating spaces for learning/doing. In A.D. Cockburn & E. Nardi (Eds), *Psychology of Mathematics Education- Volume 2*, 361-367.
20. Carter, A., Fleener, M. J. (2002) Exploring the teacher's role in developing autonomy. In D.S. Mewborn, P. Sztajn, D.Y. White, H.G. Wiegel, R.L. Bryant, K. Nooney (Eds). *Psychology of Mathematics Education-North American Chapter – Volume 2*, 819-829.
21. Fleener, M. J. & Dupree, G. D. (2002). Autobiography through Gynocritical Inquiry: Exploring Women's Ideas about Mathematics, Power, and Community. *Journal of Curriculum Theorizing*, 65-76.
22. Fleener, M.J. (2002). Logical Foundations for an Organocentric Curriculum: Dewey's Logic and Complexity Sciences. In W. Doll & N. Gough, (Eds.), *Curriculum Visions*, New York: Peter Lang Publishers, 152-162.
23. Fleener, M.J. (2001). Educational Standards and High Stakes Testing: Changing Ways of Seeing. *Process Papers*, 6 (December, 2001), 19-37.
24. Fleener, M.J. (2001). The Language Games of Science and Philosophy: Bridges Rather than Anchors A Response to *Science Education: Constructing a True View of the Real World?* In Stone, L. (Ed.), *Philosophy of Education 2000*, Urbana-Champaign, IL: Philosophy of Education Society, 378-382.
25. Fleener, M. J. (1999). Toward a poststructural mathematics curriculum: Expanding discursive possibilities, *Journal of Curriculum Theorizing*, 15(2), 89-105.
26. Fleener, M. J. & Rodgers, D. B. (1999). A systems theoretic approach to understanding transformation in learning communities. *Journal of Thought*, 34(1), 9-22.
27. Pourdavood, R. G. & Fleener, M. J. (1998). The ecology of a dialogic community as a socially constructive process. *Teaching Education*.
28. Fleener, M. J. & Fry, P. G. (1998). Adaptive teacher beliefs for continued professional growth during postmodern transitions. In D. J. McIntyre & D. M. Byrd (Eds.), *Strategies for Career-Long Teacher Education: Teacher Education Yearbook VI*, Thousand Oaks, CA: Corwin Press, 154-167.

29. Fry, P. G. & Fleener, M. J. (1997). An analysis of teacher-class interaction metaphors. *The Journal of Classroom Interaction*, 32(1), 30-35.
30. Pourdavood, R. G. & Fleener, M. J. (1997). Impact of a dialogic community on the development of classroom sociocultural norms. *Journal for a Just and Caring Education* 3(4), 399-417.
31. Fleener, M. J., Donaldson, G. D., & Craven, L. D. (1997). Exploring and changing visions of mathematics teaching and learning: What do students think? *Mathematics Teaching in the Middle School*, 9(1), 40-43.
32. Pourdavood, R. G. & Fleener, M. J. (1997). Evolution of a dialogic community and teacher change. *The School Community Journal*, 7(1), 51-61.
33. Pourdavood, R. G. & Fleener, M. J. (1997). Sustaining cultures of teaching for liberatory mathematics education. *Proceedings of the 19th Annual Meeting of the Psychology of Mathematics Education – North American Chapter*.
34. Fleener, M. J. (1996). Scientific worldbuilding on the edge of chaos: High school students' beliefs about mathematics and science. *School Science and Mathematics*, 96(6), 312-320.
35. Pourdavood, R. G. & Fleener, M. J. (1996). Examining teachers' beliefs and practices within a dialogic community. *Proceedings of the 18th Annual Meeting of Psychology in mathematics Education - North American Chapter (PME-NA), Volume II*, 370-375.
36. Fleener, M. J. (1995). A survey of mathematics teachers' attitudes about the calculator: The impact of philosophical orientation. *Journal of Computers in Mathematics and Science Teaching*, 14(4), 481-498.
37. Fleener, M. J. (1995). The relationship between experience and philosophical orientation: A comparison of preservice and practicing teachers' beliefs about calculators. *Journal of Computers in Mathematics and Science Teaching*, 14(3), 359-376.
38. Fleener, M. J. (1995). Alamo Rent-A-Car Commercial. *Mathematics Teaching in the Middle School*, 1(5), 394
39. Fleener, M. J., Westbrook, S. L., & Rogers, L. N. (1995). Learning cycles for mathematics: An investigative approach to middle school mathematics. *The Journal of Mathematical Behavior*, 14(4), 437-442
40. Fleener, M. J., Pourdavood, R. G., & Fry, P. G. (1995). A study of preservice teachers' metaphors for the different roles of the mathematics teacher. *Proceedings of the 17th Annual Meeting of Psychology in Mathematics Education – National (PME-NA) Volume II*. 104-108.
41. Fleener, M. J. (1995). Relationships among experience, philosophy and beliefs related to calculator use. In D. Carey, R. Carey, D.A. Willis, & J. Willis (Eds.) *Technology and teacher education annual: 1995*. Charlottesville, VA: Association for the Advancement of Computing in Education.
42. Fry, P. G., & Fleener, M. J. (1995). A Freirean approach to teacher change: A study of ten teachers engaged in action research. In E. Chance (Ed.), *Creating the quality school*, Magna Press.
43. Fleener, M. J. & Fry, P. G. (1994). Methods classes and professional development schools: The overlooked semester. *The Teacher Educator*, 29(3), 39-44.
44. Fleener, M. J. & Fry, P. G. (1994). Analyzing metaphors for mathematics teaching. *National Forum of Teacher Education Journal*, 4(1), 55-63.
45. Fleener, M. J. & Nicholas, S. N. (1994). Dynamic belief clusters: Using isolation analysis to determine preservice teachers' beliefs about the teaching and learning of mathematics. *National Forum of Applied Educational Research Journal*, 7(2), 13-22.
46. Nicholas, S. N., & Fleener, M. J. (1994). Nine preservice teachers' beliefs about teaching and learning mathematics: A case study. *National Forum of Applied Educational Research Journal*, 7(2), 3-12.

47. Fine, A., & Fleener, M. J. (1994). Calculators as instructional tools: Perceptions of three preservice teachers. *Journal of Computers in Mathematics and Science Teaching*, 13(1), 83-100.
48. Fleener, M. J. & Reynolds, A. (1994). The relationship between preservice teachers' metaphors for mathematics learning and Habermasian interests. *Proceedings of the 16th Annual Meeting of Psychology in Mathematics Education – North American Chapter (PME-NA)*, 247-253.
49. Fleener, M. J. (1994). A research study of teachers' beliefs about calculator use. In G. Marks (Ed.), *Mathematics/Science education and technology, 1994* (pp. 56-61). Charlottesville, VA: Association for the Advancement of Computing in Education.
50. Fleener, M. J. (1994). Is experience enough?: A survey of mathematics teachers' philosophies of calculator use. In D. Carey, R. Carey, D.A. Willis, & J. Willis (Eds.) *Technology and teacher education annual: 1994*. Charlottesville, VA: Association for the Advancement of Computing in Education.
51. Fleener, M. J. (1993). Graphing calculators: Networking strategies for inservice instruction. In D. Carey, R. Carey, D.A. Willis, & J. Willis, J. (Eds.) *Technology and teacher education annual: 1993* (pp. 596-599). Charlottesville, VA: Association for the Advancement of Computing in Education.
52. Fleener, M. J. (1992). Life in the fast lane: A modeling problem from the grocery store. *Consortium: The Newsletter of the Consortium for Mathematics and Its Applications*, 43.
53. Fleener, M. J., & Marek, E. A. (1992). Testing in the learning cycle. *Science Scope*, 15(6), 48-49.

In Press National Publications

- Fleener, M.J. (In press). Conversational Labyrinths and Metaphorical Journeys: A Review of *Higher Education Reconceived: A Geography of Change*. In *Complicity: An International Journal of Complexity and Education*.
- Fleener, M.J., Jewett, L., Smolen, J., Carson, R. (in press). Creating Spaces for Service Learning Research – Implications for Emergent Action and Civic Ingenuity. In T. Stewart, *Problematizing Service-Learning: Critical Reflections for Development and Action*. Information Age Publishing.

National Book Reviews – Invited

1. Fleener, M.J. *Learning Dynamics*. [Review of Davis, E.J., Smith, T.J., & Leflore, D. (2008). *Chaos in the classroom: A new theory of teaching and learning*. Durham, NC: Carolina Academic Press.] *Nonlinear Dynamics in Psychology and the Life Sciences*.
2. Fleener, M.J. [Review of Tent, M.B.W. (2006). *The prince of mathematics: Carl Friedrich Gauss*. Wellesley, MA: A.K. Peters, Ltd.] *Mathematics Teaching in the Middle School*.
3. Fleener, M.J. [Review of Stickels, T. (2000). *Are you as smart as you think?* Gordonsville, VA: St. Martin's Griffin]. *Mathematics Teaching in the Middle School*.
4. Fleener, M. J. [Review of Spencer, D. (1995). *Key dates in number theory history*. Ormond Beach, FL: Camelot Publishing Company]. *School Science and Mathematics*.
5. Fleener, M. J. [Review of Spencer, D. (1995). *Illustrated computer dictionary for young people*. Ormond Beach, FL: Camelot Publishing Company]. *School Science and Mathematics*.

6. Fleener, M. J. [Review of Spencer, D. (1995). *Spencer's illustrated computer dictionary*. Ormond Beach, FL: Camelot Publishing Company]. *School Science and Mathematics*.
7. Fleener, M. J. [Review of Spencer, D. (1995). *Exploring number theory with microcomputers (3rd Edition)*. Ormond Beach, FL: Camelot Publishing Company]. *School Science and Mathematics*.
8. Fleener, M. J. (1998). [Review of Fomin, D., Genkin, S., & Itenberg, I. (1996). *Mathematical circles (Russian experience)*. Boston, MA: American Mathematical Society] *Mathematics Teaching in the Middle School*.
9. Fleener, M. J. (1997, September). [Review of NCTM (1997). *Results from the sixth mathematics assessment*. Reston, VA: NCTM]. *Mathematics Teaching in the Middle School*.
10. Fleener, M. J. (1997). [Review of the Ontario Association for Mathematics Education (OAME) and the Ontario mathematics Coordinators Association (OMCA) (1995). *Linking assessment and instruction in mathematics: Connecting to the Ontario Provincial Standards*. Rosseau, ON: OAME and OMCA} *Mathematics Teaching in the Middle School*, 2(5), pp. 363-364).
11. Fleener, M. J. (1995). [Review of Tsuruda, G. (1994). *Putting it Together: Middle school math in transition*. Portsmouth, NH: Heinemann Press]. *Mathematics Teaching in the Middle School*.
12. Fleener, M. J. (1994). [Review of Owens, D. T. (1993). *Research ideas for the classroom: Middle grades mathematics*. New York: Macmillan Publishing Co.]. *Mathematics Teaching in the Middle School*, 1(2), pp. 162-163.

State – Editor Review

1. Fleener, M. J. (2001, Fall). Teaching Etcetera. *The Oklahoma Mathematics Teacher*.
2. Fleener, M. J. (1997, Spring). Traveling the Speed of Light – Almost. *The Oklahoma Mathematics Teacher*.
3. Fleener, M. J. (1995, Spring). Numerology: Number patterns and relationships for exploring mathematics. *The Oklahoma Mathematics Teacher*.
4. Fleener, M. J. (1994, Summer). Chaos, fractals and dynamic systems: New mathematics for the 21st century. *The Oklahoma Mathematics Teacher*, 6-8.
5. Fleener, M. J. (1994, Spring). Commercials, number sense and connections: Are we there yet? *The Oklahoma Mathematics Teacher*, 4-5.
6. Fleener, M. J. (1993, Fall). Geometric probability using the graphing calculator. *The Oklahoma Mathematics Teacher*, 6-9.
7. Fleener, M. J. (1993, Spring). Pick's theorem: A bridge for algebraic and geometric problem solving. *The Oklahoma Mathematics Teacher*, 7-10.
8. Fleener, M. J. (1992, Fall). Explorations with fractals. *The Oklahoma Mathematics Teacher*, 6-8.
9. Fleener, M. J. (1992, Spring). Spreadsheet applications for general mathematics: The bank loan problem. *The Oklahoma Mathematics Teacher*, 12-13.
10. Fleener, M. J., & Nicholas, S. N. (1991-1992, Winter). Math textbook adoption 1992: Issues, concerns, and questions for making the decision. *The Oklahoma Mathematics Teacher*, 9-11.

Newsletter Articles – President’s Message

1. Fleener, M.J. & Reeder, S. (2002). *Educational Ether and Philosophical Spacings: Reciprocity as the Geometry of Relationship*. Chaos and Complexity SIG, American Educational Research Association.
2. Fleener, M.J. (2001). *Educational ether and philosophical spacings: Reciprocity as the geometry of relationship*. Chaos and Complexity SIG, American Educational Research Association
3. Fleener, M. J. (1999). *Mindwalking*, Chaos and Complexity SIG, American Educational Research Association.
4. Fleener, M. J. (1996, March). Spring Renewal, Central Oklahoma Association of Teacher Educators (COATM).
5. Fleener, M. J. (1996, January). Professional Development: The Mark of a Teaching Professional (COATM).
6. Fleener, M. J. (1995, August). Creating Community: A Message from the President (COATM).

Presentations

National and International Presentations

1. Fleener, M.J. (February, 2009). *Emerging Leaders: A Promising Future*. Panelist. American Association of Colleges of Teacher Education Annual Conference, February 5-8, 2009, Chicago.
2. Fleener, M.J. (November, 2008). *The Four P’s of Chapter-Level Website Communications: Purpose, Positioning, Presence, and Pictures*. Phi Delta Kappa 2008 Summit on High-Performing Educators, November 13-15, San Antonio, TX.
3. Fleener, M.J. (March, 2008). *Deterritorializing Service Learning: Messiness of Bricolage Research Toward Educational Transformation*. AERA Symposium Session SIG-Service Learning, March 24-28, New York.
4. Jewett, L., Carson, R., Smolen, J., Fleener, M.J. (March, 2008). *Layering Responses to Natural Disasters Over Time: Frames for Rethinking Education*. Gulf South Summit, March 13-15, Belmont University, Nashville, TN.
5. Fleener, M.J. (February, 2008). *Major Forum: Preparing STEM Teachers: The Key to Global Competitiveness - Moderator*. AACTE 60st Annual Meeting, February 7-10, New Orleans.
6. Fleener, M.J. (February, 2008). *Emerging Leaders and a Promising Future: A Welcoming Session for Graduate Students*. AACTE 60st Annual Meeting, February 7-10, New Orleans.
7. Fleener, M.J., Gothreaux, C., Willis, E. (2007, July). *A Case for Cultural Creativity: A Trans-theoretical Approach to Team Building and Systemic Change*. NCCEP/GEAR UP Annual Conference 2007, July 22-25, San Francisco, CA.
8. Willis, E., Fleener, M.J. (2007, July). *A Literacy Managed Approach*. NCCEP/GEAR UP Annual Conference 2007, July 22-25, San Francisco, CA.
9. Fleener, M.J., (May-June, 2007). China Lectures: *Curriculum Dynamics: Seeing with Soft Eyes*. Shanghai, Guilin, Xi’An, Harbin, Beijing
10. Doll, W., Fleener, M., Trueit, D., (May – June, 2007). China Lectures: *Looking to the Future*. Shanghai, Guilin, Xi’An, Harbin, Beijing
11. Fleener, M.J. (2007). *Moral Dimensions of Postmodern Criticality in Complexity Research*. AERA Symposium Paper SIG-Chaos and Complexity Theories, April 14-18, Chicago, IL.

12. Forehand, C., Fleener, M.J. (2007). *Conversations across Cultures: Chinese and American Perspectives on Curriculum, Creativity, Culture and Conformity*. AERA SIG-Educational Change, April 14-18, Chicago, IL.
13. Fleener, M.J., Carson, R., Smolen, J., Calderon, P., Exner, P.E., Callender, K. (2007). *Children of Crisis: Merging Teaching, Research and Service Missions through Service Learning and Public Engagement*. Gulf-South Summit on Service-Learning and Civic Engagement through Higher Education, March 14-16, New Orleans.
14. Fleener, M.J. (2007). *The Children Hurricane Katrina Left Behind: Schooling Context, Professional Preparation, and Community Politics*. Major Symposium, AACTE, February 24-28, New York City.
15. Fleener, M.J., Exner, P. (2007). *Post-Katrina Educational Contexts: Creating a New Kind of College of Education*. Individual Paper Presentation, AACTE, February 24-28, New York City.
16. Fleener, M.J., Forehand, C. (May, 2006). *Creativity and Doll's Three S's: Songs Without End and Selves Without Boundary*. Second World Curriculum Studies Conference, International Association for the Advancement of Curriculum Studies, Tampere, Finland.
17. Fleener, M.J., Richardson, K. (April, 2006). *Creating Spaces for Learning to Teach: Nonlinear Unfoldings as Methods*. Paper presentation to the AERA, Chaos and Complexity Theories SIG, San Francisco, CA.
18. Fleener, M.J., Forehand, C. (April, 2006). *Creativity, Chaos, Complexity and Classrooms: A Journey*. Paper presentation to the AERA, Chaos and Complexity Theories SIG, San Francisco, CA.
19. Fleener, M.J. (January, 2006). *Leaving Colleges of Education Behind: Re-visioning Roles through Community Partnerships*. Paper presentation to the American Association of Colleges of Teacher Education Annual Conference, San Diego, CA.
20. Smith, W., Fleener, M.J., Guarino, A.J. (January, 2006). *Holding State Accountability Models Accountable: One Possible Means*. Roundtable presentation to the American Association of Colleges of Teacher Education Annual Conference.
21. Fleener, M.J. (November, 2005). *Hacking the System: The Immanence of a Life in Post-Katrina Louisiana, Race, Poverty, Health, & Education Dynamics Exposed*. Paper presentation in response to the keynote address: *Hacking the Future* by Jacques Daignault, Third Annual Meeting of the Complexity Science and Educational Research, Robert, LA.
22. Fleener, M.J. (October, 2005). *Louisiana: Context, Chaos & Complexity*. Special presentation to the Consortium of Academic Deans of Research Extensive Institutions (CADREI), Monterey, CA.
23. Fleener, M.J., Matney, G. (April, 2005). *Curriculum Clearings as Being-With Experiences: Authentic Learning through a Heideggerian Lens*. Paper presentation to the AERA, Division B Curriculum Studies, Montreal, Canada.
24. Fleener, M.J., Forehand, C. (October, 2004). *Can't stop the song: Cuban experiences as dynamic curriculum*. Conference on Curriculum Theorizing and Classroom Practice, October 21-23, Dayton, Ohio.
25. Winfield, A.G., Wilson, A.V., Fleener, M.J., Eaton, L. & Burke, J.M. (October, 2004). *Identity (De)Construction: A postmodern exegesis of sexuality, racism and privilege*. Conference on Curriculum Theorizing and Classroom Practice, October 21-23, Dayton, Ohio.
26. Fleener, M.J., Smitherman, S., Richardson, K. (October, 2004). *Complexities, boundaries and mentalities of curriculum: Reading Dorothy Allison, M.T. Anderson and Brent Davis*. Conference on Curriculum Theorizing and Classroom Practice, October 21-23, Dayton, Ohio.
27. Fleener, M.J., Doll, W. (October, 2004). *Teaching in Fractaled Spaces*. Conference on Curriculum Theorizing and Classroom Practice, October 21-23, Dayton, Ohio.

28. Doll, W., Fleener, M.J. (October, 2004). *Teaching Complexly*. Complexity Science and Educational Research Conference Kingston, Ontario, September 30 - October 3, 2004
29. Fleener, M.J., Forehand, Clydia, Robbins, R. (June, 2004). *The cult of efficiency and death of creativity: Lifelong learning as a myth of modern education*. Paper presentation to the 11th International Literacy and Education Research Network Conference on Learning, Havana, Cuba (June 27-30).
30. Reynolds, A., Fleener, M.J., Wheatley, G. (June, 2004). *The making of intelligence: Poststructural perspectives of learning*. Paper presentation to the 11th International Literacy and Education Research Network Conference on Learning, Havana, Cuba (June 27-30).
31. Fleener, M.J., Reeder, S. (April, 2004). *Teaching etcetera: Beyond the limits of curriculum presents as explored through postmodern and poststructural perspectives*. Paper presentation to the American Educational Research Association (AERA) Annual Meeting, Division B, San Diego (April 12-16).
32. Fleener, M.J., Richardson, K., Matney, G. (April, 2004). *Flights of fancy: Deleuze meets Foucault in a high school flight academy*. Roundtable presentation to the American Educational Research Association (AERA) Annual Meeting, Foucault and Education Special Interest Group, San Diego (April 12-16).
33. Reynolds, S., Blair, B., Fleener, M.J., Martin, K., (April, 2004). *Dancing with wolves: Leading within chaos*. Symposium presentation to the American Educational Research Association (AERA) Annual Meeting, Chaos and Complexity Theories Special Interest Group, San Diego (April 12-16).
34. Doll, W., Fleener, M.J., Trueit, D. (April, 2004) *Teaching in fractaled spaces*. Annual Meeting of the American Association for the Advancement of Curriculum Studies (AAACS), San Diego (April 14-16).
35. Fleener, M.J., Smith, J.K., Abraham, D., Simmons, S. (January, 2004). *Involving community partners: Links with city chambers and other business partners*. Presentation to the Holmes Partnership Eighth Annual Conference, San Diego (January 16-17).
36. Fleener, M.J. (October, 2003). *Poststructural approaches to curriculum structures*. Paper presentation to the Fourth Annual Conference on Curriculum and Pedagogy, Atlanta, GA. (October 15-18).
37. Fleener, M.J. (September, 2003). *Deterritorializing categories and boundaries of curriculum: Nietzsche, Korzybski, Deleuze, and poststructuralism*. Paper presentation to the Society of Philosophy and History of Education Annual Meeting, San Antonio (September 18-20).
38. Fleener, M.J., Doll, W., St. Julien, J. (April, 2003). *Curriculum dynamics*. Paper presentation to the American Educational Research Association, Chaos and Complexity Theories Special Interest Group, Chicago, IL (April 21-25).
39. Fleener, M.J., Doll, W., Trueit, D., Wilson, A. (April, 2003). *Curriculum dynamics: Teaching complexity*. Paper presentation to the American Association for the Advancement of Curriculum Studies, Chicago, IL (April 18-21).
40. Fleener, M.J., Reynolds, A., Reeder, S., Adolphson, K. (March, 2003). *Emergent curriculum: Classroom cultures, argumentation, and technology*. Paper presentation to the Research Council for Mathematics Learning. Tempe, Arizona (March 6-8).
41. Fleener, M.J., Richardson, K., Matney, G., Reynolds, A. (March, 2003). *What is Mathematics?* Paper presentation to the Research Council for Mathematics Learning. Tempe, Arizona (March 6-8).
42. Smith, J.K., Ballard, K., Fleener, M.J. (February, 2003). *Establishing a statewide policy partnership*. Presentation to the Holmes National Partnership Seventh Annual Meeting, Washington, DC (February 21-23).
43. Fleener, M.J., et al. (January, 2003). *Education and engineering partnerships: Developing new structures and approaches to teacher education, outreach, and student learning*.

- Presentation to the American Association of Colleges of Teacher Education, New Orleans (January 25-27)
44. Fleener, M.J. et al. (January, 2003). *The K-12 tapestry: Weaving collaborative efforts*. Presentation to the American Association of Colleges of Teacher Education, New Orleans (January 25-27)
 45. Fleener, M.J., Ormsbee, C., & Marsh, D. (January, 2003). *Associate Deans Forum*. AACTE, January 24-27, New Orleans.
 46. Fleener, M.J. et al. (January, 2003). *Transcending traditional boundaries: Responding to leadership challenges through cohorts*. Presentation to the American Association of Colleges of Teacher Education, New Orleans (January 25-27).
 47. Smith, J.K., Fleener, M.J., Porter, A., Rhoads, T.R., (January, 2003). *The K-12 tapestry, Weaving Collaborative Efforts*. Presentation to the IEEE-AACTE Deans Summit, Miami, January 9.
 48. Fleener, M.J., Erwin, S., & Erwin, J. (2002, October). *Tacit knowledge, heuristic inquiry, and the curriculum: Dancing with the shadow of curriculum futures*. Symposium presentation to the 2002 Journal of Curriculum Theory Conference on Curriculum Theory and Classroom Practice, October 24-26, Dayton, Ohio.
 49. Carter, A. & Fleener, M.J. (2002, October). *Exploring the teacher's role in developing autonomy*. Paper presentation to the annual meeting of the PME-NA, Athens, Georgia.
 50. Fleener, M.J., Adolphson, K., Reeder, S. (2002, July). *Robotics activities and constructed problem solving: Creating spaces for learning/doing*. Paper presentation to the PME, East Anglia University, UK.
 51. Fleener, M.J. (2002, April). *Logical foundations for an organocentric curriculum: Dewey's logic and complexity sciences*. Paper presentation to the American Educational Research Association, April 2-6, Baton Rouge.
 52. Fleener, M.J. (2001, November). Keynote presentations to the Luhmann Society, Copenhagen, Denmark.
 - a. *Chaos and Complexity – Session I*
 - b. *Chaos and the Curriculum – Session II*
 - c. *New Science and Postmodern Logics – Session III*
 53. Fleener, M.J. (2001, October). *Curriculum dynamics and postmodern logics: An 'Erwartungshorizonten' of emergent curriculum*. Paper presentation to the 2001 Journal of Curriculum Theory Conference on Curriculum Theory and Classroom Practice, October 26-28, Dayton, Ohio.
 54. Fleener, M.J. & Carter, A. (2001, October). *Emerging socio-autonomy in the language games of classrooms*. Paper presentation to the 2001 Journal of Curriculum Theory Conference on Curriculum Theory and Classroom Practice, October 26-28, Dayton, Ohio.
 55. Fleener, M.J. (2001, August). *Is chaos research Normal Science?: Logical foundations of postmodern inquiry*. Paper presentation to the 11th Annual International Conference for the Society for Chaos Theory in Psychology and Life Sciences. August 3-6, Madison, WI.
 56. Fleener, M.J., Ingram, A, Brown, C. (2001, March). *The challenges of collaboration: GEAR UP partnerships cutting across institutional and organizational barriers*. Presentation to the American Association of Colleges of Teacher Education Annual Meeting, Dallas, TX, March 1-4.
 57. Fleener, M.J., Reeder, S., Young, E., & Reynolds, A. (2001, March). *History of mathematics: Building relationships for learning*. Paper presentation to the Research Council for Mathematics Learning Annual Meeting, Las Vegas, NV.
 58. Fleener, M.J., Carter, A., Smith, E. (2000, Oct.). *Curriculum language games: Discursive spaces as complex emergence of meaning*. Paper presentation to the Journal of Curriculum Theory Conference, Bergamo Retreat Center, Dayton, OH, October 26-28.

59. Fleener, M.J. (2000, April). *Creativity, emergence and transactional spaces: An organocentric curriculum for supporting chaotic thinking*. Paper presentation at the Second Annual Conference on the Internationalization of Curriculum Studies, April 27-30, 2000, Louisiana State University, Baton Rouge, LA
60. Fleener, M. J. (2000, April). *Research paradigms for chaos and complexity: A critical look at scientific inquiry as exemplars or metaphors for inquiry in educational contexts*. Paper presentation to the AERA, New Orleans, April 24-28.
61. Fleener, M. J. (2000, April). *From clocks to chaos: Changing perceptions of nature*. Paper presentation to the 78th Annual Meeting of the NCTM, Chicago, IL, April 13-15.
62. Fleener, M. J. (2000, March). *The organocentric curriculum: Learning and assessment in dynamic learning communities*. Paper presentation at the Annual Meeting of the Research Council for Mathematics Learning, Las Vegas, NV, March 9-11.
63. Fleener, M. J. (1999, October). *Dewey's logic, complexity theories, and the curriculum: The intricacies of relationship, process, and change*. Paper presentation to the Annual Meeting of the 1999 JCT Conference on Curriculum Theory and Classroom Practice, Bergamo Conference Center, Dayton, Ohio, October 27-30, 1999.
64. Fleener, M. J. (1999, March). *Chaos and complex adaptive systems: An organocentric perspective of the curriculum*. Paper presentation to the Curriculum Theory Project Preconference Session of the Philosophy of Education Society (PES), LSU.
65. Fleener, M. J. (1999, February). *Returning to origins – Dia-Among-Gnosis-Understanding: Diagnosing classrooms as complex learning systems*. Paper presentation to the 26th Annual Meeting of the Research Council of Mathematics Learning (formerly RCDPM), February 11-13, College Station, TX.
66. Fleener, M. J. (1998, October). *A postcultural approach to understanding and reconstructing school mathematics*. Paper presentation to the Journal of Curriculum Theory Conference on Curriculum Theory and Classroom Practice (Bergamo), Bloomington, IN.
67. Fleener, M. J. (1998, October). *Cognitive spacing: Chaotic dimensions of learning*. Panel discussion “Exploring the Complexity of the Nonlinear” with Bill Doll and Donna Trueit, LSU, Journal of Curriculum Theory Conference (Bergamo), Bloomington, IN.
68. Fleener, M. J. (1998, February). *Learners as complex adaptive agents: Implications for mathematics education research in the future*, Paper presentation to the Research Council for Diagnostic and Prescriptive Mathematics, College Park, Maryland.
69. Fleener, M. J. & Brintball, S. (1998, February). *Using time series analyses to understand the complexity of the classroom with regard to mathematics instruction, sociocultural norms, and sociomathematical norms*. Paper presentation to the Research Council for Diagnostic and Prescriptive Mathematics, College Park, Maryland.
70. Pourdavood, R.G. & Fleener, M. J. (1997, October). *Sustaining cultures of teaching for liberatory mathematics education*. Paper presentation to the Psychology of Mathematics Education – North American Chapter, Bloomington/Normal, IL, October 18-20.
71. Fleener, M. J. (1997, October). *G. H. Mead's Action Theory and Maturana's System Theory: Constructivism as a philosophy to inform and create learning environments*. Paper presentation to the JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 15-18.
72. Fleener, M. J. & Laird, S. (1997, October). *An eco-feminist dialogue: Re-valuation of the epistemological foundations of mathematics and education*. Paper presentation to the JCT Conference on Curriculum Theory and Classroom Practice, Bloomington, IN, October 15-18.
73. Fleener, M. J. (1997, April). *From Zeno to Mandelbrot: Activities from the history of mathematics*. Presentation to the 75th Annual Meeting of the National Council of Teachers of Mathematics, Minneapolis, MN.

74. Fleener, M. J. & Pourdavood, R. G. (1997, March). *School reform: Establishing dialogic communities as self-organizing structures for reflection, critique, and change*. Paper presentation to the American Educational Research Association, Chicago, IL.
75. Pourdavood, R. G. & Fleener, M. J. (1996, October). *Examining teachers' beliefs and practices within a dialogic community*. Paper presentation to the 18th Meeting of the North American Chapter of the Psychology of Mathematics Education, Florida.
76. Fleener, M. J. (1996, April). *Fractals, chaos, nonlinear, dynamics, and complexity. Changing worldviews to accommodate mathematical chaos*. Presentation to the National Council of Teachers of Mathematics, San Diego, CA.
77. Fleener, M. J. & Fry, P. G. (1996, February). *The ontologic power of metaphor: Are mathematics reform efforts doomed to failure?* Paper to be presented at the Research Consortium for Diagnostic and Prescriptive Mathematics.
78. Fleener, M. J., Pourdavood, R., & Fry, P. G. (1995, October). *A study of preservice teacher's metaphors for the different roles of the mathematics teacher*. Paper presented at the 17th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education.
79. Fleener, M. J. (1995, August). *Towards a theory of a philosophy of mathematics education*. Presentation to the First International Seminar on Philosophy of Mathematics Education, UNESP-Rio Claro, Brazil.
80. Fleener, M. J. (1995, July). *New science, complexity and classroom contexts: Examining relationships, not things*. Short oral report to the Annual Conference of the Psychology of Mathematics Education, Recife, Brazil.
81. Fleener, M. J. (1995, April). *Dissipative structures and educational contexts: Rethinking research paradigms to understand teacher change*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
82. Fleener, M. J. (1995, April). *Learning organizations in a quantum age: Are mathematics education research paradigms adequate?* Paper presented at the 1995 National Council of Teachers of Mathematics Research Pre-session, Boston, MA.
83. Fleener, M. J. (1995, April). *Developing proportional reasoning: Alternatives to the cross-multiply-then-divide algorithm*. Paper presented at the 73rd Annual Meeting of the National Council of Teachers of Mathematics, Boston, MA.
84. Fleener, M. J. (1995, April). *The myth of normal science in the shadow of chaos*. Paper presentation to the Annual Meeting of the National Association for Research in Science Teaching (NARST), San Francisco, CA.
85. Fry, P. G., Fleener, M. J., & McKinney, L. J. (1995, April). *An analysis of teacher-class interaction metaphors*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
86. Fleener, M. J. (1995, March). *Relationships among experience, philosophy and beliefs related to calculator use*. Paper presented at the Society for Information Technology & Teacher Education 6th International Conference, San Antonio, TX.
87. Fleener, M. J. (1995, February). *Attitudes, Chaos and fractals: Analyzing teachers' beliefs about calculators using complexity analysis*. Presentation at the Annual Meeting of the Research Consortium of Diagnostic and Prescriptive Mathematics, Las Vegas, NV.
88. Fleener, M. J., & Reynolds, A. (1994, November). *The relationship between preservice teachers' metaphors for mathematics learning and Habermasian interests*. Paper presented at the 16th Annual Meeting of Psychology in Mathematics Education – National (PME-NA), Baton Rouge, LA.
89. Fleener, M. J. (1994, October). *Experiments with randomness: Geometric probability and chaos using the graphing calculator*. Paper accepted for presentation to the Annual Meeting of the School Science and Mathematics Association (SSMA), Fresno, CA.

90. Fleener, M. J. (1994, July). *Contextual frameworks: A research study of teachers' beliefs about calculator use*. Paper presentation to the International Symposium on Mathematics/Science Education and Technology Conference, San Diego, CA.
91. Fleener, M. J. (1994, march). *Is experience enough? A survey of mathematics teachers' philosophies of calculator use*. Paper presentation to the 5th Annual Meeting of the Society for Technology and Teacher Education (STATE), Sponsored by the Association for the Advancement of Computing in Education (AACE), Washington, DC.
92. Fleener, M. J. (1994, February). *Comparative study of preservice teachers', middle school students' and practicing teachers' metaphors for mathematics teaching and learning*. Paper presentation to the 21st Annual Conference of the Research Consortium for Diagnostic and Prescriptive Mathematics (RCDPM), Forth Worth, TX.
93. Fleener, M. J. (1994, February). *Chaos theory and cognitive research: The need for new paradigms*. Paper presentation to the 21st Annual Conference of Research Consortium for Diagnostic and Prescriptive Mathematics (RCDPM), Fort Worth, TX.
94. Fleener, M. J. (1993, April). *Proportional reasoning abilities of preservice elementary education majors: An epistemic model of the proportional reasoning construct*. Poster presentation at the Annual Meeting of the American Educational Research Association (AERA), Atlanta, Georgia.
95. Fleener, M. J., Westbrook, S. L., & Rogers, L. N. (1993, April). *Integrating math with 9th grade physical science classes: Developing students' proportional reasoning abilities*. Poster presentation at the Annual Meeting of the American Educational Research Association (AERA), Atlanta, Georgia.
96. Westbrook, S. L., Rogers, L. N., & Fleener, M. J. (1993, April). *Using concept maps to examine changes in 9th grade students' conceptions of electrical circuits in a learning cycle classroom*. Poster presentation at the Annual Meeting of the National Association for Research in Science Teaching (NARST), Atlanta, Georgia.
97. Westbrook, S. L., Rogers, L. N., & Fleener, M. J. (1993, April). *So what did you expect?: Examining student understanding of the concept of balance*. Paper presentation at the Annual Meeting of the National Association for Research in Science Teaching (NARST), Atlanta, Georgia.
98. Roth, M. W., Berehenson, S., Westbrook, S. L., & Fleener, M. J. (1993, April) *Achieving reform in science and math education: The challenge of integration*. Symposium presentation at the Annual meeting of the National Association for Research in Science Teaching (NARST), Atlanta, Georgia.
99. Westbrook, S. L., Fleener, M. J., & Rogers, L. N. (1993, April). *Why are we doing math in science?: Integrating mathematics and science curricula*. Paper presentation at the Annual Meeting of the National Science Teacher Association (NSTA), Kansas City, MO.
100. Fleener, M. J. (1993, March). *Graphing calculator: Networking strategies for inservice instruction*. Paper presentation at the International Conference of the Society for Technology and Teacher Education (STATE), San Diego, CA.
101. Fleener, M. J. & Westbrook, S. L. (1993, February). *Concepts used in science classes: Moving towards an integrated curriculum*. Paper presentation at the Annual Meeting of the Research Consortium for Diagnostic and Prescriptive Mathematics (RCDPM), Melbourne, FL.
102. Fleener, M. J. (1992, April). *University-school collaboration*. Invited panelist at the Precollege-University Partnerships for Math and Science Education Conference, Atlanta, GA.
103. Fleener, M. J. & Nicholas, S. N. (1992, April). *Facilitating change in mathematics education: A model of developmental change for administrators, teachers, and parents*. Paper presentation to the National Conference on Creating the Quality School, Norman, OK.

104. Fleener, M. J. (1992, February). *Assessment of mathematics and science concepts, principles, problem solving, inquiry, and communication*. Paper presentation to the Annual Meeting of the Research Consortium for Prescriptive and Descriptive Mathematics (RCPDM), Princeton, NJ.
105. McQuarrie, F., Chiodo, J., Fry, P., & Fleener, M. J. (1992, February). *The road to public school and university collaboration in the preparation of teachers for the 21st century*. Professional clinic presented at the 72nd Annual National Meeting of the Association of Teacher Educators (ATE), Orlando, FL.
106. Chiodo, J., McQuarrie, F., Fleener, M. J., & Fry, P. (1992, February). *Hiring and developing a new teacher education faculty: Creationism or evolution?* Thematic Session presented at the 72nd Annual National Meeting of the Association of Teacher Educators (ATE), Orlando, FL.
107. Fleener, M. J. (1991, February). *Inquiry cycle learning in undergraduate education: Applications of constructivist pedagogy that promote equity and cognitive growth*. Paper presentation to the National Conference for Enhancing the Quality of Teaching in Colleges and Universities, Charleston, S.C.
108. Fleener, M. J., & McQuarrie, F. (1991, January). *From the ground up: An institute for research in teacher education in a Holmes Group University*. Presentation to the Holmes National Conference, Washington D.C.

Invited Presentations

- Fleener, M.J. (2007, April). *Awakening Ideas and Creating Futures: Playing to Learn with Soft Eyes*. The Association for the Study of Play 33rd Annual Conference, Rochester, NY.
- Fleener, M.J. (2007, Jan.). *Changing Contexts for Colleges of Education*. Baton Rouge Chapter of Delta Kappa Gamma.
- Fleener, M.J. (2006, Nov). *Post-Katrina: College's of Education Getting Down and Dirty*. Presentation to the Southeast Regional Association of Colleges of Teacher Education, Baltimore, MD.

Regional Presentations for National Organizations

- Fleener, M.J. (2006, November 4). *Katrina: Lessons learned about education*. Southeastern Regional Association of Teacher Educators.
- Fleener, M.J. (2006, October). *Creating Partnerships with Charter Schools: What are the Positives?* Symposium presentation, Annual Meeting of the Council of Academic Deans from Research Institutions (CADREI), Savannah, GA.
- Fleener, M. J. (1998, October). *The science and mathematics of chaos and complexity: Changing paradigms for instruction*. NCTM Regional, Louisville, KY.
- Fleener, M. J. (1998, February). *Time travel: Modern day paradox of the infinite*. Regional Meeting of the NCTM, Dallas, TX, Feb. 12-14.
- Fleener, M. J. (1997, November). *History of mathematics past and future: Mathematical paradox from Zeno's infinite to Einstein's relativity*. Eastern Regional of the NCTM, Cleveland, OH, Nov. 6-8.
- Fleener, M. J. (1995, November). *Research on the implementation of calculators in mathematics teaching: Reflecting on teacher beliefs*. Presentation at the National Council of Teachers of Mathematics (NCTM) Regional Meeting, Houston, TX.
- Fleener, M. J. (1991, October). *Modeling, manipulatives, and the computer: Problem solving tools for middle school and high school mathematics*. Presentation to the combined conference of the

Oklahoma Council of Teachers of Mathematics, the Oklahoma Science Teachers Association, and the School Science and Mathematics Regional Conference (UPLINK), Tulsa, OK.

State and Local Presentations

1. Fleener, M.J. (September, 2004). *Mathematical Wonderings: Lessons from the History of Mathematics*. Presentation to the Baton Rouge Council of Teachers of Mathematics.
2. Fleener, M.J., Richardson, K., Matney, G. (2004, January). *Expanding the Curricular Terrain*. Oklahoma Educational Studies Association Winter Conference, Stillwater, OK.
3. Fleener, M.J., Ingram, A., Smith, J, Richardson, K., Flournoy, V. (Nov, 2002). *GEAR UP Meets America Counts: Coordinating Efforts through Federal Funding Initiatives for Improving Student Achievement*. Oklahoma Association of Colleges of Teacher Education (OACTE)
4. Fleener, M.J. (2002, October). *Teaching Complexly*. Curriculum Studies Group. LSU
5. Fleener, M. J. (1999, June). *From clocks to chaos: Changing perspectives of nature*. Presentation to the 52nd Annual Meeting of the Oklahoma Council of Teachers of Mathematics
6. Fleener, M. J. (1997, February). *History of mathematics from Zeno to Einstein: Paradox and problems with infinity and time*. Central Oklahoma Association of Teachers of Mathematics Spring Conference
7. Fleener, M. J. (1996, September). *Time travel, dimensionality, and the infinite: Matching school mathematics and science with students' realities*. Presentation to the Northern Oklahoma Science and Mathematics Teachers' Workshop, Ponca City, OK
8. Fleener, M. J. (1996, July). *Excursions in dimensionality: Paradoxes of time travel and other mathematical oddities*. Presentation to the 49th Annual Meeting of the Oklahoma Council of Teacher of Mathematics, Oklahoma City, OK.
9. Fleener, M. J., Pourdavood, R., Montis, K. (1995, October). *Living in a fractional dimensional world: Explorations of mathematical chaos*. Presentation to the South Carolina Council of Teachers of mathematics.
10. Fleener, M. J., Montis, K., Pourdavood, R., (1995, August). *Flatland, Spereland and Fractal-land: Excursions into dimensionality*. Presentation to the 48th Annual Meeting of the Oklahoma Council of Teachers of Mathematics, Oklahoma City, OK.
11. Fleener, M. J. (1994, October). *How do I do this?: Research on the effects of teaching algorithms*. Presentation at the regional meeting of the National Council of Teachers of Mathematics (NCTM), Tulsa, OK.
12. Fleener, M. J. (1994, August). *Commercials, cartoons and calendars: Making connections with student realities*. Presentation to the 47th Annual Meeting of the Oklahoma Council of Teachers of Mathematics, Oklahoma City, OK.
13. Cumby, C., Fleener, M. J., Ochs, C., Pourdavood, R. (1994, August). *Cooperative learning and calculator applications*. Presentation to the 47th Annual Meeting of the Oklahoma Council of Teachers of Mathematics, Oklahoma City, OK.
14. Fleener, M. J. (1993, September). *Totally tubular topology*. Presentation at the meeting of the Central Oklahoma Association of Teachers of Mathematics (COATM), Oklahoma City, OK.
15. Fleener, M. J. (1993, September). *Probability simulations using the graphing calculator*. Presentation to the annual Meeting of the Northern Oklahoma Science and Mathematics Teachers, Ponca City, OK.

16. Fleener, M. J. (1993, August). *Mathematical modeling using the overhead graphing calculator*. Presentation to the Annual Meeting of the Oklahoma Council of Teachers of Mathematics (OCTM), Oklahoma City, OK.
17. Fleener, M. J. (1992, September). *Conservation of area and perimeter: Explorations in the middle school mathematics*. Presentation to the annual Meeting of the Northern Oklahoma Science and Mathematics Teachers, Ponca City, OK.
18. Fleener, M. J. (1992, April). *Applications for the CASIO graphing calculator that encourage problem solving and reasoning*. Presentation to the regional Meeting Oklahoma Council of Teachers of mathematics (OCTM), Altus, OK.
19. Fleener, M. J. (1991, June). *Mathematical models: Powerful tools for problem solving*. Presentations at the regional meetings of the Oklahoma Council Teachers of Mathematics (OCTM), Chickasha, OK and Edmond, OK.
20. Fleener, M. J. (1991, May & June). *Expected Learner Outcomes (ELO's) in Mathematics*. Panel discussant leader at the regional meetings of the Oklahoma Council of teachers of Mathematics (OCTM), Chickasha, OK, Edmond, OK, and Moore, OK.

TEACHING

Courses Taught

LSU

Graduate:

Chaos, Complexity, Curriculum, and Culture: A Conversation
 Chaos and Complexity in Education
 Education and the Concept of Time
 Educational Understandings: Peirce & Poincare

University of Oklahoma

Undergraduate:

Intermediate and Middle School Mathematics Methods, 4-8
 Fundamental Concepts and Methods of Teaching Mathematics, 7-12
 Elementary Arithmetic for Teachers
 Primary Mathematics for Teachers
 Primary Mathematics Methods, N-3
 Excursions in Dimensionality: Paradoxes of Time Travel and Other Mathematical
 Oddities
 Elementary Mathematics Curriculum

Graduate:

Postmodern Conversations
 Educational Futures
 Theory and Research in Mathematics Education
 History of Mathematics for Educators
 Systems Theories and Learning Organizations
 Middle School and Secondary Mathematics Curriculum: Theory and Research
 The Use of Technology in the Teaching of Mathematics
 Theoretical Issues in Instructional Leadership

Theory and Research in Education (AP)
Technology and Classroom Instruction (AP)
Developing Number Concepts in Grades K – 2
Mathematical Modeling, 7 – 12

Advising – Dissertations – Chair

LSU

1. Lu, Lianfang (in progress)

University of Oklahoma

1. Forehand, Clydia, (December, 2005). *Journey into creativity.*
2. Richardson, Kerri, (August, 2005). *Creating spaces for learning in the mathematics classroom: A phenomenological study of pre-service teachers.*
3. Che, Megan, (May, 2005). *Cameroonian teachers' perceptions of culture, education and mathematics.*
4. Matney, Gabriel, (July, 2004). *The clearings of authentic learning in mathematics.*
5. Pourdavood, Ross, (December, 2003). *Students' engagement and problem type: A case study of four ninth-grade mathematics students.*
6. Bolin, Phyllis, (July, 2003). *Mathematics in a ubiquitous computing environment: Communication, roles, and sense.*
7. Young, Elaine, (September, 2002). *Unpacking mathematical content through problem solving.*
8. Reeder, Stacy, (July, 2002). *Emergent mathematics curriculum: A case study of two teachers.*
9. Adolphson, Keith, (July, 2002). *Mathematical embodiment through robotics activities.*
10. Brintnall, Sheila, (May, 2002). *E-mentoring: A case study of the viability and benefits of electronic mentoring with beginning teachers in rural schools.*
11. Beatty, Rochelle, (December, 2001). *The relationship among language, classroom discourse, cognitive development, achievement, and vocabulary of developmental mathematics students.*
12. Rose, Jacquinita, (April, 2001). *Impact of an internet project on college mathematics students' discourse and meaning making.*
13. Ahmadifar, Gholam H., (April, 2000). *Impact of culture circles on minority high school students in mathematics.*
14. Darby, Dana, (April, 2000). *A critical exploration of developmental mathematics students' conceptions of the role of mathematics in society.*
15. Dupree, Gloria Nan Donaldson (April, 1999). *Mathematical empowerment: A case study of relational classroom learning.*
16. Johnson, Sandra Scaffeta (February, 1999). *The relationship among the cognitive development level, learning style, achievement, and retention of preserved elementary teachers in a content course in mathematics.*
17. Montis, Kris K. (August, 1997). *Kay: A case study of learning difficulties in mathematics and reading.* (Co-chaired with Anne Reynolds)
18. Pourdavood, Roland G. (May, 1996). *Dialogic community: Four elementary teachers' dialogue on mathematics teaching.*
19. Chen, Jacy (Fall, 1994). *A meta-analysis of the effectiveness of computer-based instruction in mathematics.*
20. Saleh, Umaru (Fall, 1994). *Motivational orientation and calculus students' understanding of limits and continuity.*

21. Mather, Jeanne (August, 1994). *Student perceptions in the mathematics classroom: A study of how African American, Hispanic, and Native American fifth and sixth graders perceive mathematics and the mathematics classroom.* ILAC – Elementary Education.
22. Nicholas, Sacra (May, 1994). *An investigation of teacher reflection: Four mathematics teachers reflect on education.*
23. Easley, Rebecca (May, 1994). *The development and evaluation of the mathematics assessment of performance and communication (MAPC) test.* (Co-chaired with Curtis McKnight).
24. Ferguson, Vicki (May, 1993). *Developing mathematical conceptions: A study of conceptual, skill and pedagogical differences in integer conceptions of preservice teachers – An expository approach vs. a constructivist approach.* (Co-chaired with Curtis McKnight).

Advising – Completed Masters Theses and Programs – Chair

LSU

1. Capoccia, Maria (2008). Comprehensive Exam
2. Meng, Lingqi (2007). Comprehensive Exam

University of Oklahoma

1. Lu, Lianfang (2005). *The perspectives of Chinese secondary high school mathematics teachers regarding use of technology in mathematics teaching and learning.*
2. Wakefield, Jana (2004). *Second Graders' Attitudes Toward and Use of Video Games for Learning.*
3. Flournoy, Vicki Darlene, (2002). *Mathematics beliefs of undergraduate majors.*
4. Allen, Twyla Daynette (2001). *Turning Marching into Dancing: A Critical Analysis of Mathematics Curriculum and Learning.*
5. Weger, Elayne (1998). *Beyond Mentoring: A Study of the Effect of Teacher Support on Professional Growth and Career Longevity.*
6. Wood, Shawn (1995). *Learning algebra through programming graphing calculators.*
7. Young, Dalton (1991). *An exploratory study into the attitudes of Algebra I students.*

Advising – Completed Master Projects – Chair

University of Oklahoma

1. Pratt, Jeffrey J. (2001). *Implementing Constructivism and Technology into the Classroom.*
2. Richardson, Kerri Danielle, (2001). *Adventure Engineering: Development of a middle school science and math curriculum.*
3. Perry, Audra, (2000). *My Mirror: Reflections of my first five years of teaching.* ILAC – Elementary Mathematics Education.
4. Howey, Christopher (1998). *Learning Geometry through the Simulation Model of Teaching – ILAC Generalist*
5. Onan, Rebecca (1998). *The Changed Student: A Discussion of the Effects of Technology on the Student Brain.*

Teaching Awards

Outstanding Teaching Award, College of Education, 1995.

Outstanding Teaching and Service Award, Central Oklahoma Association of Teacher of Mathematics (COATM), 1994.

Service/Leadership Awards

Outstanding Leadership and Service Award, Oklahoma Council of Teachers of Mathematics Award, 2002

Research Awards

Professors of Curriculum, inducted 2006

SERVICE

Professional Service

National Service

Officer in national organizations

Chapter Member Liaison, Region C1, 2008-2011, Phi Delta Kappa International
Treasurer, 2002-2004, Research Council for Mathematics Learning
Chair, Chaos and Complexity Special Interest Group of the AERA, 1998 – 2001
Vice President of Publications – Research Council for Diagnostic and Prescriptive
Mathematics, 1997 – 1999

Committees in national organizations

Dissertation Awards Committee, Phi Delta Kappa International, 2009.
Conference Chair, Research Council for Mathematics Learning in 2004, 2003-2004.
Conference Chair, NCTM Regional in 2002, 1999 – 2002
Conference Co-chair, RCDPM 1997, 1996 – 1997
Finance Committee, School Science and Mathematics Association, 1993 – 1999
Dissertation Award Selection Committee, District III, Phi Delta Kappa, 1992, 1994
Phi Delta Kappa, Chapter Member Liaison, Region II, 2008-2010

National advisory boards

Teaching Excellence and Achievement (TEA) Selection Committee, U.S. State
Department, Education Programs Division, International Research and Exchanges Board,
2009

Advisory Group for the joint project of AACTE and the National Center for Educational
Accountability (NCEA), 2006-2007

Current National Editorial Boards

Journal of Curriculum & Pedagogy
Non-linear Dynamics in Psychology and the Life Sciences (NDPLS)
International Journal of Instruction, <http://www.e-iji.net>

National Consulting

Sage Publications, 2003
D.C. Heath, 1991 – 1992

Reviewer professional journals

Journal of School Leadership (2001 - 2006)
Action in Teacher Education (2000 - present)
Journal for Research in Mathematics Education (1993 – present)
Journal of Teacher Education (1993 – 1995)
Mathematics Teaching in the Middle School (1993 – 2005)
Mathematics Thinking and Learning: An International Journal (2003 - present)
Nonlinear Dynamics, Psychology, and the Life Sciences (2003-present)
International Journal of Qualitative Studies in Education

Reviewer for national conference paper presentations

American Educational Research Association (AERA)

- Research in Mathematics Education Special Interest Group (SIG/RME), 1994 – 2003
- Chaos & Complexity Theories Special Interest Group, 1997 – present
- Division C, 1997 – present
- Organizational Theory SIG, 1999-2000
- Division B2, Curriculum Theorizing, 2000 - present
- Holistic Education SIG, 2000 - 2007

Psychology in Mathematics Education – National (PME-NA), 1994 – 1996
American Association of Colleges for Teacher Education (AACTE), 1994

Reviewer for NCATE (Nationally Trained Reviewer – NCTM)

National mathematics folios for NCATE Accreditation reviewer, 1996, 2001
Oklahoma Commission on Teacher Preparation (OCTP)/NCATE folio review teams for mathematics, 1999-2004.

Delegate to national/international assemblies (elected)

Phi Delta Kappa, two terms, 1992 – 1994, 1994 – 1996
National Council of Teachers of Mathematics, 1993 – 1995, 1997

Regional Service

Southeastern Conference (SEC) Council of Deans
Chair, 2008-2009

Regional Consulting – Grant Reviewer

Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST)
Expert Review Panel for the Southwest Educational Development Laboratory (SEDL), Austin,
TX, 1992 – 1998.

State and Local Service

Advisory boards/board of directors

Louisiana

Department of Education Educational Leadership Professional Learning Community
Louisiana JumpStart Coalition Member
LSU College of Engineering STEP ENG² Advisory Board
Blue Ribbon Commission Advisory Board to the Board of Elementary and Secondary Education
Baton Rouge Literacy Coalition
Volunteers in Public Schools (VIPS) – Baton Rouge
Partners In Education Advisory Board – Baton Rouge
Youth Leadership Committee – Baton Rouge
East Baton Rouge Parish Public Schools Guiding Coalition
Academic Distinction Fund Advisory Board – Baton Rouge
SACS/CASI Louisiana Council Advisory Board

Oklahoma

Math 2001 – State Regents, 1998 – 2004
Coalition for the Advancement of Science and Mathematics in OK (CASMEO), 1997 – 2004
Moore-Norman Technology Center - Learning Skills Center, OK, 1990 – 2004
Educational Enrichment Advisory Committee, 1998 – 2000
Aim-Hi State Mathematics Contest, OK 1992 – 1997
Oklahoma Aerospace Academy Tutoring Program, 1992 – 1994
North Carolina Center For Mathematics and Science Education, UNC, 1983 – 1988
Norman Chamber of Commerce Education Subcommittee, 2003-2004

Elected offices in state affiliated professional organizations

Phi Delta Kappa (PDK) – LSU Chapter #0049, President, 2008-2010

Oklahoma Council of Teachers of Mathematics (OCTM)

- Conference Chair, NCTM Regional OKC 2002, 1999 – 2002
- OU/OSU Representative, 1989 – 1993, 1995 – 1999, 2001-2005
- NCTM Representative, OCTM, 1993 – 1995
- Newsletter Co-Editor (Middle School), 1994
- Conference Co-chair for the 45th Annual Conference of OCTM, 1992

Central Oklahoma Association of Teachers of Mathematics (COATM)

- NCTM Representative, 1996 – 1997
- President, 1995 – 1996
- President – Elect, 1994 – 1995

Phi Delta Kappa (PDK), Chapter 0025

- Vice – President (Membership), 1990 – 1993
- Delegate to International Congress, 1992 – 1996

- Research Awards Review Committee, 1997 – 1998

State reviewer for grant proposals

Proposal Evaluator, Dwight D. Eisenhower Mathematics and Science Education Program, Oklahoma State Regents for Higher Education, December, 2001
 Proposal Evaluator, Dwight D. Eisenhower Mathematics and Science Education Program, Oklahoma State Regents for Higher Education, November, 1995
 Proposal Evaluator, Youth Academies, Oklahoma State Regents for Higher Education, November, 1996

State Consulting

Bartlesville Public Schools, Mathematics Assessment Initiative, Bartlesville, OK, 2002-2003.
 Tahlequah Public Schools, Middle School Mathematics Improvement Study, Tahlequah, OK, 1992 – 1993 school year

Oklahoma State Department of Public Instruction, chaired the following committees

- Mathematics Grades 5 – 8 Companion document to Priority Academic Student Skills (PASS), June 1994
- Mathematics Grades 5 – 8 Priority Academic Student Skills (PASS) review for state Criterion Referenced Testing, June 1993
- Mathematics Grades 5 – 8 Priority Academic Student Skills (PASS) development committee, February 1993
- Student Competencies for College Success development committee, June 1992 – April 1993
- Expected Learner Outcomes in Mathematics development committee, February 1991 – May 1991

Oklahoma State Department of Public Instruction, committee participation

- Selection Committee for the State Mathematics Teacher of the Year, State Department of Education, 2001
- Oklahoma School Testing Program, O-SAT Validity Verification and Standard Setting, November 1999
- Oklahoma School Testing Program, Item Review for Mathematics Certification tests, 1998
- Oklahoma School Testing Program, Item Review Panel for state CRT, September 1995
- Oklahoma School Testing Program, Item Analysis of Pilot Date for PASS, September 1994
- Oklahoma School Testing Program, Item Review Panel, December 1993 – January 1994
- Oklahoma School Testing Program, Criterion Referenced Testing (CRT) Bid Evaluation Committee, Mathematics, June – 1993 and August 1993
- Presidential Awards for Excellence in Mathematics Teaching, March 1995
- Presidential Awards for Excellence in Mathematics Teaching, April 1992
- Presidential Awards for Excellence in Mathematics Teaching, May 1990
- Committee to write objectives for the state mandated CRT, April 1990

Louisiana Board of Elementary and Secondary Education

- High School Redesign Commission, Preparation and Development of Educators Work Group, 2005

Professional Affiliations

National and International Affiliations

International Association for the Advancement of Curriculum Studies (IAACS)
American Association for the Advancement of Curriculum Studies (AAACS)
Society of Philosophy and History of Education (SOPHE)
Association of Curriculum and Pedagogy
Professors of Curriculum (POC)
National Council Teachers of Mathematics (NCTM)
Research Council for Mathematics Learning (formerly RCDPM)
Association for Supervision and Curriculum Development (ASCD)
American Education Research Association (AERA)
Phi Delta Kappa (PDK)
American Association of Colleges for Teacher Education (AACTE)

State and Local Affiliations

Louisiana Association of Colleges of Teacher Education (LACTE)

Service Workshops, In-Services and Other Presentations

1. LSU Coast and Environment Brown Bag, *Scientific Futures:PK-20 Education Imperatives*, February 20, 2009.
2. Volunteers In Public Schools Partners Workshop, *Nurturing, Developing, and Empowering Tomorrow's Students Today!*, February 12, 2009.
3. Region II Area Superintendents, Baton Rouge, LA., *State of the College of Education*. December 11, 2008
4. Southern University Chapter of Phi Delta Kappa Keynote Speaker, *Nurturing, Developing, and Empowering Leaders in Education Today for Tomorrow*, December 7, 2008
5. Kappa Delta Epsilon Chapter Initiation Keynote Speaker, *Engaging the Future*, November 23, 2008
6. Eduventures Colleges/Schools of Education Learning Collaborative On-Line Focus Meeting, *Faculty Productivity: Policies, Practices and Problematics*. November 11, 2009.
7. LSU Class Presentations - 2008
 - a. ELRC 7300 (Fall, 2008). Curriculum Studies: Roles, Responsibilities and Resources
 - b. ELRC 7605 Law & Ethics in Higher Education (Fall, 2008). Tenure & Promotion and Academic Freedom
 - c. ELRC 7603 (Fall, 2008). Higher Education Leadership: Dean's Dilemma – Living Core of the Deanship
 - d. Higher Education Graduate Student Orientation (Fall, 2008)

8. CADREI (October, 2008). *P-20 Councils and Colleges of Education: Possibilities, Problematics and Politics*. Newport, RI.
9. LSU Honors College, *Curriculum Reform in China: A Complex Conversation*, Nov. 2007
10. Greater Baton Rouge LSU Alumni Association, *Delta Express: College of Education Collaborative Project at the Renaissance Village FEMA Trailer Park*, April, 2007.
11. LSU GEAR-UP Collaborative Team Workshop, *Colleges In Action*, January, 2007.
12. LSU College of Education Faculty Research Brownbag, *Reinventing colleges/schools of education*, October 27, 2006
13. LSU Student Teaching/Interns, *Educational Futures*, Fall, 2006
14. East Baton Rouge Parish School System, Teach Baton Rouge, *Teaching Complexly*, Summer, 2006.
15. LSU Geaux Teach, *Teaching Complexly*, Summer, 2006
16. LSU Lab School, University High National Honor Society Induction, *The History of America's Future*, Spring, 2006
17. LSU Student Teachers/Interns, *Who Are Your Educational Heroes?*, Spring, 2006
18. LSU STEP THRU STEM Summer Teacher In-Service, *Historical Understandings, Future's Unleashed*, Summer, 2005
19. Nichols State University, *Curriculum Dynamics*, Summer, 2005
20. KDE, *Creating Educational Futures*, Spring, 2005
21. LSU College of Education, Holmes Graduates, *Passions, Paths, and Possibilities*. Fall, 2004.
22. Mid/Del Public Schools, Middle school teacher preparation for mid-level mathematics certification exams, November – May 1999 – 2000
23. Mid/Del Public Schools/Rose State Mathematics Consortium, *What is Modern About Modern mathematics: Explorations of the Infinite*, November 1995, 2 hours
24. Phillips Petroleum, *Calculators in the Classroom: More than a Computational Tool: Problem Solving and Cooperative Learning using the TI-Explorer*, Presentation to middle school mathematics teachers, September 1995, 4 hours in Tulsa and 4 hours in Oklahoma City
25. Oklahoma State Department of Education, Chapter, I, *Empowering Students for Success: Problem Solving and Cooperative Learning*. Presentation to 7 – 12 mathematics teachers, principals, and Chapter I coordinators, June 1995, 1.5 hours
26. Mid/Del Public Schools, Oklahoma City, *Cooperative learning and calculators*. Presentation to 6 – 12 grade mathematics teachers, September 1994, 3 hours
27. Norman Public Schools, Norman, OK, June 1994, *Powerful manipulatives: K – 12 applications for tangrams*, Presentation to K – 12 mathematics teachers, 3 hours
28. Mathematics Education Faculty, Oklahoma State University, Stillwater, OK, December 1993. *Graphing calculator applications: a Casio project update*, 1.5 hours
29. University of Oklahoma, Norman, OK, October 1993, *Training of trainers workshop for graphing calculator dissemination-Phase II*, 1 day
30. University of Oklahoma Norman, OK, *Practicum for clinical instructors training*, Summers 1991 - 1994, 3 hours each summer
31. University of Oklahoma, Norman, OK, May 1992, *Training of trainers workshop for graphing calculator dissemination-Phase I*. 1 day
32. West Mid-High, Norman, OK, March 1991, *Incorporating alternative materials and strategies in the teaching of high school mathematics: Management issues and concerns*. 1 day
33. Santa Fe Elementary School, Moore, OK, March 1991, *Mathematics anxiety: Research results and preventative measures*, faculty presentation, 2 hours
34. University of Oklahoma, Norman, OK, February 1991, *An Introduction to TE-PLUS for Public School Administrators and Counselors*, Presentation to public school superintendents, principals, and counselors, 3 hours
35. Norman Retired Teachers Association, Norman, OK, February 1991, *An Introduction to TE-PLUS for Retired Teachers*, 3 hours

36. Norman Public Schools, Norman, OK, October 1990, *Implementing the Standards in middle school mathematics*. Presentation to mathematics teachers in grades 6 – 12, 1 day
37. Oklahoma Center for Continuing Education, OU, June 1990, *Developing math concepts in K – 2 mathematics*. 3 days
38. Center for Mathematics and Science Education, UNC-CH, Fall 1988, *Teaching the advanced placement computer science curriculum-scope and sequence*, 1 day
39. Center for Mathematics and Science Education, UNC-CH, Summer 1988. *Abstract data structures and the second semester AP computer science curriculum*, 8 days
40. Center for Mathematics and Science Education, UNC-CH, Spring 1988, *Introduction to Pascal*, 3 days
41. Center for Mathematics and Science Education, UNC-CH, Summers 1983 – 1984. Learning BASIC, 15 days each summer
42. Division of Arts and Science, UNC-CH, Summer 1984, Faculty Training project using the IBM- PC, 10 days

University Service

University Level

Elected committee work - OU

Faculty Senate, 1998 – 2001
 Athletic Council, 1998 – 2002 (chair, 2000-2001), Program Review (2003)
 Gender Equity Subcommittee of the Athletic Council, 1998-2000, (chair), 2001-2002,
 (Chair of gender equity subcommittee for developing five year plan, 2003-2003)
 University Copyright Committee, 1996 – 1997
 Graduate College Academic Appeals Panel, 1994 – 1995
 Lottinville Prize Selection Committee, 1991 – 1994

Other University Service

LSU

Center for Computation and Technology (CCT) Executive Advisory Committee,
 LSU, (2005-2006)
 Service Learning Advisory Council, LSU, (2005-Present)
 Internationalization University Task Force (2008-Present)

OU

Director, Independent and Distance Education, College of Continuing Ed, 2003
 International Exchange Programs Advisory Committee, 2000-2004
 Music Education Faculty Search Committee, 2000-2001
 Search Committee, Dean of Arts and Sciences, 1996 – 1997
 Speakers Service, 1996 – 1997, Topics: Chaos Theory and Learning Organizations:
 Transforming Schools and Preparing our Children for the 21st Century: Who,
 What, and How?
 Speakers Service, 1995 – 1996, Topic: Chaos Theory and Learning Organizations:
 Transforming Schools
 Speakers Service, 1994 – 1995, Topic: National Standards and Mathematics Learning

College Level Service

Elected committee work – OU College-Level Service

College of Education Faculty Governance, 1997 – 1999
Education Professions Divisions (EPD) executive committee, 1991 – 1993, 1998 – 2000
Chair of Certification Chairs subcommittee of EPD, 1995 – 1996
College of Education Computer Committee, 1995 – 1998
Division of Teacher Education (DTE) executive committee, 1992 – 1994
College of Education Academic Misconduct and Appeals Board, 1991–1993, 1993–1996

Other committee work – OU College-Level Service

Administrative Council, 1999-2004
Graduate Student Advisory Council (faculty sponsor), 1999-2004
Chair, Mathematics Certification Committee, EPD, 1990-2004
Chair, Graduate Student Advisory Council, 1999-2004
Chair, College of Education Research Committee, 1999-2004
COE Administrative Council, 1999 – 2004
COE Board of Advocates, 1999 – 2004
EPD Advisory Board, 1999 – 2004
Norman Public Schools Leadership Committee, 1999-2004
Dean’s Facilitators Committee, 1995 – 1996, 2003 - 2004
Graduate Teaching Assistant Awards Selection Committee, 1992
College of Education Scholarship Selection Committee, 1990 – 2004
Elementary Education Certification Committee, 1991 – 2004
College of Education Outstanding Senior Selection Committee, 2002
College of Education Academic Misconduct, chair, 1999-2004
TEACH test review of non-native speakers, 2000-2002
TE-Plus Task Force 2003-2004

Departmental Service

Governing Committees - OU

Committee A (departmental governing committee with 2 elected faculty representatives),
1995 – 1997
Graduate Studies Committee (1993 – 1994, 1995 – 1997, 2002 – 2005)

Program Development - OU

Coordinator, Mathematics Education Program Area, 1989 – 2004
Certification Chair, Mathematics Education, 1991-2004
Director, Institute for Research in Teacher Education, 1990 – 1991
Department Liaison, Departmental Review, 1990
NCATE coordinator, World of Practice section, 1990

Dannie P. Garrett, III

Work Experience

2002 – Present Police Jury Association of Louisiana
Association Counsel (2002 - 2004)
General Counsel (2004 – Present)

Registered lobbyist on behalf of the Association. Represent the Association in litigation on behalf of member parishes. Draft amicus briefs on behalf of the Association in litigation involving individual member parishes. Provide technical assistance to member parishes and Parish Attorneys around the state. Provide workers' compensation litigation and settlement oversight to the Parish Government Risk Management Agency. Legislative Coordinator for the Association. Liaison to the Louisiana Parish Attorneys' Association.

1999-2001 Louisiana House of Representatives
Staff Attorney, House Committee on House and Governmental Affairs

Provided research and drafting of legislation for members of the Louisiana House of Representatives. Drafted over 100 pieces of legislation. Staff Attorney for the Louisiana Compensation Review Commission. Staff Attorney for the Louisiana NFL Stadium Advisory Commission. Drafted *A compilation of Statutory and Jurisprudential Exceptions to the Public Records Laws (R.S. 44:1, et seq)*. Drafted *A Guide to Open Meetings and Public Records as Applicable to the Louisiana NFL Stadium Advisory Commission*.

1994-1999 Louisiana Municipal Association
Defense Counsel (1994-1999)

Casualty and Workers' Compensation defense for the Louisiana Municipal Risk Management Agency on behalf of municipal governments around the state. Tried cases in 19 different parishes and 3 Workers Compensation Districts around the state and handled matters that did not go to trial in several other parishes. Handled appellate matters in several Court of Appeal Circuits and the Louisiana Supreme Court

Staff Attorney (1997-1999)

Provided technical assistance to municipalities and city attorneys around the state in areas of governmental law. Liaison to the Louisiana City Attorneys' Association. Registered lobbyist on behalf of the Louisiana Municipal Association

1993-1994 Nelson A. Moak & Associates
Associate Attorney

Plaintiff personal injury and family practice. After a few months, ran the office while Nelson Moak was out of state. Responsible for all aspects of a solo law practice.

1994 - Present Dannie P. Garrett, III, Attorney at Law
Solo Law Practice

Maintaining a small private law practice, concentrating in plaintiff personal injury, workers' compensation, family, and business law.

1992 – 1993 Congressman Richard Baker (6th District – LA)

Congressional Staff

Traveled a 10 parish region of central and northeast Louisiana conducting local office hours for Congressman Baker's office. Primary Congressional contact for the local elected officials in the region.

Education

1992 Juris Doctorate, Paul M. Hebert Law Center, Louisiana State University, Baton Rouge

1989 B.A., Finance, Louisiana State University, Baton Rouge

1984 Episcopal High School, Baton Rouge

Scholarly Work

1996 - Present Continuing Legal Education

I have received over 50 hours of instructor credit for various continuing legal education presentations.

2001 Public Law Center, Tulane University

Guest Lecturer, 2001 International Legislative Drafting Institute

I presented a lecture on drafting open meetings and public records laws to a group of national legislators from around the world.

2001 Public Law Center, Tulane University

Guest Lecturer, Legislation and Administrative Advocacy Seminar

I presented a lecture on Louisiana's Open Meetings and Public Records Law to a joint group of Tulane and Loyola students.

2004 American Bar Association

Panelist, State and Local Government Law Spring Seminar

I participated as a panelist in a presentation on the interconnection between state governmental ethics laws, as applicable to governmental attorneys, and the Model Code of Professional Conduct.

Personal

Born in Baton Rouge, Louisiana, December 27, 1965

Married to Julie Frank Garrett since October 15, 1988

Two children, Davis (12) and Griffin (9)

Other

Member, Ingleside United Methodist Church, Baton Rouge

Service as Chair of the Administrative Council, Chair of the Trustees Committee, and Member of the Finance Committee and Building Committee

Senior executive with diverse and successful management experience in sales/marketing, new business development and turnaround strategies, strategic planning, finance and operations for both start up and Fortune 500 companies.

Results oriented leader who consistently surpassed revenue, profit, financial and management objectives by building top-performing teams:

- 2005 Governor's Award for Technology Leader of the Year for the State of Louisiana
- Chamber of Commerce **Small Business of the Year Award** in Technology for outstanding service, support and delivery of products to small and medium size businesses, November 2000.
- **President's Club Award** – One of five top Verio Business leaders in country for revenue, 1997.
- **IBM:** Golden Circle Award, 1988, Regional Manager's Award winner for top sales performance, 1985, 1986.

Proven track record in building, leading, and guiding successful entities for growth, acquisition and turnaround strategies:

- Co-founded first locally owned Internet Services Company in New Orleans and built revenue from \$0 to just short of \$4.0 million in less than three years.
- Established 3 remote branch offices and strategic partnerships with local exchange carriers.
- Successfully helped negotiated sale of Internet Company to Fortune 1000 Company.
- Merged three start-up companies into single entity and implemented plans that increased revenue by 30% in two months.
- Six months later negotiated successful multi million-dollar sale of merged entity to wireless Internet Company.
- Led IBM agent firms with assistance in developing sales and marketing plans to help increase profits.
- Developed and implemented successful turn around strategy to save nonprofit organization from bankruptcy.

Adept at driving change, identifying opportunities, closing significant business, defining solutions and implementing documented plans and procedures that produce results. Skilled in negotiations, communications, employee motivation, and building brand loyalty and recognition.

Chairman, St. Catherine \$3.6 million Capital Campaign. Board of Directors: Louisiana Angel Network, School to Career, TechSouth (Lafayette, LA); United Way Campaign Leadership, 2004, 2005; New Orleans Leadership Institute (NORLI), 2005

Excellent health, sports enthusiast, coach, community and civic leader

MBA, Tulane University, Marketing/Finance, New Orleans, LA, 1981, Academic Scholarship.

BS, Finance, Boston College, Chestnut Hill, MA, 1979; Honors, Academic Scholarship, Founder Student Energy Commission

PROFESSIONAL EXPERIENCE

Louisiana Technology Council -- New Orleans, LA

2002 to present

President

Developed and implemented successful turnaround strategy by developing, managing and implementing numerous events, programs and other value added services for the benefit of members and community. Assisted with economic development activities with numerous local business partners designed to create a vibrant technology industry for the metropolitan New Orleans area and the State of Louisiana. Built membership in early 2003 from 117 to over 420 member companies' pre-Katrina, 2005. Established Business Recovery/Incubator Center, 2006.

AIR2LAN -- New Orleans, LA

2001 - 2002

General Manager, Access Services

Developed and implemented AIR2LAN's marketing, sales and business development strategies for Web, network services and wireless Internet connectivity for the New Orleans Metropolitan area.

ORANGE TWINE LLC -- New Orleans, LA

2000 – 2001

Chairman of the Board, Director of Marketing and Business Development

Developed and implemented overall business, marketing and financial plans for this combined entity. Developed strategic directions and relationships with customers, business partners and other Internet and network entities.

EYEONET LLC -- New Orleans, LA

1998 – 2000

Founder, President and CEO

Professional business consultant helping companies with their strategic positioning within the Internet market including business plan development, Internet connectivity, Web activities, and other Internet related tasks.

COMMUNIQUE INC. -- New Orleans, LA

1994 – 1998

Co-founder, Corporate Secretary and President

Responsible for the overall business, financial and marketing plans and forecasts for providing local Internet access, network communications and application support services to the business community. Responsible for marketing and building quality brand awareness for Internet services and application offerings throughout the Southeast.

IBM CORPORATION -- New Orleans, LA

1981 – 1994

Advisory Agent Territory Manager 1991 – 1994

Marketing Specialist/Copier Manager 1981 – 1990

Provided guidance, education and leadership to agent territory firms by focusing on their business needs, profitability and development as representatives of IBM Products. Focused exclusively on new business with sales to small and medium size firms. Developed, planned and implemented entire IBM Copier Program in the Greater New Orleans and Mississippi Gulf Coast area.

Laura A. Little
1328 Jackson Ave., Apt. J
New Orleans, LA 70130
504.596.3282
lauraalittle@yahoo.com

Objective

To obtain a challenging teaching position in which my education experience and writing skills may be utilized to their fullest potential.

Education

Bachelor of Arts, English major with philosophy minor, California State University, Los Angeles – 1985. Co-Founder English Club. CBEST. Praxis I and II. SACS certification, Andrews University.

Awards

ETS Recognition of Excellence. Dean's List.

Experience

March 2008 to July 2008 – English Teacher, Recovery School District and Westaff, John McDonogh High School and Walter L. Cohen High School – New Orleans, Louisiana. Taught literature, composition and journalism in classroom to grades nine and eleven. Planned and executed daily lessons using Louisiana curriculum standards. Assisted with nightly rehearsals for school dance troupe; traveled to Wisconsin with school debate team for national tournament, supported debate team coach and acted as chaperone, advisor and tournament judge. Taught GEE test preparation courses. Currently teaching summer school for student credit recovery; am also a Cooperating Teacher for Teach America.

June 2006 to January 2008 -- Case Manager, “Just” People, Inc. – Roswell, Georgia. Managed day-to-day living issues for developmentally disabled and mentally ill adults in an independent living program, with a case load ranging from 16 to 19 clients. Taught classes for all clients in reading, writing, history, psychology and music, as well as in independent living skills, such as cooking. Directed clients in *Our Town* production; initiated volunteer project for clients in downtown Atlanta theater. Led clients on local cultural tours. Organized and performed holiday story-telling events. Assisted student volunteer work with clients during activities.

November 1999 to August 2006 -- English Teacher, St. Francis High School – Alpharetta, Georgia. Taught literature, composition and creative writing in classroom to grades nine through eleven. Planned curricula for honors and creative writing courses. Worked with ADD/ADHD, LD and remedial students in classroom and through one-on-one tutorials. Planned class-wide field trips for student enrichment. Founded and sponsored student literary club, *The Bard's Rogues*.

July 1996 to May 1998 -- Center Director/Director of Education, Sylvan Learning Center – Alpharetta, Dunwoody and Douglasville, Georgia. Responsible for all aspects of center management and sales. Provided parents with diagnoses of student test results. Planned individualized curricula. Trained teachers on Sylvan methods and materials. Worked directly with students through three-on-one specialized tutorials, grades K-12.

Service

Member, Trinity Episcopal Church; Member-at-Large, Order of Daughters of the King; Associate, Order of St. Helena; Stephen Minister; adult literacy tutor; volunteer for homeless.

References available upon request

Laura A. Little
1328 Jackson Ave., Apt. J
New Orleans, LA 70130
504.596.3282
lauraalittle@yahoo.com

References

Mr. Al Jones (supervisor)
Assistant Principal
Walter L. Cohen High School
504.373.6204, Ext. 20404

Mr. Tony Smith (Human Resources Manager)
Director of Operations
“Just” People, Inc.
P.O. Box 930037
Norcross, GA 30003-0037
770.441.1188

Ms. Colette Staak (supervisor)
Coordinator
St. Francis High School
13440 Cogburn Road
Alpharetta, GA 30004-3647
678.339.9989, ext. 11

Mr. Doug Walker (direct supervisor)
Head, English Department
St. Francis High School
Home contact information:
760 Lakestone Court
Roswell, GA 30076
770.998.1581
678.731.9235 (cell)

The Rev. Canon Sr. Rosina Ampah (personal friend)
Convent of St. Helena
3042 Eagle Drive
Augusta, GA 30916
706.798.5201

Mrs. Beth Taquechel (mother of former client)
2050 Spalding Drive
Atlanta, GA 30350
404.580.3532

MICHAEL PITTS

38388 Oakland Drive
Prairieville, LA 70769

Experience

2005–Present Amedisys, Inc. Baton Rouge, LA
VP of Tax

Responsible for all tax matters related to Amedisys

1999–2005 Postlethwaite & Netterville, APAC Baton Rouge, LA
Tax Manager

- Tax return preparation for corporations, partnerships, estates, trusts and individuals.
- Management of tax and complimentary engagements.
- Management of professional staff.
- Extensive business consulting and tax management.
- Tax research and consulting.

1998–1999 Pearce, Bevell, Leesburg, Moore, P.C. Birmingham, AL
Staff Accountant

Tax return preparation for corporations, partnerships, estates, trusts and individuals.

- Business consulting and tax management.

Education

December 1997 Jacksonville State University Jacksonville, AL
B.S., Accounting

Interests

Board member of Louisiana Association of Public Charter Schools, Children’s Charter School and The Istrouma Area Council of the Boy Scouts of America.

JOHN D. SORREL, JR.

407 Orange Grove · New Iberia, LA. 70560 · bat32recon@cox.net

Home: 337-369-3398 · Mobile: 337-256-2471

PROFILE

Accomplished educator with demonstrated ability to teach, motivate, and direct students while maintaining high interest and achievement. Articulate communicator able to effectively interact with diverse populations of students at a variety of academic levels. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students. Self-motivated with strong planning, creative, organizational and leadership skills.

EXPERIENCE HIGHLIGHTS

- Curriculum Design and Development in Physics, Astronomy and Computer Enrichment
- Cooperative and Project Based Learning
- Facilitator of Student Centered Learning
- Grant Writing
- Lead Scientist: High Power Rocketry Research Project
- Educational Speaking Engagements
- Science and Technology Enrichment and Tutoring
- Track/Cross Country Coach
- Sponsor of Many School Clubs
- Workshop Developer/Presenter
- Science Department Chairman
- Committee Chairman
- Mentor Teacher
- Student Teaching Supervisor
- Virtual School Founding Board Member
- Technology Facilitator
- Web Administrator
- Many Professional Affiliations
- Business Owner
- Volunteer: Executive Officer: Venture Crew 582 · President: National Association of Rocketry Club · Church Music Ministry · Men's Prison Ministry

SPECIAL ACHIEVEMENTS

- Teacher of the Year
- Recipient of Several Grants
- "Who's Who Among American Teachers"
- Awarded study opportunities in several competitive institutes/workshops including: Princeton University Plasma/Fusion Institute

KEY QUALIFICATIONS

- Certified Science Educator · Louisiana Teaching Certificate: A440477
- Certifications: Physics · Chemistry · Biology · General Science · Technology Facilitator
- Certification Currently Being Added: Online Instructor · Computer Literacy

EDUCATION

Master of Education · Curriculum and Instruction · Emphasis: Physics/Technology Education
University of Louisiana at Lafayette, Lafayette, LA (2004)

Honors: Graduate Assistant · GPA 4.0

Bachelor of Science · Science Education

University of Southwestern Louisiana, Lafayette, LA (1989)

Honors: Graduated Magna Cum Laude · Dean Howard Turner Award · All American Collegiate Award · Iberia Savings Endowment Scholarship · Eta Murray Memorial Scholarship

EXPERIENCE

Physics Instructor 2007-Present

Louisiana Virtual School · Baton Rouge, LA.

- Instructional Duties: High School Physics Instructor
- Other Duties: Course Redesign Leader · New Teacher Mentor

Lead Technology Instructor/Web Administrator 2006 – Present

Patterson Junior High School · Patterson, LA.

- Instructional Duties: Computer Enrichment I, II and III Instructor
- Other Duties: Lead Technology Teacher · Web Administrator · ZAP Committee Chairman · LaTAAP Mentor · NSU Site Based Mentor

Science Instructor, Adjunct Instructor, and Graduate Assistant 2004-2007

University of Louisiana at Lafayette · Lafayette, LA.

- Veteran Upward Bound Science Instructor 2006-2007
- Adjunct Technology Instructor: 2005
- Graduate Assistant for College of Education 2004-2005

Physics and Chemistry Instructor 2005-2006

Catholic High School · New Iberia, LA.

- Instructional Duties: Physics and Chemistry Instructor
- Other Duties: Detention Coordinator, Assistant Cross Country and Track Coach

Physics Instructor 1997 – 2005

Northside High School · Lafayette, LA.

- Instructional Duties: Physics, Physics of Engineering, Astronomy, Chemistry, and Physical Science Instructor
- Other Duties: Science Club and Chapel Club Sponsor, Cross Country and Science Olympiad Coach

Science Instructor 1991-1997

Iberia Parish School System, New Iberia, LA.

Schools: Loreauville High School and Anderson Middle School

- Instructional Duties: Physics, Chemistry, Biology, Physical Science and Life Science
- Other Duties: Science Department Chairman (LHS), Science Olympiad Coach, Science Club, Quiz Bowl, Chapel Club and Class Sponsor

PROFESSIONAL DEVELOPMENT HIGHLIGHTS

- Making Middle Grades Work: 2008
- Engineering High Student Achievement in Mathematics: 2007-2008
- Louisiana LaTAAP Accessor Training: 2006
- Louisiana INTECH Workshop: 2006
- Princeton Plasma/Fusion Institute (Physics): 2001
- ROBIE Workshop (Astronomy): 2001
- PLATO Institute (Physics): 2000
- PRISMS and CRYSTALS Institute (Physics and Chemistry): 1998-1999
- Advanced Problems in Zoology: 1994
- Mechanical Universe (Physics): 1992

ATTACHMENT C

Bylaws of the
Non-Profit
Corporation

BYLAWS OF
FRIENDS OF LOUISIANA CONNECTIONS ACADEMY, INC.

ARTICLE I
Offices

Section 1. Principal Office. The Corporation may have such offices, either within or without the State of Louisiana, as may be designated from time to time by resolution of the Board of Directors, one of which may be designated as the principal office.

Section 2. Registered Office and Registered Agent. The Corporation shall maintain a registered office and registered agent in the State of Louisiana. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Louisiana Secretary of State's Office pursuant to the provisions of Louisiana Code.

Section 3. Mission. The Corporation's mission is to provide top-quality personalized education for students and families who seek an alternative to the conventional classroom. The school advised by the Corporation will maintain a commitment to excellence in curriculum, instruction, accountability and communication for virtual schools and will work in partnership with its sponsoring authority, and according to the terms of its Charter School Contract.

Section 4. Purpose and Powers of Corporation.

1. This Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

2. No part of the net earnings shall inure to the benefit of or be distributed to its directors, trustees, officers, members, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article III. No substantial part of the activities of the Corporation shall be for the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in, a political campaign on behalf of any candidate for public office. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time.

3. The powers and purposes of this Corporation shall, at all times, be so construed and limited as to enable this Corporation to qualify as a not-for-profit organization, and it shall have all power and authority as set forth in applicable sections of the Louisiana Code.

4. Upon dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, return any funds received from the Louisiana Department of Education to the Department not more than thirty (30) days after dissolution. All remaining assets of the Corporation shall be distributed consistent with the

purposes of the Corporation to such organization or organizations as shall at the time qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, in such manner as the Board of Directors shall determine.

ARTICLE II Board of Directors

Section 1. General Powers. The affairs of the Corporation shall be managed by its Board of Directors.

Section 2. Number and Qualifications of Directors.

(a) Number. The number of directors shall be as determined by the Board of Directors from time to time but in no event be less than three (3) nor more than nine (9) and shall serve for the term provided in Section 3 of this Article. No amendment of this section shall reduce the number of directors to less than the number required by the Louisiana law, which at the time of adoption of these bylaws is three (3).

(b) Qualifications. Any member of the greater Louisiana community may seek election to the Board of Directors, with the exception of employees of Friends of Louisiana Connections Academy, Inc. and any person who has been convicted of a felony.

Section 3. Election and Term.

(a) Method of Election. Directors shall be elected annually by the stakeholders (employees and parents/guardians) of Friends of Louisiana Connections Academy, Inc. in an open election that shall be publicly announced and facilitated by technology, such that each stakeholder, regardless of where she or he resides in Louisiana, will have the opportunity to vote. Guardians/parents will have one vote for each child currently enrolled in the school. The method of election will ensure that no stakeholder may have more votes than she or he is entitled to per election.

(b) Term of Office. A director will serve until a successor is elected and qualified. Directors shall be classified with respect to the time for which they shall hold office by dividing them into three (3) classes, each class to consist of, as nearly as possible, an equal number of directors. The directors of the first class shall hold office for an initial term of one (1) year, and the directors of the second class for an initial term of two (2) years, and the directors of the third class for an initial term of three (3) years. At the close of each annual meeting of the corporation, the successors to the class of directors whose terms expire that year shall commence to hold office for a term of three (3) years, or until their successors have been elected and qualified. In the event of an increase in the number of directors, the remaining directors shall assign the newly created directorship(s) to the appropriate class or classes so that the three (3) classes shall continue to consist of, as nearly as possible, an equal number of directors.

Section 4. Resignation. A director may resign at any time by filing a written resignation with the President or the Secretary of the Corporation. Such resignation shall be effective upon receipt of the written notice of resignation. In the event the resignation of a

director is tendered to take effect at a future time, a successor may be appointed to take office when the resignation become effective.

Section 5. Removal.

(a) A director may be removed from office with or without cause by the vote of two-thirds (2/3) of the other directors of this Corporation either at a regular meeting or at any special meeting called for that purpose.

(b) The office of a director shall become vacant if he dies or resigns. In such a situation the Board of Directors may declare vacant the office of such director.

(c) The Board of Directors may declare the director position vacant if the director is interdicted or adjudicated an incompetent; if he is adjudicated a bankrupt; if he becomes incapacitated by illness or other infirmity to perform his duties for a period of six months or longer; if he ceases at any time to have the qualifications required by the Articles of Incorporation or bylaws.

Section 6. Vacancies. In the event a vacancy occurs in the Board of Directors from any cause, including an increase in the number of directors, the Governing Board may hold a special election to fill the vacancy, following the same rules and procedures as described in Article II, Section 3.

Section 7. Annual Meeting. The annual meeting of the Board of Directors shall be held in the month of June at such time and place as the Board of Directors may determine, for the purpose of transacting such business as may come before the meeting.

Section 8. Regular Meetings. In compliance with the Louisiana Open Meeting Law, the Board of Directors may provide by resolution for regular or stated meetings of the Board, to be held at a fixed time and place, and upon the passage of any such resolution such meetings shall be held at the stated time and place without other notice than such resolution. Notice of the scheduled meeting will be provided annually to the public as required by the Louisiana Open Meeting Law.

Section 9. Special Meetings. Special meetings of the Board of Directors may be held at any time and place for any purpose or purposes, unless otherwise prescribed by the Louisiana Open Meeting Law, on the call of the President or Secretary, and shall be called by the Secretary on the written request of any two (2) of the directors. Notice to the public will be given 24 hours in advance of such meeting.

Section 10. Meetings By Telephone or Other Communication Technology.

(a) Except as otherwise may be provided in the Louisiana Open Meeting Law or other relevant Louisiana laws, directors may participate in a regular or special meeting or in a committee meeting of the Board of Directors by, telephone or any other means of communication by which all participating directors and all members of the public physically

present at the place where the meeting is conducted may simultaneously hear each other during the meeting.

(b) If a meeting will be conducted through the use of any means described in subsection (a), all participating directors shall be informed that a meeting is taking place at which official business may be transacted. A director participating in a meeting by any means described in subsection (a) is deemed to be present in person at the meeting. The memoranda of the meeting must state the name of each member who was physically present, who participated by communication described in Subsection (a), and who was absent.

Section 11. Notice and Waiver of Notice.

(a) Notice. Notice of the date, time and place of any annual or special meeting shall be given by oral or written notice delivered personally or by written notice given by other than personal delivery at least fourteen (14) days prior thereto. Notice shall be given in one of the methods described in Article III hereof. The purpose of and the business to be transacted at any special meeting of the Board of Directors need not be specified in the notice or waiver of notice of such meeting.

(b) Waiver of Notice. Whenever any notice whatsoever is required to be given under the provisions of the Friends of Louisiana Connections Academy, Inc. or under the provisions of the Articles of Incorporation or Bylaws of the Corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends the meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 12. Quorum. A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 13. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Louisiana Open Meeting Law, or the Articles of Incorporation or Bylaws of the Corporation.

Section 14. Action by Written Consent of Directors. Except as otherwise may be provided in the Louisiana Open Meeting Law, or any other relevant law, any action required by the Articles of Incorporation or Bylaws of the corporation, or any provision of the Louisiana Open Meeting Law, to be taken at a meeting, or any other action which may be taken at a meeting, may be taken without a meeting if a consent in writing setting forth the action so taken shall be signed by all of the directors entitled to vote with respect to the subject matter thereof. Such consent shall have the same force and effect as a unanimous vote of the Board of Directors taken at a meeting

Section 15. Presumption of Assent. A director of the Corporation who is present at a meeting of the Board of Directors, or a committee thereof, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless such director's dissent shall be entered in the minutes of the meeting or unless such director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

Section 16. Compensation. Directors of the Corporation shall not receive compensation for serving as directors, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the Corporation. In addition, directors may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

Section 17. Committees. The Board of Directors, by resolution, may create committees having such powers as are then permitted by the Friends of Louisiana Connections Academy, Inc. and as are specified in the resolution.

Section 18. Open Meetings. The Board of Directors shall comply with the Louisiana Louisiana Open Meeting Law. The Board of Directors may hold an executive session in accordance with the Act upon majority vote authorizing such action.

Section 19. Conflict of Interest. All officers, directors and employees of the Corporation shall comply with the Corporation's Conflict of Interest Policy as adopted by resolution of the Board of Directors.

ARTICLE III Methods of Giving Notice

Notice of any annual or special meeting of directors, and any other notice required to be given under these Bylaws or the Friends of Louisiana Connections Academy, Inc. will be communicated to the public in compliance with the Louisiana Open Meeting Law and may be communicated to the Directors in person, by telephone, telegraph, teletype, facsimile or other form of wire or wireless communication, or by mail or private carrier. Oral notice is effective when communicated. Written notice is effective at the earliest of the following:

- (a) When received.
- (b) Five days after its deposit in the U.S. mail, if mailed postpaid and correctly addressed.
- (c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

ARTICLE IV
Officers

Section 1. Number. The principal officers of the Corporation shall be a President, a Secretary, and a Treasurer, each of whom shall be elected by the Board of Directors. The same individual may simultaneously hold more than one office. Officers shall be members of the Board of Directors.

Section 2. Election and Term of Office. The officers of the Corporation shall be elected annually by the Board of Directors at its annual meeting. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as may be convenient. Each officer shall hold office from the close of the annual meeting, or the regular or special meeting at which officers were elected if elections were not held at the annual meeting, until the next annual meeting or until a qualified successor is elected upon expiration of the term of that officer, or until that officer's death, resignation or removal.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors, whenever in its judgment the best interests of the Corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment shall not of itself create contract rights.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by a special election to fill the vacancy, following the same rules and procedures as described in Article II, Section 3.

Section 5. The President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall, in general, supervise and control all of the business and affairs of the Corporation. The President shall, when present, preside at all meetings of the Board of Directors. The President shall have authority, subject to such rules as may be prescribed by the Board of Directors, to appoint such agents and employees of the Corporation as he or she shall deem necessary, to prescribe their powers, duties and compensation, and to delegate authority to them. Such agents and employees shall hold office at the discretion of the President. In general, the President shall perform all duties incident to that office, and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. The Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors' meetings in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; and (c) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7. The Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall: (a) have the oversight responsibility for all funds and securities of the Corporation, and for moneys due and payable to the Corporation from any source whatsoever, including the deposit of such moneys in the name

of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Other Assistants and Acting Officers. The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer so appointed by the Board of Directors shall have the power to perform all the duties of the office to which such person is so appointed to be assistant, or as to which such person is so appointed to act, except as such power may otherwise be defined or restricted by the Board of Directors.

Section 9. Additional Officers. Any additional officer not specified above shall have only such authority, duties and responsibilities as shall be specifically authorized and designated by the Board of Directors.

Section 10. Compensation. Officers of the Corporation shall not receive compensation for serving as officers, but may receive reasonable compensation for other personal services rendered which are necessary to carrying out the exempt purposes of the Corporation. In addition, officers may receive reimbursement for reasonable expenses incurred in connection with corporate matters, provided that such reimbursement is authorized by the Board of Directors.

ARTICLE V Indemnification

Section 1. Mandatory Indemnification. The Corporation shall, to the fullest extent permitted or required by Louisiana law, including any amendments thereto (but in the case of any such amendment, only to the extent such amendment permits or requires the Corporation to provide broader indemnification rights than prior to such amendment), indemnify its Directors and Officers against any and all Liabilities, and advance any and all reasonable Expenses incurred thereby in any Proceeding to which any Director or Officer is a Party because such Director or Officer is a Director or Officer of the Corporation. The Corporation may indemnify its employees and authorized agents, acting within the scope of their duties as such, to the same extent as Directors or Officers hereunder. The rights to indemnification granted hereunder shall not be deemed exclusive of any other rights to indemnification against Liabilities or the advancement of Expenses which such Director or Officer may be entitled under any written agreement, Board resolution, the Friends of Louisiana Connections Academy, Inc. or otherwise.

Section 2. Permissive Supplementary Benefits. The Corporation may, but shall not be required to, supplement the foregoing right to indemnification against Liabilities and advancement of Expenses under Section 1 of this Article by (a) the purchase of insurance on behalf of any one or more of such Directors, Officers, employees or agents, whether or not the Corporation would be obligated to indemnify or advance Expenses to such Director, Officer, employee or agent under Section 1 of this Article, and (b) entering into individual or group indemnification agreements with any one or more of such Directors or Officers.

ARTICLE VI
Fiscal Year

The fiscal year of the Corporation shall end on the last day of June in each year.

ARTICLE VII
Seal

The Corporation has no corporate seal.

ARTICLE VIII
Corporate Acts, Loans, and Deposits

Section 1. Corporate Acts. The President plus any one of the Vice-President, the Secretary or the Treasurer shall have authority to sign, execute and acknowledge on behalf of the Corporation, all deeds, mortgages, bonds, stock certificates, contracts, leases, reports, and all other documents or instruments necessary or proper to be executed in the course of the Corporation's regular business, or which shall be authorized by resolution of the Board of Directors. Except as otherwise provided by Louisiana law or directed by the Board of Directors, the President may authorize in writing any officer or agent of the Corporation to sign, execute and acknowledge such documents and instruments in his or her place and stead. The Secretary of the Corporation is authorized and empowered to sign in attestation all documents so signed, and to certify and issue copies of any such document and of any resolution adopted by the Board of Directors of the Corporation, provided, however, that an attestation is not required to enable a document to be an act of the Corporation.

Section 2. Loans. No moneys shall be borrowed on behalf of the Corporation and no evidences of such indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Deposits. All funds of the Corporation, not otherwise employed, shall be deposited from time to time to the credit of the Corporation in such banks, investment firms or other depositories as the Board of Directors may select.

ARTICLE IX
Amendments

Section 1. By the Directors. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular or special meeting thereof.

Section 2. Implied Amendment. Any action taken or authorized by the Board of Directors, which would be inconsistent with the Bylaws then in effect, but is taken or authorized by affirmative vote of not less than the number of directors required to amend the Bylaws so that the Bylaws would be consistent with such action, shall be given the same effect as though the

Bylaws had been temporarily amended or suspended so far, but only so far, as is necessary to permit the specific action so taken or authorized.

* * * * *

Certified a true and correct copy of the Bylaws adopted on the 22nd day of August, 2009, by the Board of Directors of the FRIENDS OF LOUISIANA CONNECTIONS ACADEMY, INC.

Wade Henderson, Chairperson

ATTACHMENTS D & E

Policies and Procedures
for Compliance with
Louisiana Law:
Open Meetings,
Public Records,
and Code of Ethics

LOUISIANA CONNECTIONS ACADEMY

Policies and Procedures for Compliance with Louisiana Law

Open meetings, R.S. 42:4.1 et seq.
Public records, R.S. 44:1 et seq.
Code of Governmental Ethics, R.S. 42:1101 et seq.

Open Meetings Policies and Procedures

The Governing Board of Louisiana Connections Academy recognizes that in serving as the School Board for this Type 2 charter school it is a public body and thereby must comply with any relevant required sections of the Louisiana Open Meetings Law, RS 42:4.1 et seq. The Governing Board shall follow this general policy in complying with the Open Meeting Law.

Definition of "Meeting": A meeting is understood to be the convening of a quorum (simple majority) of the Governing Board to deliberate or act upon, or to receive information about, a matter over which Governing Board has supervision, control, jurisdiction, or advisory power. Chance meetings or social gatherings of Governing Board members at which there is no vote or other action taken, including formal or informal polling of the members, are not considered public meetings and are exempt from the Open Meetings Law.

Notice of Meeting: In addition to providing written public notice of its regular meeting schedule at the beginning of each calendar year, including the dates, times, and places of its planned meetings, the Governing Board will give written public notice of any regular, special, or rescheduled meeting no later than 24 hours before the meeting. Such notice shall include the agenda (including listing of Executive Session if relevant), date, time, and place of the meeting. Notice of the meeting will be given by posting a copy of the notice at the principal office of Louisiana Connections Academy and/or on the school's public website no less than 24 hours before the meeting.

Modifying the Posted Agenda: Upon unanimous approval of the members present at a meeting, the Governing Board may take up a matter not on the posted meeting agenda. Any such matter shall be identified in the motion to take up the matter not on the agenda with reasonable specificity, including the purpose for the addition to the agenda, and entered into the minutes of the meeting.

Emergency Meetings: In cases of extraordinary emergency, 24-hour posted notice is not required; however, the Governing Board shall give such notice of the meeting as it deems appropriate and circumstances permit.

Public Comments: The Governing Board shall allow public comment at any meeting prior to taking any vote. The comment period shall be for each agenda item and shall precede each agenda item.

Executive Session: The Governing Board may hold executive sessions upon an affirmative vote, taken at an open meeting for which notice has been given pursuant to R.S. 42:7, of two-thirds of its constituent members present. An executive session shall be limited to matters allowed to be exempted from discussion at open meetings by R.S. 42:6.1; however, no final or

binding action shall be taken during an executive session. The vote of each member on the question of holding such an executive session and the reason for holding such an executive session shall be recorded and entered into the minutes of the meeting.

Minutes: The Governing Board will keep written minutes of all of its meetings, including the date, time, and place of the meeting; the Governing Board members recorded as either present or absent; the substance of all matters decided, and, at the request of any member, a record, by individual member, of any votes taken; and any other information that the Governing Board requests be included or reflected in the minutes.

Public Records Policies and Procedures

As a Type 2 Charter School, Louisiana Connections Academy will comply fully with any relevant required sections of the Louisiana Public Records Law, RS 44:1 et seq. while also complying with the federal Family Educational Rights and Privacy Act (FERPA) and other state and federal laws regarding confidentiality of student information. The school shall follow this general policy in complying with the Public Records Law.

Definition of Public Record: As defined in RS 44:1(2)(a), a public record shall be understood as follows: "All books, records, writings, accounts, letters and letter books, maps, drawings, photographs, cards, tapes, recordings, memoranda, and papers, and all copies, duplicates, photographs, including microfilm, or other reproductions thereof, or any other documentary materials, regardless of physical form or characteristics, including information contained in electronic data processing equipment, having been used, being in use, or prepared, possessed, or retained for use in the conduct, transaction, or performance of any business, transaction, work, duty, or function which was conducted, transacted, or performed by or under the authority of the constitution or laws of this state, or by or under the authority of any ordinance, regulation, mandate, or order of any public body or concerning the receipt or payment of any money received or paid by or under the authority of the constitution or the laws of this state, are 'public records', except as otherwise provided in this Chapter or the Constitution of Louisiana." However, as further defined in RS 44:1(2)(b): "Notwithstanding Subparagraph (a), any documentary material of a security feature of a public body's electronic data processing system, information technology system, telecommunications network, or electronic security system, including hardware or software security, password, or security procedure, process, configuration, software, and code is not a 'public record'."

Custodian of Public Records: The President of the Louisiana Connections Academy Board of Directors shall be considered to be the Custodian of Public Records for the school.

Authorization to Respond: The Custodian hereby authorizes the Principal of the school and/or, at the Custodian's discretion, appropriate legal counsel to respond to requests to inspect public records.

Form of Request and Response: In accordance with RS 44:32, Louisiana Connections Academy will require that requests for inspection of public records be presented to the custodian in writing. The Custodian or his/her designee will respond in writing to the requestor with a determination within three (3) days of having received the request. If a request of public records is ambiguous, overbroad, does not reasonably identify what public records are being requested, or requests records that are not public records, the request will be denied.

Questions of Exemption: If the custodian questions whether the requested record is in fact a public record, the custodian must respond in writing within three business days with a determination citing relevant statute regarding exemption from Public Record request.

Inspection and/or Reproduction of Records: In written response to a request, the custodian will indicate when during regular business hours the requestor may inspect the public record at the Louisiana Connections Academy offices. The custodian may also offer to provide the requestor a reproduction of the record, and may charge a reasonable reproduction fee as defined in RS 44:32.

Precedence of FERPA Compliance: While complying with Louisiana Public Records Law, Louisiana Connections Academy must also comply with the Family Educational Rights and Privacy Act (FERPA), a federal law that affords parents and students certain rights with respect to the student's educational records, including assurance that such data will be safeguarded and not share with unauthorized parties without the family's permission. In any instance in which release of a public record might risk violation of FERPA, Louisiana Connections Academy may seek legal opinion declaring the record exempt in whole or in part.

Preservation of Records: Louisiana Connections Academy will preserve its public records for a minimum of three (3) years or the relevant required period of time for the specific kind of record if longer. Records will be preserved in a form which allows reasonable response to public records requests.

Code of Ethics Policies and Procedures

As a Type 2 Charter School, Louisiana Connections Academy will comply fully with any relevant required sections of the Louisiana Code of Ethics, RS 42:1101 et seq.

Employees of Louisiana Connections Academy (the "Corporation") and members and officers of the Board of Directors ("Persons") are filling positions of trust, responsibility and authority. As such, all such Persons will conduct themselves in accordance with the applicable state law. The Board of Directors of Louisiana Connections Academy will review and adopt in substantially similar form the draft Code of Ethics Policies and Procedures and the Conflict of Interest disclosure process attached herein.

Should legal counsel determine that Louisiana Connections Academy Board of Directors members must file additional Financial Disclosure documents either prospectively for general principles or in response to specific circumstances, the affected members of the Board of Directors will do so in a timely and effective manner.

Transactions: Unless excepted by state law, no Person may use the authority of his/her office or position directly or indirectly, in a manner intended to complete or coerce another person, to provide him/her or any other person, a thing of economic value that he/she is not entitled to by law. A Person may not participate in any way in a transaction involving goods or services if a member of his/her immediate family (as defined by state law) or if a business enterprise in which the Person or members of his immediate family own in excess of 25% receives or will receive a thing of economic value by virtue of the transaction. Every Person shall disqualify himself/herself from participating in a transaction when a violation of state law would occur.

Gifts: Unless exempted by state law, no Person shall solicit or accept, directly or indirectly, anything of economic value as a gift or gratuity from any person who has or is seeking a contractual, business, or financial relationship with the School or School Board.

Nepotism: Unless exempted by state law, no member of the immediate family of a School Board member or the School administrator may be employed in the School, unless that family member is certified to teach. In any such instance, the School Board member or School administrator must recuse himself/herself from any decision(s) involving the employee. A disclosure statement must be filed with the Louisiana Board of Ethics.

Violations: If a Person violates this policy and procedure or state law regarding the Code of Ethics, the Person shall be afforded an opportunity to explain the alleged violation. If, after hearing and further investigation as may be warranted, it is determined that the Person has in fact violated this policy or state law, appropriate disciplinary and/or corrective action will be taken in accordance with a process established by this Governing Board for that purpose and/or by the Louisiana Board of Ethics, if appropriate.

IN WITNESS WHEREOF, this Policy was adopted by the Board of Directors of the Corporation by resolution dated the ____ day of _____, 2009.

LOUISIANA CONNECTIONS ACADEMY

By: _____, Secretary

ATTACHMENT F

Enrollment Projection Table

Attachment F

ENROLLMENT PROJECTION TABLE

NAME OF SCHOOL: Louisiana Connections Academy TYPE: 2

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
PreK	N/A	N/A	N/A	N/A	N/A
K	36	53	71	107	125
First	31	47	62	94	109
Second	46	69	92	138	161
Third	40	60	80	120	140
Fourth	32	48	65	97	113
Fifth	38	56	75	113	132
Sixth	37	56	74	112	130
Seventh	51	77	102	153	179
Eighth	64	97	129	193	226
Ninth	53	80	106	160	186
Tenth	31	46	62	93	108
Eleventh	28	42	56	84	98
Twelfth	12	19	25	37	43
TOTAL	500	750	1,000	1,500	1,750

ATTACHMENT G

Enrollment and Admission Policies

Louisiana Connections Academy Enrollment and Admissions Policy

Louisiana Connections Academy will actively recruit families that represent the full cultural, demographic and socioeconomic range of the state. To gain admission to Louisiana Connections Academy for their children, parents first complete a simple registration form online or on paper that collects their name, email address (if registering online), address, phone and student names. They also confirm that they meet the basic eligibility requirements for Louisiana Connections Academy (e.g., state residency and legal school age, as noted on the school's web site and through a link on the enrollment page) and that they have read and understood the program's regulatory requirements.

ONLINE ENROLLMENT PROCESS

Let's get started!

Here are the stages you will complete for your student to be ready for the 2009–10 school year. Consult this document throughout the process if you have questions about our expectations at each stage. Log in to your Learning Management System (LMS) home page for updates.

Tip: Look for these icons on your LMS home page to know where your student is in the process.



Complete the required forms and submit the necessary documents.

Applicant

During this stage, you need to **send us all forms and documents** that apply to you and your student as indicated on the Document Cover Page. Send one complete and accurate packet for each student enrolling in Connections Academy. Carefully read the requirements noted on the Document Cover Page and the instructions on each form.



Forms included in this package must be completed and sent to us. These forms are also available online, where they can be filled out and printed. Only the Student Information Form (SIF) and Family Information Form (FIF) can be submitted online. The other forms must be faxed or mailed. Documents, such as report cards or birth certificates, are items you will need to collect, copy, and fax or mail to us.

Consult your **Document Cover Page** to ensure that you have everything **before** submitting your information. If you have online access, **let us know you sent your items** by updating the Document Submission Complete box that appears in the Enrollment Details section of your LMS home page.

Here are some steps you can take to move through this stage as quickly as possible:

- **Complete the Student Information Form (SIF) and Family Information Form (FIF) online.** You can access them from the Enrollment Details section of your LMS home page.
- **Send one complete packet for each student.** Collect all your forms and documents for each student, and send them to us as one complete packet. Include a completed Document Cover Page with each packet. Incomplete packets will delay processing.

- **Fax your packet.** Faxing is fastest! Fax the complete packet and Document Cover Page.
- **Review before you send.** Review all the forms and documents carefully before you send them. If you need to obtain information such as vaccination records from your physician or records from your student's school, don't delay. Contact them as soon as possible.
- **Send copies of student records.** Include copies of your student's records (report cards, IEP, 504 Plan) with your complete packet. If you don't have copies, contact your student's school to obtain them. Waiting for a school to forward your records to us may cause delays.
 - **Send all documents that are required.** Read the comments next to each item on the Document Cover Page. Only send us copies of those documents that are required and are accepted for your student.

Example: For Proof of Residency, we can only accept copies of your gas, electric, or water bills from the last 60 days that show your name and service address. We cannot accept other bills such as a cable bill, bills older than 60 days, or bills that don't show your service address.

- **Make sure all forms and documents are complete and easy to read!**

We'll verify your documents and confirm your student's placement.

Pre-Approved

In this stage, we verify the information you submitted and finalize your student's course placement. We may need to contact you to discuss your student's courses and grade level.



After you have submitted your forms and documents, log in to the LMS regularly. Allow three days after you fax your packet (or longer if you mail it) for us to review your information and update your LMS home page. During the previous stage, you may have already received some feedback from us regarding the status of your forms and documents.

Here are some steps you can take to move through this stage as quickly as possible:

- **Check your LMS home page regularly for enrollment updates.** All the items we need from you are listed in the Enrollment Details section. You will see check marks next to those items we've received and verified. If we were unable to verify an item you sent or it has not been received, the box next to the form or document will not be checked.
- **Check for WebMail messages.** The WebMail system is your email system within the LMS. When you're logged in, the mailbox icon will flash if we've sent you a WebMail message. We may send postcards or call if we haven't heard from you.
- **Have your student complete any assigned placement tests online.** Students take placement tests when our counselors need more information or you have asked us to test your student. If your student has been assigned a test, you will see a link appearing in the Enrollment Details section of your LMS home page. If you do not have a computer at home, you can access these tests online at a library or a friend's house. We can mail the tests to you, but it will take longer to complete your student's placement.

We'll ship your books and materials to you.



Approved

In this stage, you'll confirm your student's courses and verify your shipping address. Log in to the LMS and follow the instructions for completing "Final Confirmation." The Final Confirmation option is only available after July 15th. Once the Final Confirmation is accessible, you will be prompted to complete this step in the Enrollment Details section of your LMS home page. We will also send you a postcard reminder. You **must complete this step** to receive your materials!



You're ready!

Once you have completed the Final Confirmation, your student will be ready to start classes. We'll ship your student's learning materials directly to your home. You can get started online any time after the first scheduled day of classes for your school. Your first two weeks of lessons can be completed online even if you have not yet received your materials.

Tip: We can't ship your materials until you complete Final Confirmation. Watch your LMS home page carefully for instructions.

Outreach Plan: To achieve a diverse and representative mix of students, Louisiana Connections Academy will use a variety of means each spring and summer to inform families about its services and provide them an equal opportunity to enroll, including:

- *Direct Mail and Email:* After approval of the charter, Louisiana Connections Academy will conduct one or more direct mail and email campaigns announcing the school to families with children throughout the state. In a typical mailing, Louisiana Connections Academy will send out a postcard inviting parents to attend an Information Session (see below), visit the website, and/or contact the telephone/e-mail help lines. This mail outreach will go first to the more than 20,000 families who have already expressed interest in a Connections Academy school in Louisiana and who have been waiting since 2006 or earlier for the opportunity to attend.
- *Information Sessions:* Louisiana Connections Academy will conduct multiple Information Sessions –in person and “virtually,” using its LiveLesson® technology – for families throughout the state. Families will be notified of the *Information Sessions* via email, earned media in newspapers across Louisiana and flyers distributed in local communities. Louisiana Connections Academy will use these sessions to provide a complete array of information about its program, including its curriculum, teaching methods, technology resources and testing requirements.
- *Website:* Louisiana Connections Academy will launch and maintain a website that contains information about the proposed charter school, its Personalized Performance Learning approach, and its curriculum. The site also contains regularly updated Frequently Asked Questions and their answers along with contact information for the Governing Board and administration. Families will be able to complete an online enrollment process at the website with an enrollment or placement counselor a toll-free call away if any assistance is needed.
- *Telephone/e-mail information service:* Louisiana Connections Academy will launch and maintain a toll-free information line and an email information service to answer parents' questions about the school.

- *Search Engines and Social Media:* Louisiana Connections Academy will be linked to leading Internet search engines with local reference capability to help Louisiana families looking for a virtual school option to find this high-quality charter school. In addition, Louisiana Connections Academy hosts an active Yahoo group and benefits from Facebook, Twitter, and other social media outreach conducted by parent advocates.
- *Community and youth services partnerships:* As part of its outreach process, Louisiana Connections Academy will provide information about the school to a variety of community, family, and youth-serving organizations such as local Boys and Girls Clubs and those in minority, low income, urban and rural areas; reach out to residential facilities; and seek partnerships with a variety of parent groups and health-related organizations including those focused on students with special needs; and organizations for young performers and athletes.
- *Media outreach:* Louisiana Connections Academy will make limited use of paid media, primarily advertisements in community newspapers and radio announcements, but will take full advantage of the local media's interest in promoting community events relevant to Louisiana residents in order to inform parents about Louisiana Connections Academy informational sessions and to raise awareness of the school, including television, radio and newspaper interviews and features.
- *Referrals and word of mouth:* Quality charter schools in Louisiana benefit from informal networks of referrals by parents, community members and traditional school leaders. Louisiana Connections Academy will take every opportunity to brief traditional school administrators and guidance personnel throughout the state on Louisiana Connections Academy as an alternative for students who might benefit from individualized instruction in a non-classroom setting. In addition, Louisiana Connections Academy parents will play an important role in serving as a source of information about the school and referring other families; in similar schools nationally, 95% of parents say they would recommend their school to friends, neighbors and family members.

Lottery Policy: As a virtual charter school, Louisiana Connections Academy is unconstrained by facility space limitations and therefore can enroll as many students as may wish to attend. Should an enrollment lottery ever be necessary, interested students will be selected at random through a technology-facilitated, public process, after slots have been provided for: students who were enrolled the prior year (once enrolled, students will not be required to reapply, but will need to provide notification that they intend to return to the school for the next grade) and siblings of students already enrolled in the school.

If student demand requires Louisiana Connections Academy to implement a lottery, the lottery will provide for a random selection process by which all applicants who have completed the application process by a specified, publicly announced deadline are given an equal chance of being admitted to the charter school. The lottery will be held in a public forum on a specified, publicly announced date and time with at least one school administrative staff member, one Governing Board member, and one outside observer in attendance. The lottery will be facilitated by a randomizing software procedure run in real time at the lottery session. A waiting list will be formed of students who were not selected through the lottery; based on their completion of all enrollment paperwork, these students will be enrolled into the school as slots open.



Refer to the **Document Cover Page** for instructions on submitting this form.

Family Information Form (FIF)

This form needs to be completed and submitted **once per household**, regardless of the number of students enrolled. If possible, log in to the Learning Management System (LMS) to complete this form online for faster processing.

Household Members

Please list the parent/legal guardian who will be the **primary contact** during the enrollment process as the **first name in the section** below. Each individual listed below will receive access to the school's Learning Management System (LMS). If you plan to enroll more than four students, please contact the Enrollment Team at 800-382-6010 to add the additional names.

	<u>First Name</u>	<u>Middle Name</u>	<u>Last Name</u>	<u>Suffix</u> (Jr., etc.)
Parent/Legal Guardian:	_____	_____	_____	_____
Parent/Legal Guardian:	_____	_____	_____	_____
Student:	_____	_____	_____	_____
Student:	_____	_____	_____	_____
Student:	_____	_____	_____	_____
Student:	_____	_____	_____	_____

Home Address

This address will be used to verify your residency. **All curriculum and equipment must be shipped to this address.** No post office boxes can be used for your home address. If you are required to use a different mailing address for all other correspondence you receive from the school, please complete the Other Address section below. Otherwise, check the box indicating that this is your mailing address.

It is your responsibility to **contact your school promptly if you move** during the school year so that any school materials that need to be shipped will be sent to the correct address.

This is my mailing address.

Street Address	Apartment/Unit #	County
City	State	ZIP Code

Other Address

If the address above is not where you regularly receive mail from the United States Postal Service (USPS), please provide the correct mailing address in the fields below, and check the box indicating that this is your mailing address. If provided, this mailing address will be used for all school correspondence. **All curriculum and equipment will still be shipped to the Home Address.**

This is my mailing address.

Street Address	Apartment/Unit #	County
City	State	ZIP Code



Refer to the Document Cover Page for instructions on submitting this form.

Phone Numbers

Please enter the phone numbers for your household. Check the box next to the number that you prefer we use to contact you.

- Home Phone Mobile Phone Work Phone

If we need to reach you, what is the best time to do so? (Please choose one option.)

- 9am–12noon ET 12noon–3pm ET 3pm–6pm ET

Email

You must provide a valid email address. You will receive tracking information about your curriculum/equipment shipments via email.

Email: _____

County and School District of Residence

Complete this section even if your student(s) was previously enrolled in a private school or was homeschooled.

County of Residence _____

School District of Residence _____

Additional Information

Please answer a few questions about how you heard about Connections Academy to help us reach other interested families.

How did you hear about Connections Academy?

- Radio advertisement Newspaper advertisement Friend News story
 Poster or flyer Mailing Email from Connections Academy Internet/Web site

Are you considering other schooling options (besides Connections Academy) for the 2009–10 school year? Yes No

Why do you want your child(ren) to attend Connections Academy? (check all that apply)

- I want more direct involvement with my child’s education than is available through a classroom setting.
 My child is ahead academically compared to other students his or her age.
 My child is behind academically compared to other students his or her age.
 My child has an illness or disability that makes him or her more able to learn outside of a classroom setting.
 My child is pursuing an artistic or athletic interest that requires a flexible school schedule.
 My child is at risk of academic failure and needs more intensive and personalized instruction.
 None of the above
 Other (please explain): _____

Technology Information

Please answer the following questions about the technology that you have available to you. These answers will help us to understand what support to provide to our families.

Do you have an active phone line in your home? Yes No

Do you have more than one phone line in your home? Yes No

Do you have a computer in your home? Yes No



Refer to the Document Cover Page for instructions on submitting this form.

Do you use a computer for work? [] Yes [] No
How many hours a week, on average, do you spend using a computer? _____
How many hours a week, on average, do the individuals in your home (combined) spend online? _____
What type of home Internet connection do you have?
[] None [] Dial-up [] DSL [] Cable [] Satellite [] Other high-speed connection
Who is your home Internet provider? _____

Materials and Technology

The information in this section is provided to make sure that you understand your responsibilities with respect to the materials provided by Connections Academy. You also need to understand that you are responsible for an Internet provider. Please review this section carefully.

All materials and equipment provided by the school will remain the property of the school or its vendors and must be returned at the school's request in accordance with the terms of the School Handbook. All equipment provided by the school must be used solely in accordance with the terms of the School Handbook. I am responsible for ensuring that any member of my household or any other individual authorized by me to participate in the school complies with these terms. Any violation can result in a repossession of the equipment. I also understand that the school has the right to monitor the use of any school equipment and to disable the equipment in the event of unauthorized use or if the equipment is not returned when requested.

[] I have read and agree to the statement above regarding materials and equipment usage.

I will keep ALL packing materials for any materials or equipment provided by the school and must return any materials and equipment in the same original packing. I will be responsible for purchasing replacement packing materials if they are lost or damaged.

[] I have read and agree to the statement above regarding packing materials.

This school requires the use of the Internet on a regular basis. I understand that I am responsible for obtaining and setting up an Internet account that meets minimum standards for speed, availability, and compatibility and for complying with the Terms of Use as provided in the Learning Management System (LMS).

[] I have read and agree to the statement above regarding Internet access.

Equipment Waiver

In this section, you will indicate if you want to accept the use of any equipment provided by your school or if you wish to allow those funds to be applied to other services in your school.

If you already have a computer and/or Internet service that meet the required minimum specifications (as listed in the School Handbook and on the last page of this form), you can donate the equivalent value of anything you do not need (less an administrative fee for additional support and processing) to your Connections Academy school for its use in providing additional school services.

If you complete the enrollment process three (3) weeks prior to the start of school, you should receive your requested computer in time to start school on time. If you complete the enrollment process less than three (3) weeks prior to the start of school or after school begins, you will need access to a computer until your Connections Academy computer can be shipped to the Home Address you provided on this form.

I have been informed of my right to receive a computer, printer, and Internet subsidy as provided for by law or other agreement. Any equipment or Internet service that I provide will meet the school's minimum technical requirements. I understand that I can revoke any or all of this waiver prior to March 1, 2010, by providing a written request to the school principal.

[] I want to receive any equipment and subsidy payment normally provided by the school.

[] I voluntarily waive my right* to receive the following (check all that apply):

[] Computer [] Printer [] Internet subsidy

*If you are waiving your right to a computer, indicate the number of computers waived (one per student): _____



Refer to the Document Cover Page for instructions on submitting this form.

Internet Subsidy

This section verifies your understanding of the Internet subsidy that may be available to you and how it will be disbursed if you choose to receive it.

I understand that I am eligible to receive an Internet subsidy as provided for by state law or other agreement. This subsidy will be paid three times per year in accordance with the terms of the School Handbook.

I have read and agree to the statement above regarding the Internet subsidy.

Please indicate the parent/legal guardian to whom Internet subsidy checks should be made payable:

Last Name

First Name

Emergency Contact Information

Although your student is attending a virtual school, there may be instances when it is necessary to contact a parent/legal guardian in an emergency situation. If a parent/legal guardian cannot be contacted, we attempt to contact the individuals listed below, in the order listed. Please provide at least two emergency contacts with at least one phone number and preferably more for each contact.

Name Home Phone Mobile Phone Work Phone

Relationship to Student:

Mother Father Stepmother Stepfather Grandparent Other relative Care provider Friend

Name Home Phone Mobile Phone Work Phone

Relationship to Student:

Mother Father Stepmother Stepfather Grandparent Other relative Care provider Friend

In the event your school is unable to reach a parent/legal guardian or one of the people listed as an emergency contact, school personnel have my permission to use discretion in securing aid in an emergency. It is understood that neither the school nor the person responsible for obtaining the medical aid will be responsible for the expense incurred. By signing below, I acknowledge that I have read, understand, and agree to the emergency release information.

Signature of Parent/Legal Guardian

Date

Migratory Information

Have you moved within the last three (3) years for the purpose of finding seasonal or temporary employment directly related to producing or processing crops, livestock, dairy farm employment, planting or harvesting trees, or catching shellfish or fish in natural water?

Yes No If YES, on what date(s) did you move? _____

Referral Information

Did a Connections Academy parent recommend that you apply to our program? Yes No

If YES, please tell us who referred you and the state where he or she lives:

Name

State



Refer to the **Document Cover Page** for instructions on submitting this form.

Parent/Legal Guardian Signature

By signing below, I certify that the information I have provided above is complete and accurate to the best of my knowledge.

Last Name	First Name	Middle Name
Signature	Date	Phone Number

Minimum Technology Requirements

To participate effectively and successfully in the Connections Academy program, you must have access to computer equipment with certain minimum technology specifications. Please review this information carefully and contact the Enrollment Team if you have questions about determining if your equipment meets these specifications. If your school provides a computer, it will meet or exceed these specifications.

Requirement	Minimum Specifications	Recommended Specifications
Processor Speed	800 MHz Intel® Pentium® III or equivalent	1.5GHz Intel® Pentium® IV processor or equivalent
RAM	128MB	512MB
CD-ROM	8X or better CD-ROM	8X or better CD-ROM
Monitor	15-inch color display	17-inch color display
Video	XGA (1024x768 resolution or higher)	XGA (1024x768 resolution or higher)
Audio	16-bit sound card; speakers	16-bit sound card; speakers
Modem	56kbps modem (minimum) or 10/100 Ethernet Network Card	10/100 Ethernet Network Card; Cable/DSL
Printer	Black inkjet printer or better	Black inkjet printer or better
Internet Connection	Adequate dial-up service to support 56kbps modem speeds	High-speed Internet via DSL or cable modem
Operating System	Windows® 98, 2000, or XP	Windows® XP or Vista
Browser	Microsoft® Internet Explorer (version 6 or higher)	Microsoft® Internet Explorer (version 6 or higher)
Word Processing Software	Microsoft® Word® 2000 or productivity software compatible with Microsoft® Word, Excel®, and PowerPoint®	Microsoft® Office XP, 2003, 2007 or productivity software compatible with Microsoft® Word, Excel®, and PowerPoint®
Media Players	Latest versions of Windows Media® Player and Adobe® Flash® Player (both free applications)	Latest versions of Windows Media® Player and Adobe® Flash® Player (both free applications)
Document Reader	Latest version of Adobe® Acrobat® Reader® (free)	Latest version of Adobe® Acrobat® Reader® (free)



Student Information Form (SIF)

The information collected on this form allows us to set up the student’s account in the Learning Management System (LMS) and helps us to place the student in the correct grade level and courses. Some of the information collected is needed to meet regulatory requirements for your school. All information is required unless otherwise indicated. Complete one form per student. If possible, log in to the LMS to complete this form online for faster processing.

Student Information

Last Name (as it appears on birth certificate)		First Name (as it appears on birth certificate)		Middle Name (as it appears on birth certificate)	
<input type="checkbox"/> Male	<input type="checkbox"/> Female	/	/		
Gender		Date of Birth		Nickname or name student prefers to be called	
City and State/Province of Birth (include State/Province for US, Mexico, and Canada)				Country of Birth	

Ethnicity and Race Information

Your school must now comply with both the federal and state ethnicity and race reporting requirements. You must complete both sections.

Federal Ethnicity and Race Information

This information is required to meet the Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education, 72 Fed. Reg. 59266.

Select the best description of your child’s ethnicity:

- Hispanic or Latino
- Not Hispanic or Latino

Select one or more of the following categories to describe your child’s race:

- American Indian or Alaskan native
- Asian
- Black/African American
- Native Hawaiian or Other Pacific Islander
- White

State Ethnicity and Race Information

This information is required by the Commonwealth of Pennsylvania for state reporting.

Select one or more of the following categories to describe your child’s race/ethnicity:

- American Indian or Alaskan native
- Asian or Pacific Islander
- Black/African American (not Hispanic)
- Hispanic
- White/Caucasian

Schooling Information

Tell us about the type of schools that this student attended or is attending during the 2008–09 and 2009–10 school years.

2008–09 School Year

Select the student’s most recent type of school. If the student attended any form of public or private school, complete the contact information for that school.

- Type of School:
- Charter School (Public)
 - Home School
 - Private/Parochial School
 - Public School
 - Virtual School (Public)
 - None

School Name	/	/	/	/
Date Enrolled		Date Withdrawn (if applicable)		

School Street Address	City	State	ZIP Code
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Refer to the Document Cover Page for instructions on submitting this form.

School District _____ County _____ School Phone _____

Will/did your student attend the school listed above for the entire 2008–09 school year? Yes No*

*If you answered No, tell us about the other school your child attended during the 2008–09 school year.

Type of School: Charter School (Public) Home School Private/Parochial School
 Public School Virtual School (Public) None

School Name _____ Date Enrolled ____/____/____ Date Withdrawn (if applicable) ____/____/____

School Street Address _____ City _____ State _____ ZIP Code _____

School District _____ County _____ School Phone _____

2009–10 School Year

Please check the appropriate box:

- The 2009–10 school year has not begun. (Continue to the Public or Private School Background section.)
 The 2009–10 school year has begun, but my student is not in school. (Continue to the Public or Private School Background section.)
 My student continued to be enrolled in the school listed for the 2008–09 school year.
 My student is enrolled in the school noted below* for the 2009–10 school year. (Please fill in the information requested below.)

*If indicated above, tell us about the school in which your student is enrolled for the 2009–10 school year:

Type of School: Charter School (Public) Home School Private/Parochial School
 Public School Virtual School (Public) None

School Name _____ Date Enrolled ____/____/____ Date Withdrawn (if applicable) ____/____/____

School Street Address _____ City _____ State _____ ZIP Code _____

School District _____ County _____ School Phone _____

Public or Private School Background

Indicate the grade in which the student was first enrolled in a U.S. public or private school:

K 1 2 3 4 5 6 7 8 9 10 11 12 N/A

When was the student first enrolled in the U.S. school system (month and year)? ____/____/____ In what state? _____

Indicate the grade in which the student was first enrolled in a public or private school in the state where you currently reside:

K 1 2 3 4 5 6 7 8 9 10 11 12 N/A

When was the student first enrolled in your current state's school system (month and year)? ____/____/____

Indicate the grade(s) that the student was homeschooled:

K 1 2 3 4 5 6 7 8 9 10 11 12 N/A

Academic Placement Information

We use the following information to personalize your student's course and grade-level placement. If we need additional information, we will ask you to submit educational documentation or have your student complete a placement test. Please check the Enrollment Details of your LMS home page for the status of your student's placement.

Complete all sections that apply to the grade level you expect your student to enter for the 2009–10 school year.

All Students

Indicate the grade level your student should/did complete at the end of the 2008–09 school year:

None (entering K) K 1 2 3 4 5 6 7 8 9 10 11 12

Indicate the grade level your student is requesting for the 2009–10 school year:

K 1 2 3 4 5 6 7 8 9 10 11 12

In the following subject areas, I feel that my student will perform:

Reading:

- Above grade level
- On grade level (will do really well)
- On grade level
- On grade level (may have difficulty)
- Below grade level

Writing:

- Above grade level
- On grade level (will do really well)
- On grade level
- On grade level (may have difficulty)
- Below grade level

Math:

- Above grade level
- On grade level (will do really well)
- On grade level
- On grade level (may have difficulty)
- Below grade level

Has your student ever repeated a grade level (been retained)? No Yes

Was your student homeschooled for two (2) or more of the last three (3) years? No Yes

Rate how your student generally scores on state or standardized tests:

My student hasn't taken these tests Below grade level On grade level Above grade level I don't know

Has your student ever had a 504 plan? No Yes*

Has your student ever had an Individualized Education Program (IEP)? No Yes

Has your student had an Individualized Education Program (IEP) in the last three (3) years? No Yes*

Was your student formally exited from his/her Individualized Education Program (IEP)? No Yes**

*If **Yes**, please submit a copy of your student's 504 plan or IEP and the Evaluation Report (ER).

** If **Yes**, please submit a copy of the formal exit documentation.

Students Entering Kindergarten through 8th Grade

Placement Testing

If you believe your student's prior academic history and your answers to the questions above do not provide us with a clear understanding of your student's preparation for the 2009–10 school year, you may request a placement test.

Would you like your student to take a placement test? No Yes*

* Please note that placement testing will lengthen the placement processing time.

Gifted and Talented Program (available to students entering grades 3–8)

Indicate which Gifted and Talented programs you would like to request for your student:

- Gifted and Talented Math
- Gifted and Talented Language Arts
- Gifted and Talented Science (grades 3–5 only)

Indicate why you are interested in the Gifted and Talented Program through Connections Academy:

- My student enjoys gaining in depth knowledge about his/her school subjects.
- My student is currently participating in a Gifted Program.
- My student enjoys reading and writing.
- My student shows the ability to solve math problems that are considered above grade level.
- My student demonstrates a large interest in science in and out of school.



Refer to the **Document Cover Page** for instructions on submitting this form.

If you requested any Gifted and Talented programs, make sure you submit at least ONE of the following documents to be sent with the **Document Cover Page**:

- A Gifted Evaluation or Designation Letter from your student’s former school;
- Standardized test scores;
- Other documentation indicating gifted-study potential.

Applicants for the gifted program may also be asked to complete a placement test in their requested area of giftedness. Since the gifted program allows students to work on advanced level curriculum, your student’s Placement Test may also be above grade level. Please check your LMS home page to see if a Placement Test has been assigned.

Students Entering High School (grades 9–12)

After high school, my student’s plans are:

- To enroll in a four-year college or university
- To enroll in a community college
- To enroll in a trade or vocational school
- To enter the workforce
- Undecided

Your Connections Academy school offers a variety of course levels to meet each student’s unique needs:

Standard: The most popular choice, these courses prepare students for post-high school learning, such as trade school or college.

Honors: For students who work at an accelerated pace with challenging concepts, we’ve taken our standard-level courses and added extensions and engaging lessons that require students to do more independent study.

Advanced Placement (AP): AP courses are college-level courses taken by advanced students. These courses have prerequisites and are taken almost exclusively by 11th and 12th grade students.

Referring to the descriptions above, select the level of coursework most appropriate for your student for each of the core subject areas of English, Math, Science, and Social Studies. Choose **only one level for each subject area**:

- | | | | |
|---|---|---|---|
| English: | Math: | Science: | Social Studies: |
| <input type="checkbox"/> Standard | <input type="checkbox"/> Standard | <input type="checkbox"/> Standard | <input type="checkbox"/> Standard |
| <input type="checkbox"/> Honors | <input type="checkbox"/> Honors | <input type="checkbox"/> Honors | <input type="checkbox"/> Honors |
| <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Advanced Placement | <input type="checkbox"/> Advanced Placement |

If your selections to the placement questions above are not consistent with the education documentation you provide, a School Counselor will call you to discuss whether or not these choices are appropriate for your student.

Connections Academy High School Credit Transfer Policy

High school students will be awarded credit only for courses in which they have earned a grade of C- or better. Previous courses taken at other schools in which the student earned a grade below a C- will not be awarded with transfer credit, but will appear on student records and will be included in a student's grade point average (G. P.A.). Courses required for graduation will need to be re-taken by the student if a grade of C- or higher was not earned, and re-taking such courses may delay the student's graduation.

By signing below, I certify that I have read and understood the Connections Academy High School Credit Transfer Policy.

Parent/Legal Guardian Last Name Parent/Legal Guardian First Name Parent/Legal Guardian Middle Name

Parent/Legal Guardian Signature Date Phone Number

Students Entering 9th or 10th Grade

Your School Counselor has preselected the necessary core curriculum that should be completed in the first two years of high school. These courses help fulfill graduation requirements and prepare the student for higher level coursework that is available in 11th and 12th grades. Your core course levels will be selected for your student based on your responses to the questions above and your student’s education documentation. To assist in personalizing your student’s schedule, please



Refer to the **Document Cover Page** for instructions on submitting this form.

request one elective of interest below. This request will be taken into consideration when the student's schedule is finalized.

Select one (1) elective:

- Art History Chinese French Spanish German
- Introduction to Computers Latin Japanese Keyboarding

Students Entering 11th or 12th Grade

Students entering the 11th or 12th grade will receive a personalized counseling call from their School Counselor to insure that all graduation requirements will be met. Please submit report cards and/or transcripts that show all the high school courses your student has completed and the grades that he or she received in each course. If your student was homeschooled during high school, please fill out our **Home School Prior Academic History** form.

After we receive this documentation from you, your School Counselor will call you to discuss your student's schedule.

Primary Learning Coach

Who is a Learning Coach? As described in the **School Handbook**, this virtual school utilizes the assistance of an adult to perform tasks such as recording attendance, reviewing lessons, and communicating with teachers. (The School Handbook may be found in the Virtual Library of the Learning Management System (LMS) or may be requested by calling the Enrollment Team.) These tasks are generally performed by one or more of the caretakers (parents/legal guardians) in the household through their use of the tools provided in the Learning Management System (LMS). All caretakers are automatically provided with these "Learning Coach" capabilities in the LMS and so are always the default Learning Coaches, if no other Learning Coach is designated. You may choose to designate another adult to perform these functions in place of or in addition to a caretaker. To designate another individual as a Learning Coach, contact the Enrollment Team and complete a **Designated Learning Coach Agreement (DLCA)**.

We would like to know a little more about the individual who will be most likely to perform the Learning Coach responsibilities for this student. This information will help us in knowing how to best assist the primary Learning Coach.

Relationship to the student(s):

- Caretaker (Parent/Legal Guardian) Other* (specify name): _____

**This individual will not be provided an account in the LMS until you complete the Designated Learning Coach Agreement.*

Please describe the education level of the parent/legal guardian living in the household who has the highest level of education. This person may or may not be the Learning Coach. Check one of the following:

- Graduate school /post-graduate training Some college or Associate's Degree Not a high school graduate
- College graduate (Bachelor's degree) High school graduate I decline to state

Does the primary Learning Coach have a paying job outside of his or her home or any other obligation that would make him or her unavailable to work with the student on a regular basis?

- No Yes* Decline to disclose

**If Yes, how many hours per week (on average) does the Learning Coach spend on this job or obligation?*

- Less than 20 20 to 29 30 to 39 40 or more

How frequently does the Learning Coach use a computer?

- Never Often (4-5 days per week) All day, every day
- Occasionally (1-3 days per week) Regularly (daily)

Are there any family stress factors that may impede the child's success? No Yes* Decline to disclose

**If Yes, please describe these factors:* _____

Number of students that will be schooled in the home: _____

Number of students under the age of five (5) that will be schooled in the home: _____



Refer to the **Document Cover Page** for instructions on submitting this form.

Home Language Survey

A parent/legal guardian must respond to the following questions regarding the language(s) spoken in the student's home.

Name of person completing this Home Language Survey _____ / / _____
Date

English	Albanian	Chinese	French	German	Italian	Japanese	Korean	Portuguese	Romanian	Russian	Spanish	Vietnamese	Other:
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Choose the **primary language most often spoken by adults** in the student's home:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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Choose the language you use **most frequently to speak to your student**:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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Was a language other than English the student's first language? No Yes*

*If **Yes**, what was the **student's first language**?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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Choose the language your **student speaks most frequently at home**:

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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What language does your student **primarily read**?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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What language does your student **primarily write**?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
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Has your student been in an "English as a second language" (ELL, ELP, ESOL) program? No Yes

Which of the following statements best describes your student's ability to speak/understand English?

- Only English is spoken/understood
- Mostly English is spoken/understood
- English and another language are spoken/understood
- Some English is spoken/understood
- No English is spoken/understood

Child Custody Information

With whom does the student live? (Check all that apply. Note that Mother/Father includes legal adoption.)

- Mother
- Legal guardian
- Other (please list): _____
- Father
- Foster parent
- Step-mother
- Emancipated
- Step-father
- Other relative
- Grandparent(s)

Names of parents/legal guardians with whom student resides:

_____ Last Name First Name Middle Name

_____ Last Name First Name Middle Name

The adults who reside with the student and are enrolling the student should be listed on the student's Birth Certificate. If the adult enrolling the student is NOT listed on the Birth Certificate then additional information (i.e., adoption documentation or legal guardianship documentation) must be submitted so that we can determine who is legally responsible for the student.

Is someone other than the adults listed on the student's Birth Certificate enrolling this student? No Yes*

* If **Yes**, you must submit a copy of the appropriate court or government agency documentation proving legal guardianship.



Student Health Information

State regulations require us to have health and physician information on file for all students enrolled in this school. All health and physician information will be kept confidential.

Primary Care Physician: Name Phone

Dentist: Name Phone

Type of Insurance: HMO PPO Medicaid No health insurance Other:

Insurance Company Name of Policy Holder

Policy Number Group Number Medicaid Number

Medicaid-eligible students only:

I understand that the school district has the right to receive partial reimbursement from Medicaid for school health-related services that the Medicaid-eligible student may be receiving. These services include, but are not limited to, vision and hearing screenings, nursing services, speech therapy, and occupational and/or physical therapy. By signing below, I acknowledge that I have read, understand, and agree to the Medicaid services information.

Parent/Legal Guardian Last Name Parent/Legal Guardian First Name Parent/Legal Guardian Middle Name

Parent/Legal Guardian Signature Date Phone Number

Pennsylvania Department of Health Required—Chronic Conditions

The PA Department of Health requires all schools to report statistical information on all students dealing with chronic conditions. Please check any conditions below that apply to your child. In NO way is your child’s name reported or associated with the report given to the state.

- Arthritis/Rheumatic Disease: A disease which causes chronic inflammation of the joints. Include Juvenile rheumatoid arthritis (JRA), Lupus erythematosus, Fibromyalgia, Gout, Lyme disease, or other forms of arthritis.
Asthma
Attention Deficit Disorder/Hyperactivity (ADD/ADHD)
Bleeding Disorder and Cooley’s anemia: Deficiency of the factors necessary for coagulation of the blood (Factor VIII, Factor IX, Factor XI, etc.) whether severe, moderate or mild. Include Thalassemia major (Cooley’s anemia), which is a defect in the synthesis of hemoglobin A and is characterized by impaired red blood cells. DO NOT INCLUDE SICKLE CELL DISEASE HERE.
Cardiovascular Condition: Congenital Anomalies of the heart and acquired heart conditions such as valve disorders, cardiomyopathy, Kawasaki disease, myocarditis, familial hypercholesterolemia, secondary hypertension. DO NOT INCLUDE “INNOCENT” HEART MURMURS
Cerebral Palsy
Cystic Fibrosis
Diabetes Type 1: Previously known as Juvenile-onset Diabetes, disorder characterized by lack of insulin production in the pancreas.
Diabetes Type 2: Previously known as Adult-onset Diabetes, disorder characterized by the pancreas’ inability to produce sufficient insulin or the body’s inability to utilize insulin efficiently.
Eating Disorder: Mental health disorder characterized by disturbances in eating behavior. (DSM-IV) Include Anorexia nervosa, Bulimia nervosa, and Binge eating disorder.
Epilepsy and other Seizure Disorders: Neurological disorders caused by sudden uncontrolled episodes of excessive electrical discharge from brain cells resulting in seizures in which movement, consciousness or behavior may be impaired for short periods of time. Not all seizure disorders are manifestations of epilepsy

- Sickle Cell Disease:** Inherited blood disease that is due to the presence of abnormal sickle shaped hemoglobin in the red blood cells. Include Sickle cell anemia, Sickle hemoglobin C and E disease, and Combination sickle cell thalassemia. **DO NOT INCLUDE SICKLE CELL TRAIT.**
- Spina Bifida**
- Tourette's Syndrome**

Permissions Manager

Through this Permissions Manager, parents of minors, students over 18, or emancipated minors, can confirm their preferences related to the school and Connections Academy including the student's information in the FERPA Directory Information, including the student's information in the School Directory, and the use of the student's photos, videos, interviews, and any student-produced work. Please read the questions carefully and ensure you check the appropriate boxes.

FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA) permits the school to disclose a student's "**FERPA Directory Information**" to third parties, including military recruiters for high school students, unless disclosure is withheld. Connections Academy considers the following as Directory Information pursuant to FERPA: **student name, student address, student telephone number, and student grade level.** More information on FERPA is provided in the **FERPA Annual Notification.**

FERPA Directory Information can be withheld by completing the **FERPA Authorization to Withhold Directory Information** form and submitting this form to the school. (This form may be found in the Virtual Library of the LMS or may be requested by calling the Enrollment Team.) Please be advised that submission of the **FERPA Authorization to Withhold Directory Information** form prohibits the school from including the student's information in the **School Directory** (see below).

This election is to be made for each school year, and this election cannot be changed until the next school year.

I have read and understand the **FERPA Annual Notification** and permit the school to include the student's information in the school's **FERPA Directory Information.**

No* Yes

Failure to indicate either a **Yes** or **No** above will result in the default permission for Connections Academy to include the student's information in the **FERPA Directory Information**

*If you answered **No**, you must complete and submit the **FERPA Authorization to Withhold Directory Information** form.

Connections Academy School Directory

Connections Academy's "**School Directory**" is where students and parents can find information regarding other students and parents within the Connections Academy family of schools. The **School Directory** may include the following student information: **student name, parent/legal guardian name(s), student city, student grade level, and student WebMail address.**

Please designate below whether the student's information can be included in the School Directory. Please be advised that if you have submitted a **FERPA Authorization to Withhold Directory Information** form you are prohibited from having the student information being included in the **School Directory.**

Unlike the FERPA Directory Information election, you can change the election for the School Directory at any time during the school year.

Include the student's information in the **School Directory:**

No Yes*

Failure to indicate a **Yes** or **No** will result in the default permission for Connections Academy including your information in the **School Directory.**

*If **Yes**, indicate which information in addition to the student and parent/legal guardian names should be included:

WebMail address

City

Grade level

Release for Photos, Videos, Interviews, and Student Work

It is important to educate the community at large about virtual education and to profile the work product of the school's students. Connections Academy and the school may want to take photographs of, film, interview students, and use, duplicate, broadcast, distribute, and/or display a student's photographs, appearance in videos, interviews, and student work (all collectively referred to



Refer to the **Document Cover Page** for instructions on submitting this form.

as **“Student Property”**). Student work will only be exhibited showing **Directory Information** where you have not opted out (see above).

Connections Academy and/or the school may request a separate and more specific release for special events, activities, and promotions. If there is any inconsistency between the election here and any additional release provided, the information on the most recent release in the school records will control the school/and or Connections Academy’s rights and use regarding the specific **Student Property** at issue.

This election is to be made for each school year, and this election cannot be changed until the next school year.

Please check the appropriate box below:

I hereby give permission for the student or myself (where student over 18 or an emancipated minor) to be interviewed, identified, photographed, and/or filmed and for the right to use the **Student Property** (as defined above) in Connections Academy’s and the school’s publications in perpetuity, including, but not limited to, publication via Web site or use in technological publications, tradeshow events, outreach events, videos, newspapers, magazines, radio, television, yearbook, newsletter, and/or for display at Connections Academy offices, public Web site(s), the Learning Management System or the school’s offices. I agree that the **Student Property** can be edited and modified for the specific use as required, but the original integrity will be maintained. I agree to waive the right to any and all disbursements and/or royalties for such use by Connections Academy and/or the school. By granting permission, I along with my heirs release any and all claims against Connections Academy and the school that arise from this authorization.

I **do not** give permission for Connections Academy and the school to use any **Student Property**.

Failure to check a box above will result in the default permission for Connections Academy to be able to use the **Student Property**.

Parent/Legal Guardian Signature

By signing below, I certify that the information I have provided above is complete and accurate to the best of my knowledge.

Last Name

First Name

Middle Name

Signature

Date

Phone Number

ATTACHMENT H

Staffing Chart

Louisiana Connections Academy Staffing Chart

School Year	10-11	11-12	12-13	13-14	14-15
Total Enrollment	500	750	1,000	1,500	1,750
Staff					
Principal	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	1.00	1.00	2.00	2.00
Administrative Assistant	1.30	1.90	2.50	3.80	4.40
Special Ed Coordinator	1.00	1.00	1.00	1.00	1.00
Guidance Counselor (6-12)	1.00	1.00	1.00	1.00	1.00
Elementary Teachers (K-5)	4.90	7.40	9.90	14.80	17.30
Secondary Teachers (6-12)	7.90	11.80	15.80	23.70	27.70
Advisory Teachers	1.30	2.00	2.70	4.10	4.80
Special Ed Teachers	0.80	1.20	1.60	2.40	2.80
Total Staff	19.20	28.30	36.50	53.80	62.00

ATTACHMENT I
School Personnel
Policies

Louisiana Connections Academy

School Personnel Policies

Core Principles: Louisiana Connections Academy has developed policies and procedures regarding the terms and conditions of employment. It is anticipated that the some of the human resource functions will be contracted to Connections Academy, LLC if approved by the Governing Board.

The Governing Board of Louisiana Connections Academy strives to offer a work environment that provides opportunities for each employee to maximize his or her potential and meet the highest performance standards. Incorporated in this mission are our core values as an organization, which include:

- We value creativity in all aspects. We expect and support employees to be creative with their ideas, their work environment, and their approach to their jobs.
- We value the health and comfort of our employees.
- We will recognize and reward exceptional performance.
- We will be available to answer questions or take suggestions from any employee.
- We appreciate your ideas. We firmly believe the person doing a job is in the best position to think of ways of doing it more easily, efficiently, and effectively.
- We value and support education and expect everyone to undertake life-long learning.
- We expect everyone to work very hard, but we value family above all else. We will always work to make sure that we provide the flexibility and support in our work environment so that our employees can attend to family emergencies and school conferences.

Louisiana Connections Academy is guided by the following core principles aligned with both ADA and Civil Rights protections:

- *Equal Opportunity Policy:* Louisiana Connections Academy is an equal opportunity employer. All employment decisions are made without regard to age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other basis prohibited by federal, state, or local law. This policy applies to all of the terms and conditions of employment, including, but not limited to, hiring, compensation, transfer, promotion, leaves of absence, benefits, and termination.
- *Accommodation of Disabilities:* Louisiana Connections Academy will conform to the requirements and regulations of the Americans with Disabilities Act of 1990, as amended, the Rehabilitation Act of 1973, and all applicable state and local laws. Qualified individuals with disabilities may be entitled to a reasonable accommodation in the workplace. Employees should communicate that information in writing to the Human Resources Director, anticipated to be contracted through Connections Academy. The school will attempt to work with such employees to accommodate their needs, as well as

the school's work requirements. Any employee with questions regarding the application of these laws to an individual situation may discuss them confidentially with the Human Resources Director. Any information regarding a disability will be kept confidential to the extent possible.

- *Harassment-Free Workplace:* It is the policy of Louisiana Connections Academy to provide a workplace free of harassment or intimidation based on age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other category protected by federal, state, or local law. Louisiana Connections Academy does not tolerate harassment or hostile actions in the workplace and takes prompt action to correct any such situation. Any employee who violates this policy will be subject to disciplinary action, up to and including termination. For further details regarding the Harassment policy, see “Standards of acceptable conduct and professionalism” below.

Recruitment and Hiring: The Louisiana Connections Academy Governing Board will make all hiring and compensation decisions for administrative and instructional staff; however, the Governing Board anticipates contracting the recruitment and screening of employees to Connections Academy, LLC as part of its school management services contract. Core principles guiding recruitment and hiring are as follows.

- *At-Will Employment:* All employment is “at-will” as governed by the laws in the state of Louisiana. Employment can be terminated by either the employee or the employer at any time, for any reason, with or without notice. No representative or agent of the employer, other than the President of Louisiana Connections Academy Governing Board, and by written mutual agreement, can authorize or sign an employment agreement contrary to the above terms and otherwise make any binding offer of employment for a specific term. To be effective, any agreement altering the terms and provisions of this handbook must be in writing and signed the President of the Louisiana Connections Academy Governing Board.
- *Hiring of Principal:* To hire a Principal, the Louisiana Connections Academy Governing Board will task the Connections Academy human resources staff to develop a job description reflecting the job requirements included in the previous section of this application for approval by the Governing Board. The job listing will then be posted to education employment websites and other sources. Applicants will be required to complete an employment application and provide a resume. On behalf of the Governing Board, Connections Academy human resources staff will evaluate the applications and resumes, and conduct preliminary verification of information provided on applications and resumes of applicants who will be further considered for employment. As part of the employment application process, applicants will be required to sign release forms authorizing Connections Academy (and its authorized agents) to conduct background investigations on the applicants. Interviews, background checks and fingerprinting follow, along with screening techniques such as initial interviews, writing assignments, etc. Connections Academy staff will then present one or more suitable Principal

candidates to the Governing Board, who will either select one or request additional candidates. Once a candidate is selected, an offer will be made to the candidate by a representative of the Governing Board.

- *Hiring of Other Staff:* Once the Louisiana Connections Academy Principal is in place, the hiring decisions for instructional staff and other employees will be his/hers, subject to final approval by the Governing Board. As part of the employment application process, applicants will be required to sign release forms authorizing Louisiana Connections Academy (and its authorized agents) to conduct background investigations on the applicants. Interviews, background checks and fingerprinting follow, along with screening techniques such as practice writing assignments. The Louisiana Connections Academy Principal will make final selection of instructional staff, subject to approval by the Governing Body. Note that all Louisiana Connections Academy teachers will hold a Louisiana license and will be highly qualified as defined by NCLB.

Background Checks: Offers of employment are contingent upon satisfactory reference and background checks as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter. We reserve the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if we believe the result of any of the background checks performed would affect an individual's ability to do his or her job and/or the safety of the workplace or our customers. Background checks and other clearances or verifications as required by state law are conducted at the time of hire and for school-based employees, every two years thereafter. The following standard checks are conducted for all employees:

- County and/or statewide criminal checks for addresses in the previous 7 years
- Social security number verification
- Sex offender check or U.S. criminal indicator search

Additionally, the employer will perform a verification of educational credentials for school-based employees and a credit check for individuals assuming a significant degree of financial responsibility.

If it is found after employment begins that any information provided on the application was false, or that information that could be detrimental to the school or company was withheld during the interview and/or hiring process, employment may be terminated.

Termination: Louisiana Connections Academy will only terminate employees when it is in the best interest of the school's mission and educational philosophy. Employees are expected to meet the standards of work performance and conduct as outlined below. Employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process where appropriate, given the circumstances. The nature of the discipline used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of

continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

Termination processes and procedures:

- *Notice and Severance:* Louisiana Connections Academy requests that employees who plan to resign notify their manager in writing at least two (2) working weeks prior to their last day. For those employees in a supervisory capacity, three (3) weeks of notice is requested. Vacation and other forms of leave are not to be used during the notice period. The purpose for advance notice is to provide for an orderly transition of the employee's duties in a professional manner. Employees who are considered at risk for accessing confidential information during the notice period may have their duties adjusted during this time period or may be requested to work at home or may be excused from their work responsibilities. In this case, the employee will continue to receive their regularly scheduled pay. If notice is received with more than two (2) working weeks' notice, Louisiana Connections Academy reserves the right to limit the notice period to a maximum of two (2) working weeks (for supervisory employees, the notice period may be limited to three weeks). The right to work through the end of a notice period is at the discretion of the employer. Employees who do not perform their assigned responsibilities in a professional manner may have their notice period unilaterally shortened by the employer.
- *Last Pay and Payment of Leave:* Employees who resign or are terminated will be paid through the last day worked, including any overtime worked. Employees will be paid for unused vacation leave according to the terms of the vacation policy. An employee is considered to have terminated employment as of the last day worked, for all pay and benefits purposes. Medical, dental, and vision benefits end on the last day of the month in which the employee has terminated employment.
- *Return of Property and Equipment:* As provided in the property and equipment policy, employees must return any of the items in your possession no later than the last regular day of employment. Subject to state law and regulation, the value of any property and equipment issued to the employee and not returned in working condition equivalent to when it was received, normal wear and depreciation excluded, may be deducted from the final paycheck and the may be required to sign a wage deduction authorization for this purpose.
- *Continuation of Benefits:* COBRA stands for the Consolidated Omnibus Budget Reconciliation Act. This law allows eligible employees to extend health insurance for up to eighteen (18) months (at their own expense) following termination of employment.
- *Exit Interviews:* In instances where an employee voluntarily leaves our employ, Louisiana Connections Academy would like to discuss the reasons for leaving and any

other impressions that the employee may have about our organization. If you decide to leave, the employee will be asked to grant the privilege of an exit interview. All information will be kept strictly confidential.

Standards of acceptable conduct and professionalism: All staff and faculty of Louisiana Connections Academy will adhere to the following professional standards, meaning that they must:

- Realize that they have a moral responsibility to act in a professional manner not only to professional associates, and fellow employees, but to customers, students and parents;
- Display the highest integrity and the best judgment and ethics, and use their professional skills to the best interests of all;
- Deal fairly with fellow employees in the dissemination of professional information and advice;
- Use only legal and ethical means when seeking to influence governmental legislation or regulations;
- Maintain high standards of personal, professional, and business conduct and behavior;
- Aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties, and responsibilities of the profession; and,
- Endeavor at all times to improve the school.

Furthermore, the staff and faculty of Louisiana Connections Academy will refrain from prohibited conduct, including the following **partial** list of infractions that may result in disciplinary action, up to and including termination of employment.

- Perpetrating fraud against the employer or its customers, business associates, or clients
- Theft, misappropriation, unauthorized possession, use of or removal of the employer's property by others
- Carrying weapons or explosives, or violating any criminal law while on the employer's property or on employer business
- Fighting or otherwise threatening, intimidating, coercing, or interfering with managers, co-workers, or guests
- Using profane, obscene, or abusive language while on the employer's property or on employer business
- Sleeping during working hours
- Gambling or other immoral or disorderly conduct while on the employer's property or on employer business
- A pattern of chronic or excessive absenteeism, tardiness, leaving work early, or any other violation of the employee attendance policy
- Failure to properly notify the manager about an absence
- Failure to satisfactorily perform the employee's job
- Intentional abuse or destruction of the employer's property
- Negligent use or care of the employer's property
- Violation of any safety rule, policy, practice, or procedure

- Performing one’s job in a manner that may cause injury to a person or damage a property, machinery, equipment, supplies, or the business reputation of the employer or associates
- Violation of any provision of the school’s Equal Opportunity policy (or related policies), including, but not limited to, acts of sexual or racial harassment
- Violation of the drug and alcohol policy
- False, fraudulent, misleading, or harmful statements or omissions concerning another employee or students, parents, associates, or any statement that is harmful or disloyal to the employer
- Insubordination or refusal to comply with instructions, or failure to perform reasonable duties
- Conduct that, in the sole opinion of the employer, reflects adversely on the employee or the employer
- Other acts that, in the opinion of the administration or Governing Board, warrant disciplinary action.

Louisiana Connections Academy will take particular care to maintain a Harassment-Free Workplace.

- *Definition of Harassment:* Harassment can result from a broad range of actions, including, but not limited to:
 - Verbal conduct, such as insulting comments, slurs, threats, or other statements that are based on age, race, color, religion, sex, national origin, physical or mental disability, sexual orientation, marital status, veteran status, or any other legally protected classification. This includes unwanted sexual advances, invitations, or comments;
 - Visual conduct, such as derogatory posters, cartoons, drawings, leering, or gestures; and
 - Physical conduct, such as hitting, pushing, touching, or other unwanted physical conduct, or a threat to take such action.
- *Sexual Harassment Defined:* Louisiana Connections Academy observes the federal definition and description of sexual harassment, which is considered unacceptable behavior. Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when:
 - Submission to such conduct is made a term or condition of employment;
 - Submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual; or
 - Such conduct has the purpose or effect of unreasonably interfering with an employee’s work performance or creating an intimidating, hostile, or offensive work environment, provided that the conduct is severe and pervasive.

The following is a partial list of behaviors that may constitute sexual harassment. However, it is important to note that behavior less than these examples also may constitute actionable sexual harassment:

- Unwanted sexual advances, such as making a “pass” at another employee, a vendor, or a guest of the employer.
- Offering employment benefits or implying that things will go smoothly in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Non-verbal conduct, such as leering, making sexual gestures, displaying sexually suggestive objects of pictures, e-mails, cartoons, magazines, calendars, or posters.
- Verbal conduct, such as making or using derogatory comments, epithets, slurs, sexually explicit jokes, or comments about an employee’s body or dress.
- Remarks of a sexual nature, graphic verbal commentary about an individual’s body, sexual or degrading words to describe an individual, or aggressive or obscene letters, notes, messages, or invitations.
- Physical conduct, such as touching, assaulting, or blocking movement.

It is against Louisiana Connections Academy policy for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves co-worker harassment, harassment by a supervisor or manager, or harassment by persons doing business with or for the company, including independent contractors.

Staff Evaluation: The Louisiana Connections Academy Governing Board, in consultation with the Principal and teachers, shall adopt a staff evaluation process based on similar procedures used successfully in other Connections Academy virtual schools across the nation. Many aspects of the evaluation process for teachers will mirror the individualized educational process for students at Louisiana Connections Academy, drawing on the strengths of the Learning Management System and the school’s belief in continuous improvement for all stakeholders.

At the beginning of each school year (no later than 40 days after school starts), the Principal will work with each teacher to develop a individualized evaluation plan with measurable objectives linked to the competencies with specific indicators by career ladder level (see below) for each teacher, as well as the previous year’s evaluation, if applicable.

Teachers will be evaluated by the Principal using data captured by the LMS, which allows for both detailed “observation” of educator practice and specific, objective assessment of student performance. For example, the Principal will review the number and quality of contacts between the teacher and each of his/her students during this period, as recording by the LMS log and tracking tools. Each teacher will have one major annual evaluation as well as up to two other evaluations during the year, and will be encouraged to engage in self-reflection on their evaluation plan. The school will provide coaching and administrative intervention as needed (see below for details).

In addition, the Louisiana Connections Academy Governing Board may review and adopt the “career ladder” process in use by other Connections Academy-affiliated schools nationally. Each rung on the ladder increases responsibility and financial reward for those who are selected and who are successful:

- I. Teacher – entry level teacher; properly certified or licensed; expected to perform all teaching responsibilities and other duties as assigned
- II. Coordinator Teacher – serves as a mentor for entry-level teacher; assumes at least one major additional responsibility assigned by the Principal; passes Level I Online Teacher Exam.
- III. Lead Teacher – serves as a mentor for entry-level teacher; assumes at least two major additional responsibilities assigned by the Principal; passes Level II Online Teacher Exam; completes Connections Academy graduate course in Online Learning with a grade of a B or higher.
- IV. Master Teacher – serves as a mentor for entry-level teacher; assumes at least two major additional responsibilities assigned by the Principal; assumes some supervisory responsibilities (teacher-student ratio may be adjusted); passes Level III Online Teacher Exam; completes Connections Academy graduate course in Online Learning with a grade of a B or higher.

Louisiana Connections Academy employees who do not meet the standards and expectations may be given the opportunity to improve performance and/or conduct through the disciplinary process where appropriate, given the circumstances. The nature of the discipline used, up to and including immediate termination of employment, will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet their performance expectations daily.

ATTACHMENT J
Student Discipline
and Due Process
Policies

Louisiana Connections Academy

Discipline and Due Process for Students

All students enrolled in Connections Academy are expected to conduct themselves in accordance with the rules for the school, and parents are expected cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook. School students are also guaranteed due process of law as required by the 14th Amendment to the Constitution.

Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur. Alternate disciplinary actions may be imposed at the discretion of the school principal.

1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's school record. The student will not have a disruption in schooling and will not be removed from the class (i.e., the Learning Management System).

Warnings are issues when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this handbook.

2. Suspension

When a student is suspended, he or she is temporarily removed from class (i.e., the Learning Management System) and/or other school sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's school record.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of the LMS is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or the entire LMS may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the LMS and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test

answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.

- *Plagiarism*: A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence*: An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Abusive conduct*: A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying*: A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Harassment*: A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism*: A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery*: A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment*: A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy*: Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Repeated violation of any disciplinary issues*: Repetition of a violation after discipline for that violation has been administered. Placing inappropriate items in dropboxes after previous incidents or previous excuses of accidents are included in this category. (For example, some sexually related attachments have been included in dropboxes in the past and the reason given was an accident. This may happen once but not repeatedly.)

3. Expulsion

When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia.

Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

The school will not discipline students protected under Section 504 of the *Rehabilitation Act* of 1973, the *Individuals with Disabilities in Education Act* (IDEA), or the *American with Disabilities Act* (ADA) unless the school complies with the requirements of those acts. Section 118.31, Stats., which prohibits corporal punishment of students, shall apply to the school. Sections 118.32 and 948.50, Stats., which prohibit a strip search of a student, shall also apply to the school.

Due Process for Students

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

Suspension (no more than 10 days)

An informal hearing will be convened with the student, parent(s), school principal, and other staff members as appropriate. At this hearing, the student will be provided all due process as required by law. The school principal will inform the student and parent(s) of the charges. If the student denies the charges, he or she will be provided an explanation of the evidence, and will be provided with an opportunity to present his or her version of the occurrence. If, after discussion with the student, parent(s), and appropriate school staff, the school principal determines that the occurrence justifies suspension, written notice will be sent to the student and parent(s) about this decision. The principal has the authority to make a decision to suspend a student for up to 10 days.

Suspension of more than 10 days (Expulsion)

If a principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for 10 days pending a committee of the board hearing. During this time, the principal will request a committee of the board hearing to discuss the possible expulsion of the student. The parent(s) will be notified of due process rights including the right to appear at the board hearing and to present the student's side of the case. The parent(s) will be notified of the date, time, and place of the hearing at least 5 days prior to the hearing.

Academic Honesty

Plagiarism

Connections Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work

that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting learning coaches, family or friends to help with coursework. Alternate disciplinary actions may be imposed at the discretion of the school principal.

First Offense

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student will be required to resubmit the question/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Second Offense

The second time a student is caught plagiarizing, he/she will be required to redo the question/assignment, but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

Third Offense

The third time a student is caught plagiarizing; he/she will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the principal that the student be determined to be a repeat violator of school policy. Such recommendation may result in a determination to suspend or expel the student.

ATTACHMENT K-1

Virtual School
Providers/EMOs –
Comparative Data



Effective Academic Performance for a Diverse Student Population - AYP

More schools using the Connections Academy program made AYP (Adequate Yearly Progress as required by No Child Left Behind) based on their state’s requirements than did schools using the K12 program. Specifically, 12 of 15 or 80% of the schools using Connections Academy made AYP, compared with 4 of 22 or 18% of the schools using K12.¹

State (No. of Schools)	Year Reporting ²	K12 AYP	Connections Academy AYP
Arizona (Both have 1)	2007-2008	Not Met	Not Met
California (Connections: 2; K12: 9)	2007-2008	Not Met (All)	Met (All)
Colorado (Connections: 2; K12: 3; schools separated according to grade range)	2007-2008	Not Met (All)	Met (All)
Florida (Both have 1)	2008-2009	Not Met	Not Met
Idaho (Both have 1)	2007-2008	Not Met	Met
Minnesota (Both have 1)	2007-2008	Not Met	Not Met
Nevada (Connections: 3, K12: 3; schools separated according to grade range)	2007-2008	Met (All)	Met (All)
Ohio (Both have 1)	2007-2008	Not Met	Met
Oregon (Both have 1)	2008-2009	Not published	Met (not published)
Pennsylvania (Both have 1)	2007-2008	Not Met	Met
South Carolina (Both have 1)	2008-2009	Not published	Not published
Wisconsin (Both have 1)	2008-2009	Met	Met

While achieving these impressive results, schools using Connections Academy served a significantly more diverse and challenging student population³. In addition, more students as a percentage of all students tested scored proficient or above in grades 3, 5, 6, 7, 8 and 9 in reading and grades 4, 5, 6, 7, 8 and 9 in math based on the most current reported state standardized test results for schools using Connections Academy than schools using K12.⁴

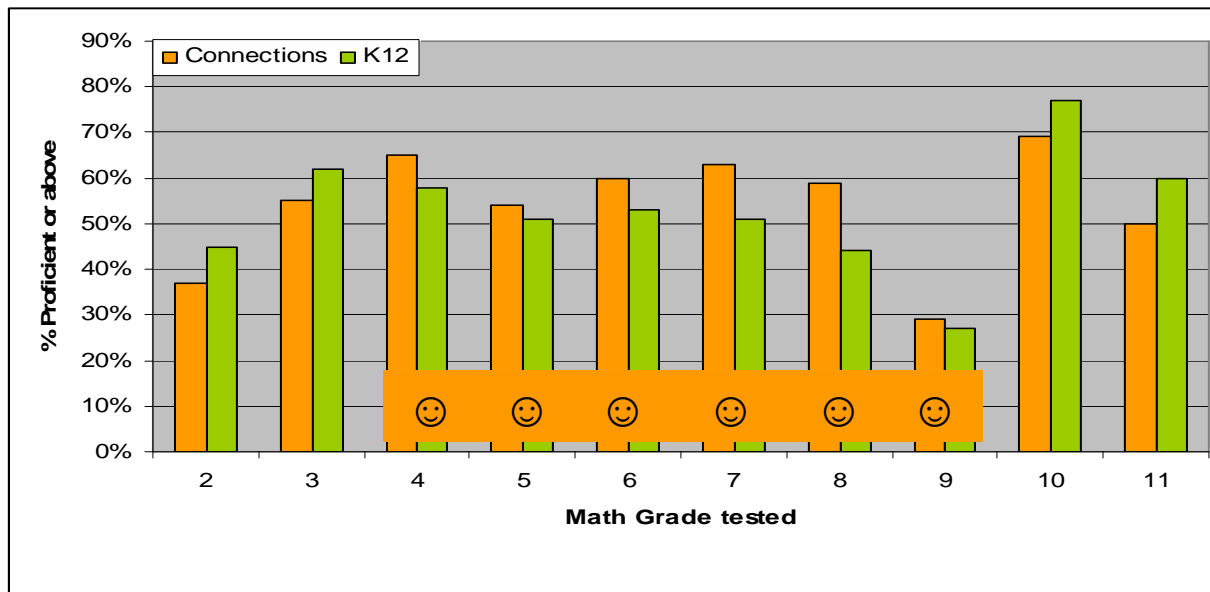
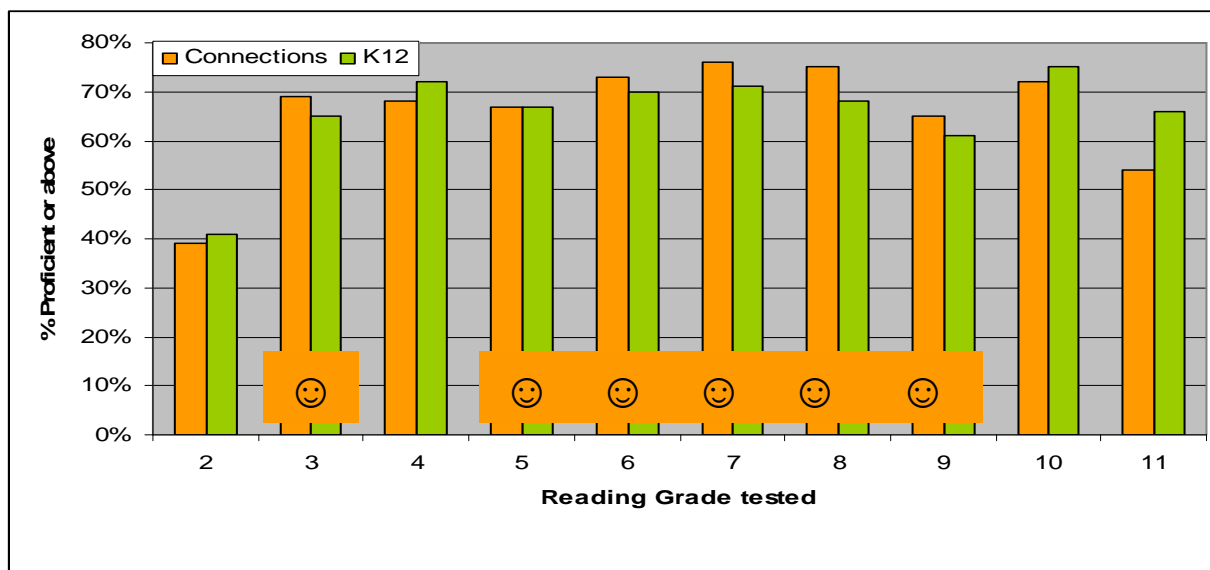
¹ Based on schools using Connections Academy and K12 for school management services.

² States shown with 2007-2008 data have not yet reported official 2008-2009 results.

³ See demographic comparison on page 3.

⁴ See test score comparison on page 2.

Schools using Connections Academy outscored (or tied) the overall percentage of students scoring proficient or above versus schools using K12, in grades 5 through 9 in both reading and math according to their students' published state standardized test scores⁵.



⁵ Scores are from 2008-09 for FL and WI; all others are 2007-2008. Results will be updated when scores are published. Results are calculated by dividing the total number of students in all schools listed on page 1 scoring proficient or above according to each state's published standardized test score results by all students tested for each provider. Note that not all states test all grades. Grade 2 is only tested in California. Grade 9 is only tested in California and Colorado. Grade 10 includes Arizona, California (reading only, math is not tested), Idaho, and Ohio. Grade 10 does not include K12 results in CO or MN as Connections did not offer 10th grade in 2007-2008 in CO and K12 did not offer 10th grade in 2007-2008 in MN. Grade 11 includes California (reading only, math is not tested), Ohio, and Pennsylvania. Grade 11 does not include K12 results in CO or MN as Connections did not offer 11th grade in 2007-2008 in CO and K12 did not offer 11th grade in 2007-2008 in MN.



Effective Academic Performance for a Diverse Student Population – Demographics

Schools using the Connections Academy program consistently served more low income (as measured by students eligible for free and reduced meals - FARM) and special education students as a proportion of their overall school enrollment than schools using K12. The larger the proportion of a tested school population that comes from groups of students who generally perform lower than other groups of students on standardized tests, the more difficult it is to score proficient or above overall on these tests and to meet AYP requirements.

Published School Demographics⁶ (Most recent year available)

		FARM%	Sp.Ed.%			FARM%	Sp.Ed.%
AZ 2007-08	Connections	✓ 46%	7%	MN 2008-09	Connections	✓ 40%	✓ 10%
	State	51%	13%		State	33%	13%
	K12	43%	13%		K12	7%	5%
CA 2007-08	Connections	42%	6%	NV 2007-08	Connections	✓ 32%	✓ 8%
	State	51%	8%		State	40%	11%
	K12	53%	7%		K12	NR	7%
CO 2008-09	Connections	✓ 39%	10%	OH 2007-08	Connections	✓ 57%	✓ 17%
	State	36%	10%		State	38%	15%
	K12	16%	14%		K12	44%	8%
FL * 2007-08	Connections	✓ 40%	✓ 4%	PA 2007-08	Connections	✓ 52%	✓ 15%
	State	51%	14%		State	37%	15%
	K12	28%	2%		K12	30%	11%
ID 2007-08	Connections	42%	✓ 6%	WI * 2008-09	Connections	✓ 23%	3%
	State	41%	10%		State	38%	14%
	K12	48%	NR		K12	<1%	6%

NR – There are no low income students reported for the Nevada school using K12 for 2007-2008. There are no special education students reported for the Idaho school using K12 for 2007-2008.

*The students' resident school district, not the virtual school is responsible for providing special education services in Florida and Wisconsin. Resident districts in these states can prevent students with IEP's from enrolling in a virtual school outside their district.

✓ Schools using Connections Academy have higher percentages of low income students in 8 out of 10 states and higher percentages of special education students in 6 out of 10 states, sometimes by significant margins.

⁶ The published low income data for the school using Connections Academy in Colorado is incorrect as published on the state's web site, and the correct data, confirmed by the sponsoring district (Denver), has been used. All other data uses the state's published results. In some cases, 2008-2009 demographic data is available even if test score and AYP information is not.

ATTACHMENT K-2

Draft Educational Products and Services Agreement

EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT BETWEEN FRIENDS OF LOUISIANA CONNECTIONS ACADEMY AND CONNECTIONS ACADEMY OF LOUISIANA, LLC.

(_____2010)

This **EDUCATIONAL PRODUCTS AND SERVICES AGREEMENT** (“Agreement”), is made and entered into by and between **CONNECTIONS ACADEMY OF LOUISIANA, LLC.**, a Louisiana limited liability company (“CA”) and **FRIENDS OF LOUISIANA CONNECTIONS ACADEMY**, a non-profit virtual charter school (the “Charter School”) (individually a “Party” and collectively the “Parties”) authorized or to be authorized by the Louisiana Board of Elementary and Secondary Education (“Sponsor”) pursuant to the applicable Louisiana law (the “Charter School Law”).

RECITALS

WHEREAS, the Charter School has requested or secured authorization from the Sponsor (as hereinafter defined) to operate a virtual charter school pursuant to the Charter School Law;

WHEREAS, CA has a proven record of providing innovative educational products and services outside the traditional classroom and successfully managing the day-to-day operation of virtual charter schools, including but not limited to providing the Educational Products described in Section 2 and the Educational Services described in Section 3 below (collectively, “Educational Products and Services”).

WHEREAS, the Charter School desires to contract with CA to provide such Educational Products and Services as defined herein to certain eligible students qualifying for enrollment and public funding under the Charter School Law, and CA desires to contract with the Charter School to provide such Educational Products and Services; and

WHEREAS, the Charter School and CA are entering into this Agreement to set forth the obligations and duties of each Party with respect to the provision and management of Educational Products and Services by CA on behalf of the Charter School.

NOW THEREFORE, in consideration of the foregoing, of the covenants and agreements contained in this Agreement, and for other good and valuable consideration, the sufficiency of which is acknowledged, the Parties agree as follows:

1 Definitions.

1.1 “**Academic Year**” shall mean the school year as defined by the School Calendar (see also Section 1.15).

1.2 “**Administrative Staff**” shall include the employees of CA holding the positions described in Section 3.4.

1.3 **“Budget”** shall mean the operating budget for the Charter School, as approved by the Charter School according to the provisions of Section 8.

1.4 **“Charter”** shall mean the authorization to operate a Charter School granted by the Sponsor that specifies the Charter School’s mission, program, goals, students served, methods of assessment, ways to measure success and/or such other provisions allowed or required by the Charter School Law

1.5 **“Charter Petition”** shall mean the application for authorization of the Charter of the Charter School by the Sponsor.

1.6 **“Charter School Board”** shall mean the Board of Directors of the Charter School.

1.7 **“Confidential Information”** shall have the meaning set forth in Section 9 of this Agreement.

1.8 **“Course(s)”** shall be comprised of a set of lessons and assessments including both Tangible and Intangible Materials that shall meet the educational content or other standards established by the State of Louisiana in order to be recognized for high school credit in grades 9-12 or for meeting educational requirements in grades K-8.

1.9 **“Educational Products and Services”** shall mean the Educational Products described in Section 2 and the Educational Services described in Section 3 of this Agreement.

1.10 **“Eligible Student(s)”** shall have the meaning set forth in Section 5 of this Agreement.

1.11 **“Effective Date”** shall be the date first written above.

1.12 **“Learning Coach”** shall mean a parent or legal guardian of the Student or another adult specifically designated by the Student’s parent or legal guardian, or the Student where over 18 or emancipated, who will perform the responsibilities as defined in the Parent/Legal Guardian (Caretaker) Acknowledgement, Designated Learning Coach Agreement or Eligible Student Acknowledgement, respectively, and the School Handbook, which shall be reviewed and approved annually by the Charter School Board. Learning Coaches are not employees or contractors of either the Charter School or CA and shall not receive any compensation for their services.

1.13 **“Performance Review”** shall mean a review of CA’s performance under this Agreement, conducted at the Charter School’s discretion; the design, performance criteria and the methodology which shall be developed by the Charter School in consultation with CA.

1.14 **“Personalized Learning Plan”** or **“PLP”** shall have the meaning set forth in Section 3.1 of this Agreement.

1.15 **“School Calendar”** shall be the days when the Educational Services under this Agreement will be delivered to Students, Teachers and Learning Coaches, as defined by the School Handbook. CA will operate on the days established to be the School Calendar for the Academic Year, except that Students may continue to report attendance during scheduled school holidays to

the extent permitted under Louisiana law. The School Calendar for each Academic Year is subject to prior approval by the Charter School Board and shall meet any regulatory requirements for days and hours of instruction required by law or regulation.

1.16 **“Special Needs Students”** shall mean students who have been identified as disabled under the federal Individuals with Disabilities Education Act, as amended, or Section 504 of the federal Rehabilitation Act of 1973.

1.17 **“Sponsor”** shall mean the Louisiana Board of Elementary and Secondary Education.

1.18 **“Students”** shall mean the children who are enrolled in the Charter School.

1.19 **“Student Records”** shall mean all CA tests, progress reports, grades, attendance records and other information entered into the Student’s cumulative informational file as well as any additional records as defined in the Family Education Rights and Privacy Act, 20 USC 1232 g (a)(4)(A), “those records, files, documents, and other materials which (1) contains information directly related to a student; and are maintained by an educational agency or institution or by a person acting for such agency or institution.

1.20 **“Teachers”** are persons employed by CA who provide educational instruction to Students.

1.21 **“Term”** shall have the meaning set forth in Section 6 of this Agreement.

2. Educational Products to be provided by CA.

During the Term, CA shall provide or cause to be provided to the Charter School the following Educational Products at the prices set forth in Section 8, which may be adjusted from time to time at the mutual agreement of both Parties:

2.1 **Tangible Instructional Materials.** A non-exclusive, non-transferable, royalty-free, license to use tangible educational materials, which may include items such as textbooks, novels, science kits and other tangible educational materials provided during each applicable Academic Year during the Term of this Agreement (“Tangible Instructional Materials”). The Tangible Instructional Materials shall be reviewed and approved annually by the Charter School Board. The Charter School acknowledges and agrees that CA and/or its vendors are the sole owners of the Tangible Instructional Materials and that any payments to CA for the use of the Tangible Instructional Materials shall be solely for the applicable Academic Year for each Student and/or Teacher who receives Tangible Instructional Materials in connection with the provision by CA of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership rights by CA to the Charter School, the Students or Teachers of the Tangible Instructional Materials. All right, title, and interest in and to the Tangible Instructional Materials and any content contained in the Tangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with CA and/or its vendors. CA shall have the right to recover any reusable Tangible Instructional Materials at the conclusion of each Academic Year or when the Student is no longer enrolled, whichever is sooner. CA may invoice Students for any Tangible Instructional Materials that are not returned, unless prohibited by applicable law. CA and the Charter School shall cooperate to ensure that Tangible Instructional Materials are, to the extent possible,

recovered, and that no Student or Learning Coach retains or obtains ownership of any such Tangible Instructional Materials. To the extent that any Tangible Instructional Materials are listed in the Program Guide as being available in both physical and electronic form, CA may provide either version.

2.2 Intangible Instructional Materials. A non-exclusive, non-transferable, royalty-free, license to use intangible educational materials that may include items such as online lesson content, lesson plans, Teachlet[®] tutorials and other intangible educational materials included in any Courses listed in the Program Guide during each applicable Academic Year during the Term of this Agreement (“Intangible Instructional Materials”). The Intangible Instructional Materials shall be reviewed and approved annually by the Charter School Board. The Charter School acknowledges and agrees that CA and/or its vendors are the sole owners of the Intangible Instructional Materials and that any payments to CA for the use of the Intangible Instructional Materials shall be solely for the applicable Academic Year for each Student and/or Teacher who receives Intangible Instructional Materials in connection with the provision by CA of the Educational Products and Services under this Agreement. This Agreement does not constitute a transfer of title or ownership by CA to the Charter School, the Students or Teachers of the Intangible Instructional Materials. All right, title, and interest in and to the Intangible Instructional Materials and any content contained in the Intangible Instructional Materials, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with CA and/or its vendors.

2.3 Computer Hardware and Software. The Charter School may lease from CA: (a) such computer hardware and/or software that shall meet or exceed any specifications in the Charter Petition or required by law, for each Student who enrolls or household if more than one student in a household enrolls and (b) any hardware and/or software required by Administrative Staff or Teachers (collectively “Hardware and/or Software”). Any Hardware and/or Software provided by CA will be the exclusive property of CA or its contractors and will be returned upon the termination of this Agreement or when the Student is no longer enrolled, whichever is sooner. The Hardware and Software may be updated from time to time with the approval of the Charter School Board. The Charter School shall not be responsible for ensuring the return of Hardware and/or Software supplied by CA to Students but will be responsible for returning any Hardware and/or Software provided to Administrative Staff or Teachers. However, to the extent that such Hardware and/or Software is not recovered, CA may invoice Students, or in the case of Hardware or Software provided to Teachers or Administrative Staff, the Charter School, unless prohibited by law for any Hardware and/or Software not returned. CA and the Charter School shall cooperate to ensure that Hardware and/or Software are, to the extent possible, recovered, and that no Student, Learning Coach Administrative Staff or Teachers obtain ownership of any such Hardware and/or Software. The Charter School may also elect to purchase its own Hardware and/or Software, and contract with CA to manage such Hardware and/or Software. If the Charter School elects to purchase or lease Computer Hardware and/or Software for use by Students, Administrative Staff or Teachers,, it agrees that such Hardware/and or Software will meet or exceed the same specifications as that offered to the Charter School for lease by CA.

2.4 Office Products and Supplies. The Charter School may engage CA to provide office supplies, office equipment, furniture, and office related products that are not purchased by the Charter School (“Office Products and Supplies”). The Charter School acknowledges and agrees

that CA and/or its vendors are the sole owners of any such Office Products and Supplies and this Agreement does not constitute a transfer by CA to the Charter School of such Office Products and Supplies provided under this Agreement. If the Charter School does not contract with CA provide such Office Products and Supplies as described in this Section, then the Charter School shall be responsible for providing them at its own cost.

2.5 Learning Management System. CA will provide to the Charter School a non-exclusive, nontransferable, royalty-free, limited license during the term of this Agreement for the use of its Learning Management System (“LMS”) by Teachers, Students, Learning Coaches and other individuals required to access the system in order to provide the Educational Services specified in this Agreement. The LMS will include features and functions required to meet the requirements of the Charter Petition including: Assignment Management and Tracking, Communication Tools and Reporting. CA may update the features and functions of the LMS from time to time. The Charter School acknowledges and agrees that CA is the sole owner of its LMS through which certain of the Educational Services are delivered and any content contained in the LMS is owned by CA and its vendors. This Agreement does not constitute a transfer by CA to the Charter School, Teachers, Students or Learning Coaches of any intellectual property rights in its LMS or any content contained in the LMS. All right, title, and interest in and to the LMS and any content contained in the LMS, including, but not limited to, copyright, patent, trade secret, and trademark rights will remain with CA and its vendors.

3. Educational Services.

During the Term, CA shall provide or cause to be provided to the Charter School the following Educational Services for the fees set forth in Section 8, which may be adjusted from time to time at the mutual agreement of both parties:

3.1 Personalized Learning Plan Protocol. A Personalized Learning Plan (“PLP”) for each Student, as required to meet or exceed any educational standards established by the State of Louisiana or required by the Charter.

3.2 Assessments. A series of assessments administered to Students to gauge mastery of core concepts and readiness for the State of Louisiana’s standardized tests (e.g. CRCT tests) including but not limited to: (a) a placement evaluation; (b) an additional skills assessment for grades 3-8, designed to measure a Student’s level against state standards, which will generally be administered to students enrolled during the first two (2) months of the Academic Year and those enrolled during the last two (2) months of the Academic Year; (c) other quantitative and qualitative assessments that will vary based on the grade and the Student’s progress, as shall be mutually agreed upon by the Charter School and CA; (d) Progress Reports that shall be prepared for each Student at least quarterly, and e) any methods of pupil assessment required by the Charter.

3.3 Standardized Tests. All Students shall be required to participate in the State of Louisiana’s standardized tests to the same extent as students enrolled in any other Louisiana public school. CA shall be responsible for establishing a testing plan that provides reasonable

access to testing sites based on the Student's residence that shall be included in the School Handbook as approved by the Charter School Board. CA shall establish and administer the procedures necessary for the delivery of such tests and shall provide to the Charter School Board information concerning the percentage of Students participating in the testing program to the extent that their participation is legally required.

3.4 Administrative Staff.

(a) Lead School Administrator. CA shall employ one or more persons who shall be designated as the Charter School "Principal". If during the Term of this Agreement there is more than one individual who is designated as "Principal" for the purpose of managing different grade levels with the approval of the Charter School, CA may designate a common supervisor, a "Director", to whom the Principals will report. The Principal, if there is only one such position, or the Director if there are more than one Principal, or a Teacher if acting as the Lead School Administrator if there is no Principal, shall be hereinafter referred to as the "Lead School Administrator".

(b) Other Clerical or Support Administrative Positions. CA may also employ one or more individuals in clerical or support positions as may be required to support school operations.

(c) Responsibility. The Lead School Administrator shall aim to build consensus among all stakeholders, and hence shall have responsibilities that shall include reporting regularly to the Charter School Board, supervising administrative personnel, inspiring Teachers to teach, Students to learn, and Learning Coaches to engage in their Student's learning. The Teachers shall report to the Lead School Administrator or such individual as shall have been designated by him or her, and the Lead School Administrator shall work primarily under the direction of the CA Chief Education officer, or his/her designee, subject to oversight by the Charter School Board. The Lead School Administrator shall comply with CA practices and protocols in the delivery of the Educational Services and shall report to CA as to the operation of the Charter School.

(d) Replacement of Lead School Administrator. The Charter School Board shall have the right to request that CA replace the Lead School Administrator, in the event that the Charter School Board is dissatisfied with his or her performance, and so notifies CA in writing. In that event, CA shall promptly take steps to replace the Lead School Administrator. In addition, CA may replace the Lead School Administrator at any time.

(e) Other Administrative Staff. CA may also employ one or more persons who shall be designated as Assistant Principals. Such staff shall report to the Lead School Administrator or his or her designee. Other Administrative Staff shall be employed in the same manner as Teachers and may also act as Teachers in addition to their other responsibilities.

(f) Contracted Services. CA shall provide human resources services including recruiting, payroll (including paying the Administrative Staff directly, collecting and remitting taxes etc), benefits administration, supervision and liability insurance etc. CA agrees to require the submission of fingerprints for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements.

3.5 Teaching Staff.

(a) Employment of Teachers. CA will employ one or more persons designated as Teachers. CA shall be responsible for recruiting, training, and assigning Teachers. All Teachers shall hold a valid Louisiana teaching certificate, permit or other document required by state and federal law. These requirements may be waived with the prior written approval of the Charter School Board: (a) for Students enrolled in the accredited National Connections Academy private school in elective Courses for which there is insufficient demand to support a full-time Teacher, or (b) only with respect to electives, where there is no Louisiana-certified teacher available to teach a Course. In order for Students to receive transfer credit for such Courses, it must be approved by the Charter School Board. CA and the Lead School Administrator will have all day-to-day responsibility for the selection, supervision, oversight, discipline and dismissal of the Teachers.

(b) Contracted Services. CA will provide human resources services including recruiting, payroll (including paying the Administrative Staff directly, collecting and remitting taxes, etc.), benefits administration, supervision and liability insurance etc. CA agrees to require the submission of fingerprints for each employee or prospective employee, and to otherwise meet any other applicable regulatory requirements.

(d) Teacher Performance/Conduct. The Charter School Board may, at any time, request that the Lead School Administrator promptly investigate and take action to address any complaints or concerns regarding the performance or conduct of any Teacher. The Lead School Administrator shall provide a prompt report to the Charter School Board and CA on any and all actions taken in response to such a request. In the event the Lead School Administrator fails to take timely action to respond to the complaints or concerns raised and make a report, or in the event the actions taken by the Lead School Administrator are deemed inadequate, the Charter School Board may require the removal or replacement of a Teacher within sixty (60) days of any written request or immediately upon written notice in the event the Charter School Board believes there is any health or safety risk to any Student and so notifies CA in writing.

3.6 Community Coordinator(s) and Group Activities. CA shall recruit Learning Coaches willing to volunteer their services to coordinate community activities that allow Students to apply their academic skills while interacting with other Students in their immediate geographic area (“Community Coordinator”). These activities will be opportunities for support, socialization and learning. Prior approval for these events must be obtained from the Lead School Administrator and permission slips or signatures must be collected for each Student. The main communication tool for Community Coordinators will be the message boards, or other medium for such communications, maintained by CA. The Community Coordinator shall be responsible for posting timely and relevant information in these message boards, or other medium for such communications maintained by CA, moderating discussions and reporting any inappropriate or dangerous behavior to the Lead School Administrator or his or her designee. Community Coordinators shall not be considered employees or contractors of CA or the Charter School. CA is not responsible for providing transportation to these group activities or otherwise providing for the cost of such activities, unless otherwise agreed. The local Community Coordinator shall work with Teachers, parents and Students to enrich the learning experience and

distribute information about their local community. CA shall be responsible for obtaining background checks required under state law or regulation for volunteers.

3.7 Educational Resource Center. CA shall provide access to additional educational support staff in the areas of special education, gifted education and curriculum services, with such staff being available to Teachers, Learning Coaches and Students, according to the terms of the School Handbook and other policies and procedures established by CA. Such resources will be available via email and toll-free telephone during the School Calendar, during the hours of 9 a.m. to 6 p.m. Eastern Time.

3.8 Instructional Staff Support and Development. All Teachers will receive access to all Instructional Materials supplied to Students, as necessary to conduct their teaching responsibilities. Teachers will be trained in the CA protocols. In addition, continuing professional development will be provided as required to support the delivery of the Educational Services and shall be sufficient to allow Teachers to comply with applicable Louisiana statutes and regulations that specify professional development requirements.

3.9 Internet Access. Each Student shall have access to the Internet for a sufficient amount of time to complete the instructional program (including assignments, online communication and collaboration, research and access to supplemental online resources). The level of access required is determined by the nature of the curriculum (e.g., the amount of print material) and the developmental level of the child (e.g., what may be appropriate for an eighth grader may not be appropriate for a first grader). At a minimum, access will include one computer connected to the Internet per household. In the event that an Internet subsidy is approved for a household based upon criteria established by the Charter School and is included in an applicable Fee Schedule in accordance with Section 8, CA shall reimburse each Student's parent or legal guardian for all or part of the cost of Internet access at the rate specified in the Fee Schedule. Payment will be made in accordance with the policy outlined in the School Handbook. Any Internet subsidy provided may be updated from time to time with the approval of the Charter School Board.

3.10 Technical Support and Maintenance. CA shall provide technical support and maintenance of Hardware and/or Software provided by it to Students via email and toll-free telephone during the hours of 9 a.m. to 6 p.m. Eastern Time. CA will only be responsible for providing repairs according to the policies outlined in School Handbook, as approved by the Charter School Board. For Students using their own computer hardware and software, CA shall provide initial technical support for non-CA supplied hardware and software initially to make sure that Students have the minimum requirements necessary to participate in the Educational Services and shall continue to provide support as necessary for the Students' use of the LMS. CA may contract with outside vendors for the provision of all or any portion of the technical support and maintenance as required herein.

3.11 Student Records. CA shall provide maintenance of Student Records in accordance with state, local and federal requirements. CA shall maintain the confidentiality of all Students' records in compliance with applicable state, local and federal laws and regulations and pursuant to the confidentiality Section of this Agreement. CA shall maintain such records as are required to comply with all attendance rules and apportionment requirements specified by applicable law or regulations. All Student Record information shall remain the property of the Charter School

and, to the extent not immediately available to the Charter School, shall be provided to the Charter School within five (5) business days of the Charter School's written request for such information. CA may retain a copy of such records subject to the confidentiality requirements of this Section.

3.12 Services to Special Needs Students. CA and the Charter School shall work together to ensure compliance with applicable laws and regulations concerning services to Special Needs Students. CA shall be responsible for ensuring the provision of necessary special education programs and services, including development of individualized education programs (IEPs), handling administrative proceedings and specialized services, submitting state or federal reports, applying for and administering supplemental funding and all other administrative services associated with the delivery of services to Special Needs Students. All such services will be provided in a manner that complies with state and federal rules, regulations and policies.

3.13 Office Facilities and Services.

(a) The Charter School may contract with CA to provide and/or maintain in good working order one or more offices, capital equipment or furniture and fixtures. Any office space provided or managed by CA shall be ADA-compliant and meet any other requirements of the Charter Petition, Charter School Law, or regulation. The locations, lease terms, and capital purchases required for all facilities provided under this Agreement will be subject to the approval of the Charter School Board. CA agrees that it will have no beneficial financial interest in any approved lease. All leases negotiated on behalf of the Charter School or entered into by CA on behalf of the Charter School shall contain a cancellation clause consistent with the requirements of the Charter Petition, unless otherwise approved by the Charter School Board. In addition, in the event that this Agreement is terminated prior to its expiration, if CA has entered into the facility lease for the Charter School, CA shall have the unilateral option to assign any lease obtained on behalf of the Charter School to the Charter School and the Charter School Board shall accept any such assignment, subject to landlord approval if such approval is required, and any capital equipment or furniture and fixtures owned by CA and located in the facility may be purchased by the Charter School at the then-current tax records book value. If CA has entered into the facility lease for the Charter School, CA shall permit Charter School to hold public meetings of the Charter School at such offices, without payment of rent.

(b) If the Charter School does not elect to contract with CA to provide or manage its facilities and capital equipment, furniture and fixtures, then the Charter School shall be responsible for providing them at its own cost and shall ensure that access to any facility that it maintains shall be ADA-compliant. Further, liability insurance for any facility leased directly and/or managed by the Charter School and any capital equipment or furniture and fixtures owned by the Charter School will be the responsibility of the Charter School.

(c) The Charter School may contract with CA to provide telephone service, data lines, including Internet access, and such other similar services used by personnel who are engaged in providing Educational Services under this Agreement.

3.14 Financial and Other Reporting. CA will provide treasury and accounting support for all CA activities under this Agreement and other Charter School activities, as may be reasonably requested by the Charter School. CA will be responsible for providing to the Charter School

Board any such reports as are required by law, regulation or the Charter Petition, including budgeted and actual expenses and will assist in providing any information required by the Sponsor, Charter School, Louisiana Department of Education or its auditors. Information on the performance of the Charter School and its Students shall be provided to the Charter School Board as required by this Agreement or upon request after reasonable advance notice to enable the Charter School Board to monitor CA's performance. CA specifically acknowledges its responsibility to make information concerning the operation and management of the Charter School available to the Charter School Board in order to enable it to fully satisfy its obligations under the Charter. CA shall also respond to requests for public records, subject to the ultimate control of the Charter School. Financial and other data will be available to the Charter School Board separately from CA's operations or any other schools managed by CA.

3.15 Management of Hardware and/or Software. In the event that the Charter School leases any Hardware and/or Software from CA, CA shall provide for the management of such Hardware and/or Software. In the event that the Charter School purchase its own Hardware and/or Software, it shall separately contract with CA for the management of such Hardware and/or Software unless the Charter School agrees in writing to provide management services comparable to those provided by CA and to assume all liability related to any failure by the Charter School to provide such management services.

3.16 Management of Instructional Materials. CA will provide for the management of the Tangible and Intangible Instructional Materials, which shall involve procurement, contracting, storage, fulfillment, and other services required to obtain and deliver such Tangible and Intangible Instructional Materials.

3.17 Health and Safety. CA specifically acknowledges that it shall not do anything to interfere with and shall assist the Charter School in its responsibility to adhere to the following standards regarding health and safety:

- (a) Reporting child abuse or neglect of which it has reasonable suspicion, as required by state law;
- (b) Adopting policies prohibiting the use of drugs, alcohol and tobacco on school grounds or at school events; and
- (c) Complying with all state immunization laws.

3.18 Other. CA will be responsible to provide such other services not specifically described herein but which are required by the Charter Petition. CA will have the right to add applicable charges for any new or additional services not previously provided for under this Agreement or the Fee Schedule described in Section 8. To the extent that any of the terms, conditions, or provisions of the Charter Petition conflict or are inconsistent with the provisions of any other paragraph or section of this Agreement, whether or not such inconsistency is expressed or noted herein, the provisions of such other section or paragraph of such Charter Petition shall in all instances prevail over the provisions of this Agreement, subject to adjustment of the Fee Schedule to account for any new or additional services not covered by the Fee Schedule

3.19 Other Management services. CA will provide the administrative support necessary to deliver the Educational Products and Services defined in Sections 2 and 3 for which it will be entitled to a management fee as defined in Section 8. CA will have the right to add applicable charges for any new or additional services not previously provided for under this Agreement to the Fee Schedule described in Section 8.

3.20 Non-delegable duties. Notwithstanding anything to the contrary in this Agreement, if any service, responsibility, duty, power or authority delegated by the Charter School Board to CA pursuant to this Agreement may not be so delegated under applicable law, such delegation shall be null and void and the Parties shall adjust the financial terms of this Agreement accordingly.

4. Services Provided to CA by the Charter School

4.1 Compliance with Law and Regulation. The Charter School and the Charter School Board shall conduct all such oversight activities as are required by the Charter School Law or other applicable law and regulation, including meeting any requirements in the Charter Petition, conducting all required Charter School Board meetings in accordance with any applicable open meeting laws or regulations, and acting in compliance with its Charter and the Charter School's bylaws.

4.2 Other Services. To the extent that the Charter School elects not to contract with CA for any of the products or services provided for in this Agreement, it shall provide such products or services consistent with any requirements of Charter School Law or other applicable law and regulation and any requirements in the Charter Petition.

4.3 Insurance. The Charter School shall comply with any insurance provisions as set forth in Section 13.

4. Eligible Students.

5.1 Admission Requirements. Any child qualified under the laws of Louisiana for admission to a public school is eligible to become a Student under this Agreement subject to any applicable limitations in law or regulation and subject to verification of their residency or other requirements established by law or regulation. CA will not charge tuition and shall not charge any other fees unless approved by the Charter School.

5.2 Number. The Charter School Board shall establish the number of Students to be enrolled during each Academic Year and CA shall not exceed that number without specific approval from the Charter School Board, and the Sponsor, if applicable. In addition, CA may limit the number of Students in each grade served under this Agreement to conform to the Budget approved by the Charter School Board.

5.3 Priority. CA agrees to follow the admissions preferences as laid out in the Charter Petition and school policy adopted by the Charter School Board, including any policy or procedures for conducting a lottery. Any limit on the number of Students who may enroll shall be communicated to interested parents and students prior to their enrollment, including any procedure for conducting a lottery. Once enrolled, Students will not be required to reapply in

subsequent Academic Years, but will need to complete information confirming their intent to return, in accordance with the terms of the School Handbook

5.4 Recruiting and Community Education. CA will be responsible for developing a plan for periodic community informational meetings and correspondence as required to recruit Students and to inform other interested parties about the Charter School. All such recruiting and community education activities are subject to prior review and approval by the Charter School Board.

5.5 Public website. CA will maintain a public web site on behalf of the Charter School that will contain any information required by Charter School Law and which will describe the Educational Products and Services.

5.6 Enrollment. The Charter School delegates to CA responsibility for accepting Students into the Charter School. However, the Charter School has no responsibility to pay CA for any Students who are admitted who are not eligible. CA shall maintain a list of the Enrolled Students on behalf of the Charter School and shall provide such list to the Charter School Board promptly upon request. The list shall include all required information for the Student Records.

5.7 Full-time Status. Students shall be permitted to enroll in the Charter School exclusively on a full-time basis. Dual or part-time enrollment will not be permitted except by prior written agreement by CA and the Charter School, and neither Party shall have any obligation to accept a dual or part-time enrollment or provide any payment for services provided by other parties.

5.8 Disenrollment. A Student may withdraw from the Charter School at any time during the Academic Year. Only to the extent permitted by Louisiana law, Students who do not comply with the terms of the School Handbook may also be disenrolled. CA will use its reasonable best efforts to collect any information required by law or regulation concerning a disenrolled Student's next school. CA will report on the status of withdrawals and disenrollments to the Charter School Board at each regularly scheduled Charter School Board meeting or whenever requested by the Charter School Board. CA will be responsible for reimbursing any state and federal funds that it has received to the extent funding is disallowed as a result of a Student's disenrollment.

6 Term and Termination.

6.1 The Term. The term of this Agreement shall commence upon the Effective Date and shall expire on **June 30, 2016** (the "Initial Term").

6.2 Renewal. Upon expiration of the Term, this Agreement may be renewed, at the Charter School's option, for an additional term of five (5) years or such other renewal period agreed upon by the Parties and allowed by the applicable law or legislation. The Charter School Board will take any necessary steps to renew or extend the Charter so that it coincides with any renewal period agreed upon by the Parties.

6.3 Early Termination. Except as specifically provided for herein, this Agreement can only be terminated before its expiration as follows:

(a) by both Parties if they agree in writing to the termination;

(b) by either Party, if one Party materially breaches this Agreement and fails to cure such breach within thirty (30) days following written notification of such breach from the other Party;

(c) by CA, if the payments to which CA is entitled under Section 8 of this Agreement are materially reduced as a result of a change in funding provided to the Charter School or applicable law or regulations impose requirements that are materially different from those previously provided under this Agreement and CA is unwilling or unable to make the required changes;

(d) by either Party, if the Charter is terminated or if the Charter School is no longer authorized by the Sponsor as required by applicable Louisiana law and regulation.

(e) by the Charter School, if the Charter School determines at the end of an Academic Year that the Educational Products and Services do not meet the requirements for a computer-based virtual or charter school, as defined by applicable laws and regulations, but only if CA is unable to cure such deficiency after being given reasonable notice thereof and the opportunity to cure any alleged failure to meet such requirements;

(f) by the Charter School, if the Charter School determines, after a Performance Review, in the Charter School's sole reasonable discretion, that this Agreement should be terminated for failure to perform, but only if CA is unable to cure such deficiency after being given reasonable notice thereof specifying in detail the deficiency and the opportunity to cure any alleged deficiency in performance. The determination as to whether CA has cured the deficiency shall be made in the sole reasonable discretion of the Charter School; provided, however, that such determination shall be made by the Charter School by no later than April 1; or

(g) in the event that the Parties fail to agree on a Budget in accordance with Section 8.

6.4 Notice of Termination. In the event of a termination of this Agreement prior to its expiration, written notice by certified or registered mail, return receipt requested, no later than April 1 of the then current Academic Year shall be provided and shall list the reason(s) for termination and the effective date of the termination. Termination shall only occur at the end of an Academic Year except if such termination is the result of Section 6.3 (b), (c), (d) or (f).

6.5 Obligations on Termination. In the event this Agreement is terminated by either Party for any reason:

(a) CA shall assist and cooperate with the Charter School in transitioning the provision of Educational Products and Services from CA to the Charter School or another service provider so as to minimize the disruption to Students, (b) each Party will promptly (not later than thirty (30) days after the effective date of termination) return to the other Party all Confidential Information, property and material of any type belonging to the other Party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Agreement or required by applicable law, (c) all access to the LMS and other Educational Products and Services shall be discontinued, (d) CA shall provide copies of all Student Records to the Charter School not otherwise in the

Charter School's possession at no additional cost , and (e) the Charter School shall pay CA all amounts due under this Agreement upon the earlier of their due dates or thirty (30) days after the effective date of termination.

7 Representation Regarding Non-discrimination.

CA, the Charter School and the Charter School Board will not discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal or Louisiana law.

8 Financial Terms.

8.1 Payments. The following shall represent the financial responsibilities between the Parties.

(a) As compensation for the Educational Products and Services provided by CA under this Agreement, CA and the Charter School shall negotiate in good faith a schedule of fees for services (the "Fee Schedule") for each year of the Term that shall apply to the following Academic Year. Upon the approval of such Fee Schedule, the Parties shall acknowledge and agree that the amounts are reasonable, necessary and fair market value compensation for the services rendered under this Agreement. To the extent that the Fee Schedule includes any fees that are based on a "percentage of revenue", such fees shall be assessed against funds received by the Charter School from all governmental sources received by the Charter School from whatever source, whether from state, local, or federal government agencies, including but not limited to Title 1 funds, grants, income or other funding sources (collectively "Total Revenues")

(b) Any costs required by the Charter Petition not specifically included in this Agreement shall be paid by the Charter School.

(c) The Parties may agree to have CA act as its payment agent for various other expenditures not included in the Fee Schedule. CA will be entitled to reimbursement for these expenses on a monthly basis as they are incurred upon the submission of appropriate documentation.

(d) CA will invoice the Charter School monthly according to the Fee Schedule. Payment will be due within five (5) business days of action by the Charter School Board which shall use its best efforts to review and approve invoices within thirty (30) days of receipt. CA may charge interest at the rate of one and one half percent (1.5%) per month for any invoices over sixty (60) days unless such failure to pay is the result of funds being withheld from the Charter School due to a failure by CA to perform under the terms of the Agreement, or if the Charter School has insufficient funds to pay the invoice as the result of outstanding receivables, deferred payment by the State or Charter Authority of funding due, or if the Charter School is disputing any charges. The Charter School shall notify CA of the basis for any dispute within five (5) days of receipt of the invoice and shall work to resolve the dispute within thirty (30) days. All amounts other than any amount in dispute shall be paid according to the terms herein. Funds shall also be subject to adjustment based on any adjustments to Student counts as a result of an audit by the State of Louisiana. Any differences in amounts that were previously paid under this Agreement as a

result of such audits shall only be applied to or against the next payment or payments otherwise due under this Section.

(e) To the extent that any adjustments as a result of a state audit are the result of CA's failure to adequately perform its responsibilities under this Agreement or the Charter, CA will be required to either: (i) return any required funds to the Charter School in the amount determined by the state funding authority, or (ii) to the extent that funds are withheld from future payments to the Charter School, reduce payments otherwise due to CA by the amount that funding is withheld.

8.2 Budgets. No later than the earlier of June 1 or fourteen (14) working days prior to any deadline specified in the Charter or other regulatory mandate, CA agrees that it will present to the Charter School a balanced budget (i.e. not resulting in a cumulative net asset deficit) for the following fiscal year. The Budget shall be in reasonable detail, shall meet all regulatory reporting requirements and shall be based on the applicable Fee Schedule. In the event that the Charter School and CA do not agree with the proposed balanced budget, the Parties agree to work together in good faith to resolve any disagreements by the earlier of June 30 or such date as is required in any regulatory requirement or the Charter for the budget submission.

8.3 Sales Tax. The Charter School shall provide CA with support that it is tax exempt. To the extent that the Charter School is not tax exempt, the Charter School shall be responsible for federal, state, or local taxes assessed, if any, based on the Educational Products and Services provided to the Charter School under this Agreement. If any sales and use taxes are assessed on purchases made from CA, CA will provide a credit to the Charter School equal to the amount of the sales or use taxes paid by the Charter School.

9 Confidential Information.

9.1 Confidential Information Defined. As used in this Agreement, "Confidential Information" means all information and any idea in whatever form, tangible or intangible, pertaining in any manner to the business of a disclosing Party (or any of its affiliates) or to a disclosing Party's customers or business partners unless it: (a) was generally known to the public on the Effective Date; (b) becomes generally known to the public after the Effective Date, other than as a result of the act or omission of the receiving Party; (c) was rightfully known to the receiving Party prior to its receipt thereof from the disclosing Party; (d) is or was disclosed by the disclosing Party generally without restriction on disclosure; (e) was received from a third party without that third party's breach of agreement or obligation of trust; or (f) must be disclosed by applicable law. It is acknowledged that the following information will be included, without limitation, in the definition of Confidential Information, whether in written or verbal form, and including electronic data recorded or retrieved by any means: (1) educational content, curricula, teaching outlines, lesson plans, testing processes and procedures; (2) Student Records and other student-related personal information; (3) information regarding business strategy and operations such as business plans, marketing strategies, outreach plans and sales information, pricing information and customer and prospect lists, the identities and locations of vendors and consultants providing services or materials to or on behalf of the disclosing Party; (4) information regarding product development such as product designs and concepts, development

methods, computer software, inventions and other work product; (5) financial information such as budget and expense information, economic models, pricing, cost and sales data, operating and other financial reports and analysis; and (6) human resource information such as compensation policies and schedules, employee recruiting and retention plans, organization charts, disciplinary records and other personnel data; (7) the terms of this Agreement; and (8) other similar non-public information that may provide the disclosing Party with a strategic advantage or could harm the disclosing Party if publicly disclosed.

9.2 Obligation to Protect. To the extent permitted by law, the Charter School shall maintain the confidentiality of the Confidential Information. Receiving Party agrees to use and disclose Confidential Information only as required in performing its obligations under this Agreement and for no other purpose and to hold all such Confidential Information in the strictest confidence, and except with the prior written authorization of the disclosing Party, not to disclose it to any person, firm or corporation or use it for the benefit of anyone other than for the disclosing Party. Notwithstanding the foregoing, the Charter School shall be permitted to make such disclosures and retain such materials as is required for the Charter School to comply with applicable laws and regulations, and in accordance with Section 3.11. CA shall make such information and facilities available to authorized Charter School personnel, Sponsor, Louisiana regulatory authorities, and any other person, as required to comply with applicable laws and regulations, and in accordance with Section 3.11.

9.3 Protection of Student Records. The Parties acknowledge and agree that under Louisiana Law and 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (“FERPA”) including any regulations promulgated thereunder, each Party has certain obligations with regard to maintaining the security, integrity and confidentiality of “education records”, as that term is defined by FERPA. The Parties agree that they shall perform their obligations under this Agreement in compliance with FERPA and any regulations promulgated thereunder. The Parties designate the staff, employees and volunteers who are providing educational and/or administrative services to the Student as agents of the Charter School having a legitimate educational interest and thus entitled to access to educational records under FERPA. The Parties shall also maintain Student Records in accordance with any other applicable state, local and federal laws and regulations.

9.4 Remedy for Breach. The Parties acknowledge that monetary damages may not be a sufficient remedy for unauthorized disclosure of Confidential Information and that a disclosing Party shall be entitled, without waiving any other rights or remedies, to such injunctive or equitable relief as may be deemed proper by a court of competent jurisdiction.

10 Ownership of Intellectual Property and Tangible Personal Property Supplied by CA.

10.1 Intellectual Property. Charter School agrees that CA is the sole owner of the LMS and CA, its affiliates, and/or its contracted vendors are the owners of any Intangible Instructional Materials and other content contained in the LMS (“Content”) made available pursuant to Section 2.2. The Charter School will acquire no rights in trademarks, patents, copyrights or trade secrets related to the LMS, the Intangible Instructional Materials or the Content by reason of the Charter School’s use of the same in connection with this Agreement. The School grants, and

agrees to cause its employees and agents to grant, to CA and its successors and assigns, the non-exclusive perpetual, irrevocable, worldwide and royalty-free license to use (including to provide educational products and services), modify, market and create derivative works based upon any instructional or other copyrightable materials created by employees and agents of the School, without identifying or seeking the consent of the School or any of its employees or agents. Any such derivative works created shall be the sole property of CA and its transferees.

10.2 Tangible Personal Property. This Agreement does not constitute a sale or other transfer to the Charter School of any Educational Products supplied by CA pursuant to Section 2. All right, title, and interest in and to such Educational Products will remain with CA.

10.3 Trademarks. CA is the owner of various trademarks, service marks, logos and/or trade names used in its business of providing Educational Products and Services, as specified on **Exhibit A** (collectively, the “Licensed Marks”). CA grants to the Charter School a non-exclusive, non-transferable, royalty-free license to use the Licensed Marks during the term of this Agreement solely in connection with the performance of this Agreement and subject to pre-approval of such use by CA. The Charter School agrees to make reasonable efforts to use the Licensed Marks in accordance with any trademark usage guidelines provided by CA, the most up to date version of which can be found at www.connectionsacademy.com. CA retains all right, title and interest in and to the Licensed Marks and any related proprietary rights not expressly granted to the Charter School hereunder. All goodwill attributable to the Licensed Marks will inure exclusively to the benefit of CA. In the event of a termination of this Agreement, the Charter School agrees to terminate use of the Licensed Marks and amend any publicly recorded and unrecorded documents to remove the name “Connections Academy”, the Connections Academy logo and any other Licensed Marks that may be contained therein within sixty (60) days after the effective date of termination, unless otherwise agreed to by the Parties.

11 Indemnification.

11.1 Indemnification by CA of the Charter School Board. To the extent not covered by insurance or barred by any state legislation, CA shall defend, indemnify and hold the Charter School Board and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney’s fees) to which the Charter School Board and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by CA, its agents, employees, or assigns in the execution or performance of this Agreement. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any Charter School Board director, officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of CA shall survive the termination of this Agreement. CA shall have the right, at its own expense, to participate in the defense of any suit, without relieving the CA of any of its obligations hereunder.

11.2 Indemnification by the Charter School. To the extent not covered by insurance or barred by any state legislation, the Charter School shall defend, indemnify and hold CA and their respective agents and employees harmless against and from all costs, expenses, damages, injury or loss (including reasonable attorney’s fees) to which CA and their respective agents and employees may be subject by reason of any wrongdoing, misconduct, negligence, or default by

the Charter School, its agents, employees, or assigns in the execution or performance of this Agreement. This indemnification shall not apply to any liability claims or demands resulting from the negligence or wrongful act or omission of any CA officer, agent, or employee. This indemnification, defense and hold harmless obligation on behalf of the Charter School shall survive the termination of this Agreement. The Charter School shall have the right, at its own expense, to participate in the defense of any suit, without relieving the Charter School of any of its obligations hereunder.

11.3 Indemnification Procedure. The indemnified Party will: (a) promptly notify the indemnifying Party in writing of any claim, loss, damages, liabilities and costs, and for third party claims, (b) allow the indemnifying Party to control the defense, and (c) reasonably cooperate with the indemnifying Party in the defense and any related settlement negotiations. In addition to any defense provided by the indemnifying Party, the indemnified Party may, at its expense, retain its own counsel. If the indemnifying Party does not promptly assume the indemnified Party's defense against any third party claim, the indemnified Party reserves the right to undertake its own defense at the indemnifying Party's expense.

12 Limitation of Liabilities.

In no event will the Charter School or its directors, officers, employees, or agents be responsible or liable for the debts, acts or omissions of CA, its directors, officers, employees, or agents.

In no event will CA and their respective employees or agents be responsible or liable for the debts, acts or omissions of the Charter School, its directors, officers, employees, or agents.

13 Insurance.

13.1 CA Insurance. CA will maintain and keep in force no less than substantially such amounts of insurance as are provided for in **Exhibit B** to cover insurable risks associated with operations under this Agreement, whether such operations are conducted by CA, or by any subcontractor or anyone directly or indirectly employed by any of them. Such coverage will include worker's compensation insurance for any CA employees provided under the terms of this Agreement. The Charter School may request to be included as an "additional insured" at no additional charge. Any charges associated with such insurance shall be included in the Fee Schedule.

13.2. Charter School Insurance. The Charter School shall maintain and keep in force insurance at no less than the minimum levels required by the Charter Petition and/or applicable law. Further, the Charter School may elect to maintain additional coverage, in which event CA shall arrange for the requisite coverage on behalf of the Charter School and include the cost in the Fee Schedule. CA shall be included as an "additional insured" as to any such coverage. The Charter School will also maintain and keep in force Director and Officer's Insurance in the amount required by the Sponsor or by the Charter Petition.

14 Notices.

Any notice, demand, or request from one Party to the other Party hereunder shall be deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the Parties at the following addresses:

If to the Charter School: Friends of Louisiana Connections Academy
c/o Governing Board President
5220 S. Belvedere Dr.
Baton Rouge, LA 70808

If to CA: Louisiana Connections Academy LLC
Attention: President
1001 Fleet St, 5th Floor
Baltimore, MD 21202

15. Miscellaneous.

15.1 Severability. If any provision of this Agreement is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Agreement. If any provision of this Agreement shall be or become in violation of any federal, state, or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

15.2 Successors and Assigns. The terms and provisions of this Agreement shall be assignable by either Party only with the prior written permission of the other, which consent shall not be unreasonably withheld; provided that a change in control of CA shall not be deemed a violation of this Agreement.

15.3 Complete Agreement; Modification and Waiver. This Agreement constitutes the entire agreement between the Parties with respect to the matter contained herein and supersedes all prior and contemporaneous agreements, warranties and understandings of the Parties. There are no agreements, representations or warranties of any kind except as expressly set forth in this Agreement. No supplement, modification or amendment of this Agreement shall be binding unless executed in writing by both Parties. No waiver of any provision of this Agreement will be effective unless it is in writing and signed by the Party to be charged with such modification, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

15.4 Force Majeure. If any circumstance should occur that is not anticipated or is beyond the control of a Party or that delays or renders impossible or impracticable performance as to the obligations of such Party, the Party's obligation to perform such services shall be postponed for a period equal to the time during which such circumstance shall extend, or, if such performance has been rendered impossible by such circumstance, shall be cancelled.

15.5 No Third Party Rights. This Agreement is made for the sole benefit of the Parties. Except as otherwise expressly provided, nothing in this Agreement shall create or be deemed to create a relationship among the Parties or any of them, and any third party, including a relationship in the nature of a third party beneficiary or fiduciary.

15.6 Professional Fees and Expenses. Each Party shall bear its own expenses for legal, accounting, and other fees or expenses in connection with the negotiation of this Agreement.

15.7 Governing Law. This Agreement shall be governed and controlled by the laws of the State of Louisiana. Any legal actions prosecuted or instituted by any Party under this Agreement shall be brought in a court of competent jurisdiction located in Louisiana, and each Party hereby consents to the jurisdiction and venue of any such courts for such purposes.

15.8 Counterparts. This Agreement may be signed in counterparts, which shall together constitute the signed original agreement.

15.9 Compliance with laws, policies, procedures, and rules. Each Party will comply with all applicable federal and state laws and regulations including all of the specific requirements of the Charter Petition, applicable local ordinances and the Charter School's policies whether or not specifically listed in this Agreement.

15.10 Interpretation of Agreement. The Parties hereto acknowledge and agree that this Agreement has been negotiated at arm's length and between Parties equally sophisticated and knowledgeable in the subject matter dealt with in this Agreement. Accordingly, any rule of law or legal decision that would require interpretation of any ambiguities in this Agreement against the Party that has drafted it is not applicable and this Agreement shall be interpreted in a reasonable manner to affect the intent of the Parties as set forth in this Agreement.

15.11 Headings; Exhibits. The Section headings contained herein are for convenience only and shall not in any way affect the interpretation or enforceability of any provision of this Agreement. All schedules and exhibits to this Agreement are incorporated herein and shall be deemed a part of this Agreement as fully as if set forth in the body hereof.

15.12 Attendance at Meetings. During the term of the Agreement between the Charter School and CA, CA will have the right to designate an individual or such individuals who shall have attendance rights at all Charter School Board meetings. Such rights are limited exclusively to attendance and provide no rights to participate without the express permission of the Charter School Board. The designated individuals shall also have the right to attend closed or executive sessions where such attendance is not prohibited by applicable law.

15.13 Electronic Signatures. This Agreement and related documents may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each Party's acceptance will be deemed binding on the Parties. Each Party acknowledges and agrees it will not contest the validity or enforceability of this Agreement and related documents, including under any applicable statute of frauds, because they were accepted and/or signed in electronic form. Each Party further acknowledges and agrees that it will not contest the validity or enforceability of a signed facsimile copy of this Agreement and related documents on the basis that it lacks an original handwritten signature.

Facsimile signatures shall be considered valid signatures as of the date hereof. Computer maintained records of the Agreement and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

15.14 Survival. The rights and responsibilities of Sections 6.5, 8, 9, 10, 11, 12, 13, 14, 15.1, 15.2, 15.3, 15.7, 15.8, 15.10, 15.11, 15.13 and 15.14 shall survive the termination of this Agreement.

IN WITNESS WHEREOF, the Parties agree to the terms of this agreement and have executed this Agreement by their authorized representatives to be effective as of the Effective Date written above.

**LOUISIANA CONNECTIONS ACADEMY
CHARTER SCHOOL, INC.**

**FRIENDS OF LOUISIANA
CONNECTIONS ACADEMY, INC.**

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

Exhibit A – List of CA Trademarks, Service Marks, Logos and Tradenames

Connections Academy®, the Connections Academy logo, Moving at the Speed of Learning®, Connections Academy & Design™, Personalized Performance Learning®, LEAP Longitudinal Evaluation of Academic Progress®, Longitudinal Evaluation of Academic Progress®, Teachlet®, LiveLesson®, and Connect-a-majig™.

DRAFT

Exhibit B – Certificate of Insurance Requirements

DRAFT

ATTACHMENT K-3

EMO Audit Reports

**CA Holding I, Inc. and Subsidiaries
Consolidated Financial Statements**

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INDEPENDENT AUDITORS' REPORT

The Board of Directors and Stockholders of
CA Holding I, Inc.:

We have audited the accompanying consolidated balance sheets of CA Holding I, Inc. and subsidiaries (the "Company") as of June 30, 2009 and 2008, and the related consolidated statements of income, cash flows and stockholders' equity for the years then ended. These consolidated financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such consolidated financial statements present fairly, in all material respects, the financial position of the companies as of June 30, 2009 and 2008, and the results of their operations and their cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Deloitte & Touche LLP

February 1, 2010

CA Holding I, Inc. and Subsidiaries
Consolidated Balance Sheets
(in thousands, except per-share amount)

	As of June 30,	
	2009	2008
Assets		
Current assets		
Cash and cash equivalents	\$ 14,853	\$ 16,083
Accounts receivable, net of allowance for doubtful accounts of \$15 — 2009; \$0 — 2008	8,272	4,184
Prepaid expenses and other current assets	<u>4,864</u>	<u>3,234</u>
Total current assets	27,989	23,501
Property and equipment, net	5,758	3,771
Curriculum materials, net	6,343	3,410
Capitalized curriculum development costs, net	3,663	1,978
Goodwill	1,912	—
Intangible assets, net	370	6
Other assets	<u>402</u>	<u>223</u>
Total assets	<u>\$ 46,437</u>	<u>\$ 32,889</u>
Liabilities and Stockholders' Equity		
Current liabilities		
Accounts payable, accrued expenses and other	\$ 7,423	\$ 4,404
Accrued compensation and benefits	4,457	3,064
Current portion of capital lease obligations	<u>1,780</u>	<u>1,252</u>
Total current liabilities	13,660	8,720
Long-term debt and capital lease obligations, net of current portion	2,179	1,207
Long-term deferred tax liabilities	2,083	472
Other liabilities	<u>70</u>	<u>38</u>
Total liabilities	<u>17,992</u>	<u>10,437</u>
Commitments and contingent liabilities (notes 5, 6 and 10)		
Stockholders' equity		
Common stock, \$0.01 par value; 10,000 shares authorized; 8,566 shares issued and outstanding — 2009; and 8,468 shares issued and outstanding — 2008	86	85
Additional paid-in capital	21,913	20,843
Retained earnings	<u>6,446</u>	<u>1,524</u>
Total stockholders' equity	<u>28,445</u>	<u>22,452</u>
Total liabilities and stockholders' equity	<u>\$ 46,437</u>	<u>\$ 32,889</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Statements of Income
(in thousands)

	<u>Year Ended June 30,</u>	
	<u>2009</u>	<u>2008</u>
Revenues	\$ 89,302	\$ 60,980
Operating expenses		
Cost of educational services	57,406	39,234
Selling, general and administrative.....	20,133	16,086
Product development	2,692	2,797
Amortization of intangible assets.....	<u>16</u>	<u>166</u>
	<u>80,247</u>	<u>58,283</u>
Operating income	<u>9,055</u>	<u>2,697</u>
Other income (expense)		
Interest income.....	60	367
Interest expense	<u>(266)</u>	<u>(51)</u>
	<u>(206)</u>	<u>316</u>
Income before income tax provision	8,849	3,013
Income tax provision	<u>3,927</u>	<u>1,518</u>
Net income	<u>\$ 4,922</u>	<u>\$ 1,495</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Statements of Stockholders' Equity
(in thousands)

	<u>Common Stock</u>		<u>Additional</u>	<u>Retained</u>	<u>Total</u>
	<u>Shares</u>	<u>Amount</u>	<u>Paid-in</u> <u>Capital</u>	<u>Earnings</u>	
Balance, June 30, 2007	8,373	\$ 84	\$ 20,543	\$ 29	\$ 20,656
Issuance of common stock in connection with the exercise of options, including income tax benefit of \$17	95	1	299		300
Share-based compensation			1		1
Net income	_____	_____	_____	<u>1,495</u>	<u>1,495</u>
Balance, June 30, 2008	8,468	85	20,843	1,524	22,452
Issuance of common stock in connection with:					
Exercise of options, including income tax benefit of \$0	6	—	18		18
Business combination	92	1	1,046		1,047
Share-based compensation			6		6
Net income	_____	_____	_____	<u>4,922</u>	<u>4,922</u>
Balance, June 30, 2009	<u>8,566</u>	<u>\$ 86</u>	<u>\$ 21,913</u>	<u>\$ 6,446</u>	<u>\$ 28,445</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries
Consolidated Statements of Cash Flows
(in thousands)

	Year Ended June 30,	
	2009	2008
Cash flows from operating activities		
Net income	\$ 4,922	\$ 1,495
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization	2,475	1,546
Depreciation of curriculum materials	1,915	873
Amortization of capitalized curriculum development costs	887	565
Provision for doubtful accounts	15	—
Amortization of intangible assets	16	166
Deferred income taxes	1,470	1,239
Other	186	(114)
Changes in operating assets and liabilities:		
Accounts receivable	(4,084)	(423)
Prepaid expenses and other assets	(2,426)	(860)
Accounts payable, accrued expenses and other	2,891	1,436
Income taxes	608	(2,840)
Accrued compensation and benefits	<u>1,537</u>	<u>1,540</u>
Net cash provided by operating activities	<u>10,412</u>	<u>4,623</u>
Cash flows from investing activities		
Purchases of curriculum materials	(4,848)	(1,710)
Capitalized curriculum development costs	(2,572)	(1,268)
Purchases of property and equipment	(1,369)	(1,408)
Payments for acquisition of business, net of cash acquired	(848)	—
Capitalized internal-use software development costs	(439)	—
Proceeds from sales of property and equipment	<u>1,092</u>	<u>255</u>
Net cash used in investing activities	<u>(8,984)</u>	<u>(4,131)</u>
Cash flows from financing activities		
Payments of capital lease obligations	(2,676)	(1,136)
Proceeds from exercise of options	18	283
Excess tax benefits from share-based compensation	<u>—</u>	<u>17</u>
Net cash used in financing activities	<u>(2,658)</u>	<u>(836)</u>
Net decrease in cash and cash equivalents	(1,230)	(344)
Cash and cash equivalents, beginning of year	<u>16,083</u>	<u>16,427</u>
Cash and cash equivalents, end of year	<u>\$14,853</u>	<u>\$16,083</u>

The accompanying notes are an integral part of these consolidated financial statements.

CA Holding I, Inc. and Subsidiaries

**Consolidated Financial Statements as of and for the
Years Ended June 30, 2008 and 2007, and
Independent Auditors' Report**

CA HOLDING I, INC. AND SUBSIDIARIES**TABLE OF CONTENTS**

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INDEPENDENT AUDITORS' REPORT

The Board of Directors and Stockholders of
CA Holding I, Inc.:

We have audited the accompanying consolidated balance sheets of CA Holding I, Inc. and subsidiaries (the "Company") as of June 30, 2008 and 2007, and the related consolidated statements of income, cash flows, and stockholders' equity for the years then ended. These consolidated financial statements are the responsibility of the Company's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such consolidated financial statements present fairly, in all material respects, the financial position of the companies as of June 30, 2008 and 2007, and the results of their operations and their cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

Deloitte & Touche LLP

July 17, 2009

CA HOLDING I, INC. AND SUBSIDIARIES

CONSOLIDATED BALANCE SHEETS

JUNE 30, 2008 AND 2007

(In thousands, except per-share amount)

	2008	2007
ASSETS		
CURRENT ASSETS:		
Cash and cash equivalents	\$16,083	\$16,427
Accounts receivable — net of allowance for doubtful accounts of \$0 in 2008; \$162 in 2007	4,184	3,761
Prepaid expenses and other current assets	<u>3,234</u>	<u>1,346</u>
Total current assets	23,501	21,534
PROPERTY AND EQUIPMENT — Net	3,771	1,715
CURRICULUM MATERIALS — Net	3,410	1,684
CAPITALIZED CURRICULUM DEVELOPMENT COSTS — Net	1,978	1,275
INTANGIBLE ASSETS — Net	6	172
NON-CURRENT DEFERRED TAX ASSETS	-	945
OTHER ASSETS	<u>223</u>	<u>232</u>
TOTAL	<u>\$32,889</u>	<u>\$27,557</u>
LIABILITIES AND STOCKHOLDERS' EQUITY		
CURRENT LIABILITIES:		
Accounts payable	\$ 1,105	\$ 260
Accrued expenses and other	3,299	1,831
Accrued compensation and benefits	3,064	1,524
Income taxes payable	-	1,999
Current portion of capital lease obligations	<u>1,252</u>	<u>755</u>
Total current liabilities	8,720	6,369
CAPITAL LEASE OBLIGATIONS — Net of current portion	1,207	506
NON-CURRENT DEFERRED TAX LIABILITIES	472	-
OTHER LIABILITIES	<u>38</u>	<u>26</u>
Total liabilities	<u>10,437</u>	<u>6,901</u>
COMMITMENTS AND CONTINGENT LIABILITIES (Notes 4, 5, and 10)		
STOCKHOLDERS' EQUITY:		
Common stock, \$0.01 par value — authorized, 10,000 shares; issued and outstanding, 8,468 shares in 2008; and issued and outstanding, 8,373 shares in 2007	85	84
Additional paid-in capital	20,843	20,543
Retained earnings	<u>1,524</u>	<u>29</u>
Total stockholders' equity	<u>22,452</u>	<u>20,656</u>
TOTAL	<u>\$32,889</u>	<u>\$27,557</u>

See notes to consolidated financial statements.

CA HOLDING I, INC. AND SUBSIDIARIES**CONSOLIDATED STATEMENTS OF INCOME**
YEARS ENDED JUNE 30, 2008 AND 2007
(In thousands)

	2008	2007
REVENUES	<u>\$ 60,980</u>	<u>\$ 40,914</u>
OPERATING EXPENSES:		
Cost of educational services	39,234	25,082
Selling, general, and administrative	16,086	10,928
Product development	2,797	1,926
Amortization of intangible assets	<u>166</u>	<u>291</u>
Total operating expenses	<u>58,283</u>	<u>38,227</u>
OPERATING INCOME	<u>2,697</u>	<u>2,687</u>
OTHER INCOME (EXPENSE):		
Interest income	367	532
Interest expense	<u>(51)</u>	<u>(161)</u>
Total other income	<u>316</u>	<u>371</u>
INCOME BEFORE INCOME TAX PROVISION	3,013	3,058
INCOME TAX PROVISION	<u>1,518</u>	<u>1,486</u>
NET INCOME	<u>\$ 1,495</u>	<u>\$ 1,572</u>

See notes to consolidated financial statements.

CA HOLDING I, INC. AND SUBSIDIARIES

CONSOLIDATED STATEMENTS OF STOCKHOLDERS' EQUITY YEARS ENDED JUNE 30, 2008 AND 2007 (In thousands)

	Common Stock		Additional Paid-In Capital	Retained Earnings (Deficit)	Total
	Shares	Amount			
BALANCE — July 1, 2006	8,373	\$ 84	\$20,543	\$(1,543)	\$19,084
Net income	-	-	-	1,572	1,572
BALANCE — June 30, 2007	8,373	84	20,543	29	20,656
Issuance of common stock in connection with the exercise of options — including income tax benefit of \$17	95	1	299	-	300
Share-based compensation	-	-	1	-	1
Net income	-	-	-	1,495	1,495
BALANCE — June 30, 2008	<u>8,468</u>	<u>\$ 85</u>	<u>\$20,843</u>	<u>\$ 1,524</u>	<u>\$22,452</u>

See notes to consolidated financial statements.

CA HOLDING I, INC. AND SUBSIDIARIES**CONSOLIDATED STATEMENTS OF CASH FLOWS****YEARS ENDED JUNE 30, 2008 AND 2007****(In thousands)**

	2008	2007
CASH FLOWS FROM OPERATING ACTIVITIES:		
Net income	\$ 1,495	\$ 1,572
Adjustments to reconcile net income to net cash provided by operating activities:		
Depreciation and amortization	1,546	1,178
Depreciation of curriculum materials	873	552
Amortization of capitalized curriculum development costs	565	326
Amortization of intangible assets	166	291
Deferred income taxes	1,239	(296)
(Gain) loss on disposals of property and equipment and other	(114)	72
Changes in operating assets and liabilities:		
Accounts receivable	(423)	2,255
Prepaid expenses and other assets	(860)	56
Accounts payable, accrued expenses, and other	1,436	(34)
Income taxes	(2,840)	1,475
Accrued compensation and benefits	1,540	502
Net cash provided by operating activities	<u>4,623</u>	<u>7,949</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchases of curriculum materials	(1,710)	(1,106)
Purchases of property and equipment	(1,408)	(528)
Capitalized curriculum development costs	(1,268)	(902)
Proceeds from sales of property and equipment	255	-
Net cash used in investing activities	<u>(4,131)</u>	<u>(2,536)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Payments of capital lease obligations	(1,136)	(903)
Payments of long-term debt	-	(2,000)
Proceeds from exercise of options	283	-
Excess tax benefits from share-based compensation	17	-
Net cash used in financing activities	<u>(836)</u>	<u>(2,903)</u>
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(344)	2,510
CASH AND CASH EQUIVALENTS — Beginning of year	<u>16,427</u>	<u>13,917</u>
CASH AND CASH EQUIVALENTS — End of year	<u>\$ 16,083</u>	<u>\$ 16,427</u>

See notes to consolidated financial statements.

CONNECTIONS ACADEMY, LLC

FINANCIAL REPORT

JUNE 30, 2006 AND 2005

CONNECTIONS ACADEMY, LLC

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JUNE 30, 2006 AND 2005

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WALPERT & WOLPOFF, LLP

Certified Public Accountants



INDEPENDENT AUDITORS' REPORT

To the Members
Connections Academy, LLC

We have audited the accompanying balance sheets of Connections Academy, LLC (the Company) as of June 30, 2006 and 2005, and the related statements of operations and changes in members' equity, and cash flows for the year ended June 30, 2006, and the period from October 1, 2004, through June 30, 2005. These financial statements are the responsibility of the management of Connections Academy, LLC. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Company's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Connections Academy, LLC, as of June 30, 2006 and 2005, and the results of its operations and its cash flows for the year ended June 30, 2006, and the period from October 1, 2004, through June 30, 2005, in conformity with accounting principles generally accepted in the United States of America.

Walpert & Wolpoff, LLP

Baltimore, Maryland
September 15, 2006 (except for Note 4 which is dated September 29, 2006)

1954 Greenspring Drive -- Fourth Floor -- Timonium, Maryland 21093
Tel.: (410) 453.9457 -- Fax: (410) 453.9450

WALPERT & WOLPOFF, LLP IS A MEMBER OF NEXIA INTERNATIONAL, A WORLDWIDE NETWORK OF INDEPENDENT ACCOUNTING FIRMS.

CONNECTIONS ACADEMY, LLC

BALANCE SHEETS

JUNE 30, 2006 AND 2005

ASSETS		
	<u>2006</u>	<u>2005</u>
CURRENT ASSETS		
Cash and Cash Equivalents, Including Restricted Cash (2006 - \$1,312,841; 2005 - \$1,112,300)	\$ 13,916,720	\$ 11,324,788
Accounts Receivable, Trade, Net of Allowance for Doubtful Accounts (2006 and 2005 - \$162,000)	5,565,808	2,250,863
Prepaid Expenses and Other Current Assets	<u>1,536,232</u>	<u>668,322</u>
TOTAL CURRENT ASSETS	<u>21,018,760</u>	<u>14,243,973</u>
PROPERTY AND EQUIPMENT		
Computer Equipment	2,276,882	1,255,568
Furniture and Fixtures	182,928	68,573
Leasehold Improvements	58,361	50,714
Vehicles	<u>20,280</u>	<u>20,280</u>
	2,538,451	1,395,135
Less Accumulated Depreciation	<u>(1,349,621)</u>	<u>(529,234)</u>
TOTAL PROPERTY AND EQUIPMENT	<u>1,188,830</u>	<u>865,901</u>
OTHER ASSETS		
Intangible Asset, Net of Accumulated Amortization (2006 - \$1,636,856; 2005 - \$767,519)	462,363	1,331,700
Curriculum Development, Net of Accumulated Amortization (2006 - \$249,347; 2005 - \$-0-)	754,585	340,541
Deposits	<u>64,676</u>	<u>612,194</u>
TOTAL OTHER ASSETS	<u>1,281,624</u>	<u>2,284,435</u>
TOTAL ASSETS	<u><u>\$ 23,489,214</u></u>	<u><u>\$ 17,394,309</u></u>

The accompanying notes are an integral part of these financial statements.

CONNECTIONS ACADEMY, LLC

BALANCE SHEETS

JUNE 30, 2006 AND 2005

LIABILITIES AND MEMBERS' EQUITY		
	<u>2006</u>	<u>2005</u>
CURRENT LIABILITIES		
Accounts Payable	\$ 579,515	\$ 333,865
Obligations Under Capital Leases, Current Portion	487,894	456,117
Accrued Expenses and Other Current Liabilities	<u>2,082,599</u>	<u>1,463,565</u>
TOTAL CURRENT LIABILITIES	<u>3,150,008</u>	<u>2,253,547</u>
LONG-TERM LIABILITIES		
Obligations Under Capital Leases, Noncurrent Portion	360,575	203,823
Note Payable, Former Owners, Including Accrued Interest	<u>2,300,000</u>	<u>2,000,000</u>
TOTAL LONG-TERM LIABILITIES	<u>2,660,575</u>	<u>2,203,823</u>
TOTAL LIABILITIES	5,810,583	4,457,370
COMMITMENTS AND CONTINGENCIES		
MEMBERS' EQUITY	<u>17,678,631</u>	<u>12,936,939</u>
TOTAL LIABILITIES AND MEMBERS' EQUITY	<u>\$ 23,489,214</u>	<u>\$ 17,394,309</u>

The accompanying notes are an integral part of these financial statements.

CONNECTIONS ACADEMY, LLC

STATEMENTS OF OPERATIONS

YEAR ENDED JUNE 30, 2006, AND THE PERIOD FROM OCTOBER 1, 2004, THROUGH JUNE 30, 2005

	<u>2006</u>	<u>2005</u>
REVENUE	\$ 24,538,739	\$ 11,091,966
COST OF SALES	<u>12,185,128</u>	<u>5,343,131</u>
SCHOOL GROSS PROFIT	<u>12,353,611</u>	<u>5,748,835</u>
SCHOOL GROSS PROFIT PERCENT	<u>50.34%</u>	<u>51.83%</u>
SELLING, GENERAL, AND ADMINISTRATIVE EXPENSES	<u>11,073,573</u>	<u>6,496,650</u>
OPERATING INCOME (LOSS)	<u>1,280,038</u>	<u>(747,815)</u>
OTHER INCOME (EXPENSE)		
Interest Income	92,033	17,334
Interest Expense	(331,922)	(21,664)
Depreciation	(127,435)	(62,630)
Amortization	<u>(1,811,636)</u>	<u>(1,234,124)</u>
TOTAL OTHER INCOME (EXPENSE)	<u>(2,178,960)</u>	<u>(1,301,084)</u>
NET LOSS	<u>\$ (898,922)</u>	<u>\$ (2,048,899)</u>

The accompanying notes are an integral part of these financial statements.

CONNECTIONS ACADEMY, LLC

STATEMENTS OF CHANGES IN MEMBERS' EQUITY

YEAR ENDED JUNE 30, 2006, AND THE PERIOD FROM OCTOBER 1, 2004, THROUGH JUNE 30, 2005

	<u>2006</u>	<u>2005</u>
MEMBERS' EQUITY, BEGINNING	\$ 12,936,939	\$ -0-
CONTRIBUTIONS	5,640,614	14,985,838
NET LOSS	<u>(898,922)</u>	<u>(2,048,899)</u>
MEMBERS' EQUITY, ENDING	<u>\$ 17,678,631</u>	<u>\$ 12,936,939</u>

The accompanying notes are an integral part of these financial statements.

CONNECTIONS ACADEMY, LLC

STATEMENTS OF CASH FLOWS

YEAR ENDED JUNE 30, 2006, AND THE PERIOD FROM OCTOBER 1, 2004, THROUGH JUNE 30, 2005

	<u>2006</u>	<u>2005</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Net Loss	\$ (898,922)	\$ (2,048,899)
Adjustments to Reconcile Net Loss to Net Cash Provided (Used) by Operating Activities		
Depreciation and Amortization	1,939,071	1,296,753
Allowance for Doubtful Accounts	-0-	161,756
Changes in Operating Assets and Liabilities		
Accounts Receivable, Trade	(3,314,945)	128,804
Deposits and Other Current Assets	(320,392)	(553,597)
Accounts Payable	245,650	377,137
Accrued Expenses and Other Current Liabilities	919,034	773,755
Total Adjustments	<u>(531,582)</u>	<u>2,184,608</u>
Net Cash Provided (Used) by Operating Activities	<u>(1,430,504)</u>	<u>135,709</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of Property and Equipment	(246,316)	(106,871)
Curriculum Development Costs	(663,391)	(340,541)
Net Assets Acquired, Net of Cash - Note 1	-0-	<u>(2,927,728)</u>
Net Cash Used by Investing Activities	<u>(909,707)</u>	<u>(3,375,140)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Members' Contributions	5,640,614	14,985,838
Repayments of Obligations Under Capital Leases	<u>(708,471)</u>	<u>(421,619)</u>
Net Cash Provided by Financing Activities	<u>4,932,143</u>	<u>14,564,219</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	2,591,932	11,324,788
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>11,324,788</u>	<u>-0-</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 13,916,720</u>	<u>\$ 11,324,788</u>
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION		
Cash Paid During the Period for Interest Expense	<u>\$ 31,922</u>	<u>\$ 21,664</u>
NONCASH FINANCING AND INVESTING ACTIVITIES		
Equipment Acquired Under Capital Leases	<u>\$ 897,000</u>	<u>\$ -0-</u>

The accompanying notes are an integral part of these financial statements.

CONNECTIONS ACADEMY, LLC
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2006 AND 2005

As a private company, Connections Academy treats the footnotes to the audited statements as extremely confidential information. We are prepared, however, to provide these documents to an authorized representative or contracted third party for a review at a mutually agreeable setting and time.

ATTACHMENT L

Questionnaire for
Louisiana Virtual
Charter School
Applicants

Questionnaire for Louisiana Virtual Charter School Applicants - DRAFT

Applicant (Non-Profit Organization) Friends of Louisiana Connections Academy

Proposed Virtual Charter School Louisiana Connections Academy

Contact person Wade Henderson Board President
Name Title

DIRECTIONS: For each of the questionnaire items below, indicate the page number where this information can be located within the charter school application.

Page #	Information Requested
ADMINISTRATIVE OFFICE/FACILITIES	
84	Provide the address of and briefly describe the Louisiana-based administrative office of the virtual charter school, including its size and staffing.
84	Certify that the administrative office is not located in a private residence.
N/A	If students will be required to regularly or periodically attend a brick and mortar facility, specify such requirements and describe the facility.
DESCRIPTION OF THE EDUCATIONAL PROGRAM	
8, 27	Describe how the proposed virtual school will meet specific instructional needs that are currently un-served or under-served.
52-53	Describe the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both online and other instructional activities in order to receive credit for a course. Please note the amount of time for the online and offline work by grade level and course.
53	Can a student enrolled in the virtual charter school program be enrolled in other instructional activities elsewhere and/or earn Carnegie units from another institution? If so, please identify the other institution(s).
19	Describe how virtual instruction will incorporate cooperative and group learning activities and activities that include 21 st century technology tools to develop and nurture the social, emotional, and physical needs of students.
54	Describe any extracurricular activities that will be offered to develop and nurture the social, emotional, and physical needs of students.
19	Describe how the instructional program will identify and address different student needs and learning styles.
14	Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy.
11, 29	Describe the intervention procedures the virtual charter school will take when students fail to provide authentic work product or assessment responses.
54, 60	Describe what role parents/guardians will have in promoting accountability.
29	Describe the academic intervention services that will be provided to assist struggling students.
INSTRUCTIONAL STAFF	
66	Explain how the virtual charter school will meet licensure, certification, and background check

	requirements in accordance with Louisiana laws and BESE policies.
67	Explain how the virtual charter school will screen teacher candidates to select faculty members that perform effectively in a virtual environment.
44-46	Describe the required professional development that will be provided to maximize the faculty's effectiveness in a virtual environment.
45	Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (<i>e.g.</i> course development/design, research, website maintenance) and describe how the virtual charter school will communicate these responsibilities to teachers.
Attachment I	Describe teacher performance assessment measures and procedures (<i>e.g.</i> observing lessons, ensuring alignment of instruction to student needs and Louisiana content standards/Grade Level Expectations, auditing student performance tracking instruments).
STATE AND FEDERALLY MANDATED SERVICES	
34-37	Describe how the virtual charter school will identify students with special needs in the virtual school environment and how the virtual charter school will provide services to all enrolled students with special needs regardless of where the student resides.
35	Describe the virtual charter school's procedures for ensuring that students with disabilities are identified and receive all services needed to comply with the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act, and the Americans with Disabilities Act (ADA) and related state and federal laws and regulations.
36	Describe the virtual charter school's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.
31	Describe how the virtual charter school will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.
37	Explain how the virtual charter school will accommodate English Language Learners (ELL) and address their unique needs in online and offline instruction and activities.
EVALUATION AND ASSESSMENT METHODS	
30	Explain how the virtual charter school will tailor its instructional approach during the pendency of its charter term if student achievement goals are not met.
40-41	Describe the virtual charter school's plan and method for the administration of all required state assessments (<i>i</i> LEAP, LEAP, GEE) and other assessments set forth in the school's charter. The plan should address, test taking location(s), who will administer the tests, and test security procedures.
PARTNERSHIP WITH MANAGEMENT ORGANIZATION	
73-78	What is the role of the management organization?
17-18, 77-78	How are its other schools currently operating performing?
77-78	What has been the student mobility rate for the management organization's other virtual charter school(s)?
SCHOOL OPERATIONS	
47-52	Describe the virtual charter school's proposed attendance zone and how enrollment projections have been calculated.
54, 70	Describe how the virtual charter school will ensure or facilitate student attendance at any in-person school activities.
10, 66-68	Identify any non-teacher faculty members (paraprofessionals, guidance counselors, parent instructional coaches) and describe their roles and how they will function in the virtual charter school.
52-53	Describe procedures to ensure compliance with required instructional time.

11, 29	Describe the virtual charter school's policies regarding truancy, absence, withdrawal, issuing of Carnegie units, repeat/delete, credit recovery, and AP/dual enrollment.
11, 29	Describe the intervention procedures the virtual charter school will take when students are not logging in and/or completing coursework as required.
12-13	Describe all technological equipment and services that the virtual charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
13	Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
Attachment N	Describe the virtual charter school's data retention, security, and confidentiality procedures.
Attachment N	Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth.
Attachment N	Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
55-56, 84	Describe how the virtual charter school will provide for the health and safety of students and staff both in online and offline activities.
70	Describe how the virtual charter school will address the nutritional needs of students when appropriate.
PARENT AND COMMUNITY INVOLVEMENT	
70	Indicate the nature, frequency, and location of all <u>required</u> in-person meetings between parents and virtual charter school faculty/administration, such as parent/teacher conferences, parent-teacher meetings, field trips, etc.
58-60	Indicate the nature and frequency of all <u>optional</u> opportunities for in-person meetings and interactions, such as open houses and school community meetings.
59	Describe the procedures for parents to contact virtual charter school faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.
39	Explain how virtual charter school administration will communicate with non-English speaking parents/guardians.
58-60	What is the role of the parents/guardians?
58-60	Are opportunities for parent/guardian training available?
58-60	How do parents access student grades and understand student progress?

ATTACHMENT M

Response
To Updates to RFA
Resulting from Recent
Changes in Law

Attachment M

Updates to the RFA Resulting from Recent Changes in the Law

- a. In accordance with RS: 17:252, include in the discipline, suspension and expulsion plan a master plan for improving behavior and discipline (Act 756 of the 2010 Regular Session).

<http://www.legis.state.la.us/lss/lss.asp?doc=80374>

See Attachment J for complete Student Discipline Policy. Appropriate conduct is expected of all students at Louisiana Connections Academy. Students at Louisiana Connections Academy are guaranteed due process of law as required by the Fourteenth Amendment to the Constitution. The student's code of conduct will be explained in the Louisiana Connections Academy School Handbook and includes steps to be followed in the event of misbehavior. Louisiana Connections Academy follows formal due process procedures to deal with the discipline of students. The policies that reflect these due process procedures are included in the School Handbook.

Louisiana Connections Academy will have three levels of disciplinary measures: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

- **Warning:** Students that receive warnings from the school will have a conference (via phone or in person) with their parent/guardian(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (the Learning Management System). Warnings are issued when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories listed below.
- **Suspension:** When a student is suspended, he or she is temporarily removed from class (the Learning Management System) or a school sponsored program or activity. The length of a suspension is determined by the school Principal (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school Principal, a student's permission to log on to and/or use parts of the LMS is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or the entire LMS may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to the LMS and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the Internet, and getting family or friends to help with coursework.
- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.

- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
 - *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
 - *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
 - *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
 - *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
 - *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
 - *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
 - *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
 - *Repeated violation of any disciplinary issues:* Included in this category could be when inappropriate items are included in drop boxes after previous incidents or previous excuses of accidents. (Some sexual related attachments have been included in the past and the reason given was an accident. This may happen once but not repeatedly.)
- **Expulsion:** When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record. Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws, including Louisiana Special Education Rules Discipline Procedures (§300.530).
 - **IDEA Disciplinary Procedures:** It should be noted that given the nature of a virtual school it is extraordinarily rare for students with disabilities to ever be removed for disciplinary reasons, to date this has never occurred in a Connections Academy school. That said, should removal occur the following procedures will be followed:
 - School staff may order the removal of a child from school for disciplinary reasons to the extent the removal is applied to non-disabled children, as long as the removals do not constitute a change of placement. A change in placement occurs if the child is removed from school for disciplinary reasons for more than 10 consecutive school days or if the child is subjected to a series of removals that constitute a pattern of removal.
 - If a child has been removed from their current placement for more than 10 days during a school year, the school staff will provide services to the child to the extent necessary for the

child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP.

- School staff may order a change of placement to an appropriate alternative setting for not more than 45 days to the extent removal for disciplinary reasons is applied to non-disabled children if your child carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or causes serious bodily injury to another person while at school or a school function. The interim alternative setting must enable the child to continue to progress in the general curriculum and to continue to receive those services and modifications that will enable the child to progress on the goals set out in their IEP.
- If the school staff is considering a disciplinary action that involves changing a child's placement, the parent will be notified of that decision and a review will be conducted to determine the relationship between the child's disability and the behavior subject to the disciplinary action. If the result of this review is that the behavior was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities; however, Louisiana Connections Academy must provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in their IEP.
- After changing a child's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

b. In accordance with RS: 17:3911, include a plan for collecting data (Act 756 of the 2010 Regular Session).

<http://www.legis.state.la.us/lss/lss.asp?doc=80938>

The Louisiana Connections Academy Principal will have primary responsibility for collection and analysis of assessment data, school level summaries, discipline information and will be supported in this regard by the Connections Academy Educational Services, School Support, and LMS Support staff. This expert national staff will assist the Principal in preparing regular data reports to parents/Learning Coaches, Monthly School Reports to the Board, and all required reports to the Department of Education and BESE. In addition, these staff will ensure that the Principal and his or her faculty are fully trained in the data analysis tools built into the LMS to help guide instruction. In addition, the Louisiana Connections Academy testing coordinator will take the lead in planning for the school's administration of the state tests.

c. In accordance with RS: 17:81(Q), describe policies and procedures relative to electronic communications between employees to students (Act 214 of the 2009 Regular Session).

<http://www.legis.state.la.us/lss/lss.asp?doc=81197> .

Q.(1) Each city, parish, or other local public school board shall formulate, develop, adopt, and implement, by not later than November 15, 2009, policies, procedures, and practices applicable to school system employees relative to an electronic communication by an employee at a school to a student enrolled at that school.

(2) The policies, procedures, and practices required by Paragraph (1) of this Subsection, at a minimum, shall:

(a) Define electronic communication. The definition shall recognize the multiple means available for making such a communication, both those that facilitate direct communication, including but not limited to voice or text-based telecommunication devices, or both, and computers, and those that facilitate indirect communication using an intermediate method, including but not limited to Internet-based social networks.

(b) Require that all electronic communication by an employee at a school to a student enrolled at that school relative to the educational services provided to the student shall use a means

provided by or otherwise made available by the school system for this purpose and prohibit the use of all such system means to electronically communicate with a student for a purpose not related to such educational services except communication with an immediate family member if such communication is specifically authorized by school board policy.

(c) Specify that the occurrence of any electronic communication made by an employee at a school to a student enrolled at that school or that is received by an employee at a school from a student enrolled at that school using a means other than one provided by or made available by the school system shall be reported by the employee in a manner deemed appropriate by the school board. Records of any such reported communication shall be maintained by the school board for a period of at least one year.

(d) Specify that it is a duty of a school system employee to comply with the policies, procedures, and practices and provide that a failure to comply may result in disciplinary action, and in extreme circumstances may constitute willful neglect of duty.

(e) Establish and provide for the imposition of consequences for a violation of the policies, procedures, and practices, including but not limited to termination of employment in accordance with applicable provisions of state law.

(f) Provide a means for the timely reporting and investigation at the school system level of an alleged failure by a school employee to comply with the policies, procedures, or practices and for concluding such an investigation and resolving the allegation.

(g) Provide a means whereby any alleged failure by a school employee to comply with the policies, procedures, or practices that also may be a violation of state or federal law is reported to the proper authorities.

(h) Provide a means to assure that all school system employees are informed fully of the policies, procedures, and practices and the possible consequences at the school and school system level for a failure to comply.

(i) Provide a means to assure that a parent or other person responsible for a child's school attendance is fully informed of the policies, procedures, and practices.

(j) Provide a means for a parent or other person responsible for a child's school attendance to request that the child not be contacted through electronic communication by any school employee unless the purpose of such communication is directly related to the child's educational services and is sent to and received by more than one student at the school.

(3) Any city, parish, or other local public school board having existing policies, procedures, and practices relative to electronic communication by an employee at a school to a student enrolled at that school shall conduct by not later than November 15, 2009, a formal evaluation of all such policies, procedures, and practices to determine their compliance with the provisions of Paragraph (2) of this Subsection and shall take all action necessary to conform the existing policies, procedures, and practices to such requirements.

(4) No city, parish, or other local public school board or member of such a board shall be civilly liable for any electronic communication by an employee to a student that is prohibited as provided in this Subsection.

(5) For the purposes of this Subsection, the term "city, parish, or other local public school board" shall mean the governing authority of any public elementary or secondary school.

d. If applying to create a charter high school, in accordance with RS: 17:81(R), describe how instruction on the state's safe haven relinquishment law will be provided to students in health education classes (Act 284 of the 2009 Regular Session). <http://www.legis.state.la.us/lss/lss.asp?doc=81197>

R.(1) Each city, parish, or other local public school board shall provide each school year to high school students enrolled in Health Education at least thirty minutes of age and grade appropriate classroom instruction relative to the state's safe haven relinquishments law, Children's Code Articles 1149 through 1160, which provides a mechanism whereby any parent may relinquish the care of an infant who is not more than thirty days old to the state in safety and anonymity and without fear of prosecution.

(2) Such instruction shall include but need not be limited to providing students with the following information:

(a) An explanation that relinquishment of an infant means to give over possession or control of the infant to other specified persons as provided by law with the settled intent to forego all parental responsibilities.

(b) The process to be followed by a parent in making a relinquishment.

(c) The general locations where an infant may be left in the care of certain others.

(d) The toll-free number established by the Louisiana Department of Social Services to direct individuals to designated emergency care facilities.

(e) The available options if a parent is unable to travel to a designated emergency care facility.

(f) The process by which a relinquishing parent may reclaim parental rights to the infant and the timelines established for taking this action.

(3) For the purposes of this Subsection, the term city, parish, or other local public school board shall mean the governing authority of any public secondary school.

e. In accordance with RS: 17:3991(B)(4)(b), provide a description of the geographic boundaries circumscribing the neighborhood immediately surrounding the charter school from which students residing within may be given preference for enrollment (Act 756 of the 2010 Regular Session).

<http://www.legis.state.la.us/lss/lss.asp?doc=80976>

Any Louisiana student in grades K-12 will be eligible to enroll in Louisiana Connections Academy as a full time student. Louisiana Connections Academy will enroll any student who resides anywhere in Louisiana who submits a timely application as specified in the charter; and will not discriminate against pupils on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities, including its admissions policies and procedures. However, the school's enrollment/admissions process will include rigorous screening for verification of Louisiana residency (address check, etc.).

ATTACHMENT N

Technical Specifications

LOUISIANA CONNECTIONS ACADEMY TECHNOLOGY SPECIFICATIONS

Data Protection, Confidentiality, and Security

Louisiana Connections Academy will comply fully with the Family Educational Rights and Privacy Act (FERPA), a federal law that affords parents and students certain rights with respect to the student's educational records, including assurance that such data will be safeguarded and not share with unauthorized parties without the family's permission. Students and families are apprised of their FERPA rights during the enrollment process and have ubiquitous access the FERPA policy from the school's log-on page. In addition, Louisiana Connections Academy will observe any and all other records retention and confidentiality procedures required by the State of Louisiana provided these do not conflict with FERPA. To safeguard confidential student data, Louisiana Connections Academy will maintain physical records in a secure, fireproof cabinet, while online data will be protected by the security measures that Connections Academy has in place for its LMS.

The Connections Academy LMS has a sophisticated mechanism for providing multiple levels of security to effectively accommodate many different kinds of users while ensuring system and data security. The LMS was engineered to allow the System Administrator to readily create a multitude of "roles" (which already include students, parents and guardians, teachers, school administrators, support staff and authorized partners) with specific permissions (also readily adjustable by the Connections Academy's authorized System Administrator) for accessing, viewing, and interacting with various aspects of the system.

Data Protection and Disaster Recovery

Louisiana Connections Academy will benefit from the Connections Academy's multi-faceted disaster recovery plan to safeguard its LMS, sensitive student data, and the overall school infrastructure by preventing and/or rapidly recovering from a prolonged outage or other technology disaster. This plan is detailed below, with the assurance that Connections Academy's web hosting environment, which is defined as the facility, network infrastructure, and internet access, are guaranteed to be available 99.9% of the time.

CONNECTIONS ACADEMY SYSTEM INFRASTRUCTURE & DISASTER RECOVERY PLAN

Data Center

Connections Academy's production site is hosted at a 6,500 sq. ft. data center located in Baltimore, MD. Connections Academy contracts for the use of this center from Educate, Inc. This data center provides a secure physical and technical operating environment that facilitates the delivery of consistently reliable Web services. The facility is custom designed and sized for scalability, offering unique hosting and co-location services. The facility is equipped with redundant uninterruptible power supplies and an on-site diesel generator. A team of technicians is on hand 24 hours a day, 7 days a week to ensure successful management and maintenance of all facility operations. The physical security of the data center is monitored by video surveillance. Card key and biometric scanners control access to the facility.

Network and Systems Operations

Connections Academy's multi-layer network employs a modular, scalable design that provides multiple levels of security, redundancy and failover. The platform consists of multiple Cisco 6500 series fully-meshed switching environment connecting redundant Cisco 3600 series routers front-ending redundant Cisco PIX 525 Firewalls and redundant load-balancing devices. This design enables Connections Academy to maintain a high bandwidth, high-availability network infrastructure while minimizing downtime.

Security Management

Connections Academy has invested significantly in a variety of infrastructure security measures to ensure the safest network transmissions of our confidential and sensitive communications and to avoid service disruptions resulting from the accidental or intentional actions of external parties.

Internet Bandwidth

The data center is serviced by two fully diverse high-speed Internet backbones. The primary connection is an OC-3 provided by Global Crossing. A backup connection is provided by AT&T via a burstable T3. Failover is facilitated in NOC core via BGP

Load Balancing

Connections Academy uses multiple Load Balancers to provide a high-performance load balancing solution. This approach ensures continuous accessibility, scalable performance and balanced site traffic activity between multiple servers allowing for higher throughput and availability of Connections Academy's web-based services.

Data Backup

To ensure that valuable data is available when needed, Connections Academy has built a quality infrastructure that affordably protects our Web sites and content. Powered by BackupExec™ from VERITAS Corporation, the system utilizes Disk to Disk backups for fast restore/recovery. The disk backup is then saved to DLT multi-drive tape backup libraries for off-site storage. Connections Academy has a rotating backup schedule for all production and corporate server resources. On a bi-weekly basis, the backup tapes are removed for secure off-site storage.

- **Web server backups** include a complete snapshot of all application data, content data, configuration files, data files, registry files, and libraries.
- **Incremental** – The Web servers are backed up incrementally each day.
- **Full** – The Web servers are backed up fully once a week
- **Database server backups** include database files and the database structure.
- **Incremental** – The SQL database are backed up incrementally each day.
- **Full** – The SQL database are backed up fully once a week.

Site Monitoring & Site Security

Connections Academy's monitoring services, powered by SiteScope, SNORT and HP Openview, provide a complete end-to-end Information Assurance, and Vulnerability Detection solution. Connections Academy's Network Operations Centers (NOC) staff monitors the web-hosting environment 24 x 7 x 365. In the event that a server or application is not meeting the appropriate operating and performance criteria, alerts are sent automatically to the NOC staff and development team to resolve the issue real-time.

Site monitoring includes:

- Monitor HTTP Service & SSL for HTTP service for availability and response times
- Perform ICMP checks
- Monitor Server URLs for availability, content and response times

- Display real-time status of all monitored components and services
- Automatic alert notification if established thresholds are exceeded
- Monitor server CPU Utilization, disk space, memory, NIC utilization, required services and bandwidth
- Monitor SQL cluster and execute SQL queries to ensure database is functioning properly

Infrastructure Security Components:

- **High Availability Firewall** – Dual Cisco PIX Firewalls ensure a high level of network access and information availability, as well as integrity and privacy with the redundant structure that supports synchronization and automatic failover
- **Corporate VPN** – Connections Academy operates an IPSEC VPN to create efficient trust relationships for both site-to-site and desktop to host operations.
- **Intrusion Detection System (IDS)** - IDS enhances protection by proactively monitoring for security violations or system misuse. Through a series of built-in alarms, our NOC and engineering teams are automatically alerted to any suspicious activity, prompting quick response and assuring the security of the systems.

Hosting Service Level Agreement (SLA)

Connections Academy's web hosting environment, which is defined as the facility, network infrastructure, and internet access, are guaranteed to be available 99.9% of the time.

ATTACHMENT O

Connections Academy Curriculum Detail

***(in rear pocket of binder and at
www.connectionsacademy.com)***