

Neville High School CHARTER SCHOOL APPLICATION

Assurances Form

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

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

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

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	charter operator shall participate in at least one hour of board governance, special education, and financial management training within one year of appointment to the board.	}}	
19	The charter school will ensure fiscal responsibilities per R.S. 17:3981.	}}	
20	Charter schools will follow applicable state laws regarding the completion of approved numeracy skills per LAC28:CV.511, R.S. 17:24.13.	}}	
21	Charter schools will follow applicable state laws regarding the display of the national motto per R.S. 17:262.	}}	

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocations after award.

Name of Board Chair, Charter Governing Board: <i>Stewart Shelby</i>	
Signature of Board Chair: X <i>[Signature]</i>	Date: <i>10/19/2025</i>

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EXECUTIVE SUMMARY

1. Mission and Vision

Central to the mission of the Neville Charter Association (NCA) is the conversion of Neville High School (the School) to a Type 3 charter under the umbrella of the Monroe City School System. With the singular goal of taking the school from “good to great” – specifically aligning all instructional and extracurricular components of the school to achieve the best possible student outcomes (e.g., state report card grade, increased ACT/WorkKeys scores, graduation rate, post-secondary attendance and community impact). Uniquely positioned to gather additional resources to provide the opportunity for all students, the NCA’s only goal is to foster higher achievement results for its students whether they pursue a university or career path post-graduation. 4th Sector Solutions will provide financial management and accounting support for the school in-house.

The governance model implicit in the Louisiana public charter school law is ideal for an existing school like Neville – it allows qualified volunteers, educators and administration to devote their time and attention to a single school, while the school remains an important part of the Monroe City School District as a Type 3 charter school.

2. Anticipated Student Population and Educational Need

The physical address of the current Neville High School is 600 Forsythe Avenue, Monroe, LA 71201. Neville High School has stood on this very land since its opening in 1931. The location of the school itself serves as the hub for this neighborhood community and is itself a standing example of the culture of excellence embedded in the very brick and mortar of the building. The continued use of this landmark building is critical to the overall vision and mission of this school.

The students and community to be served by Neville High School as a Type 3 charter are within Monroe City limits and extend eastward from the banks of the Ouachita River. In 2022, the city of Monroe census counted almost 48,000 residents with a median household income of \$36,550. In comparison for the same year, the median household income across the state of Louisiana was \$57,850.

3. Education Plan

Neville High School was established in 1931 by Ernest Long Neville and the Monroe City School Board. At its inception, Neville High School served students 9th - 12th grade. Under the direction of the NCA, Neville will continue to serve those same grades from its beginning and every subsequent year of the charter contract.

Using previous years’ enrollment average, the projected minimum enrollment for Neville High School is 1,000 students. The maximum actual capacity of the school building in terms of safety and occupancy is 1,200 students. The desired maximum enrollment of the school should average no more than 1,100 students to effectively utilize the current footprint of the school facilities.

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Operating with site-based autonomy, the NCA will streamline budget development and implementation that answers the specific needs of Neville's diverse population. School leadership and faculty will have input in creating innovative instructional strategies and curricula to push student achievement while creating unique staffing components with adequate compensation policies to attract and retain the best and brightest educators. By combining the effects of the aforementioned, the Neville community will be restored to its previous atmosphere of community commitment and excellence.

4. Impact

The core concept of NCA is to guarantee that every student is taught by excellent teachers who are likewise supported by effective leadership every day. For over two decades, NIET has committed itself to developing intentional and targeted instructional strategies that result directly in correlation to student success for all students regardless of the equity gaps in the students' previous learning experiences. Research has long borne out the fact that the teacher in the classroom is the most powerful tool of change and improvement in our schools.

According to NIET's 2022-2023 published Research Summary for teachers specifically employed in Louisiana, these schools increased their effectiveness rating over a five-year period from 75% to 90%. Additionally, each year at least 80% of effective teachers were retained in their current school systems. By the end of the five-year study, that number increased to 96% overall retention rate.

5. Prior Application.

The NCA has previously applied to the MCSB for a Type 3 Charter School in the fall of 2024.

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EDUCATIONAL PROGRAM AND CAPACITY

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

- a. Provide the applicant's rationale for selecting the community;*
- b. Performance of local schools in the community that serve a similar student population;*
- c. How the proposed school would serve the community you seek to serve more effectively than the schools that are now serving the intended community; and*
- d. Explanations of any partnerships or contractual relationships central to the school's operations or mission.*

The NCA selected the community of Neville High School based on the solid foundation of previous excellence in all areas of performance and its involvement in the community of Monroe. This charter board is composed of alumni, current and past parents, past school board members, and educators who chose to live in the community. These individuals unequivocally want the very best for the current and future students of Neville High School.

Represented in the chart below is comparison performance data of other schools in Ouachita Parish..

A	B	C	D	E	F	G	H
Area Schools	2024 Letter Grade	2024 SPS	2023 Grade	2023 SPS	2024 ACT Score	Strength of Diploma	Grad Rate
Neville High	A	96	A	96.1	C	A	A
Carroll High	B	76.4	C	74.3	C	A	A
Wossman High	B	87.1	B	88.8	D	A	A
West Monroe High	A	94	B	88.6	B	A	A
Ouachita High	B	86.4	B	88.5	C	A	A
West Ouachita High	A	90.3	B	88.7	B	A	A
Sterlington High	A	115.9	A	109.6	A	A	A

As a charter organization developed solely with the purpose of serving the specific community of Neville, the NCA would be able to narrow the focus for the resources available to the students of Neville High School. With the ability to focus only on the students of Neville, improved school

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performance is the one and only target. The goal is not simply to maintain current class and program offerings, but to enhance them according to the evolving needs of the community and the student body.

Prior to this submission, the NCA has worked tirelessly garnering commitments from local business and industry to expand opportunities for Neville students. Such commitments have been made from companies willing to provide on the job training, apprenticeships, scholarships for university and JumpStart pathways, direct pathways to employment in the community and supplemental therapy programs. These programs would address language proficiency issues for ESL students, physical therapy, mental therapy / counseling, speech therapy, students on the autistic spectrum with specific needs not currently available to the students of Neville.

Neville will also partner with effective community-based partners to serve students who are at risk of being placed out of their homes or in alternative school settings due to behavior or complex mental health issues. The successful location agencies have a proven track record partnering with additional community resources and developing an approach of intervention that includes the family as a whole in addition to qualified professionals to restore hope to a student who cannot see a way out of their current situation.

One of the most unique community partnerships Neville High School has and has had for decades is the group known as Neville Alumni and Friends Association (NAFA). NAFA was organized in the 1990-91 school year and its founders spent several years locating 60 years of Neville High School alumni in their creation of the organization. The organization was incorporated in 1995 “to provide supplemental funding for programs or projects to enhance the quality of the instructional delivery and student life and to promote excellence in higher education at Neville High School.” Its previous contributions to the school community range from physical improvements to the campus and buildings including but not limited to the renovation of an antique grand piano and a \$150,000 auditorium renovation. This organization continues to provide funding for scholarships and awards that recognize excellence for teachers, staff and students each year. This supportive group of Neville community members also continues to directly support programs such as the Renaissance Program, the Quiz Bowl, Debate and Speech Teams. In addition to the financial presence at the school, the organization maintains a small office at the school and plays a central, vibrant part in helping to nurture and maintain the culture of overall academic and arts excellence at Neville.

Current NAFA membership includes educators, students, parents and active community members. The educators who have served as leadership for NAFA over the years have well over 200+ years of combined experience in the field of public education. Its membership includes a member of the Louisiana Board of Regents, a former superintendent of Monroe City Schools who was also a former Principal of Neville as well, former Monroe City School Board members, a former member of the Parent Advisory Board of the Monroe City School Board, and multiple alumni of Neville High School. All current leadership of this organization remain current residents of Monroe, Louisiana.

NCA plans to engage with 4th Sector Solutions (4SS), the leading provider of charter school back-office services in Louisiana. 4SS has supported approximately half of all the charter schools in the state of Louisiana since 2008. Specifically, 4SS will provide accounting, financial management,

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human resources administration and data reporting services to the school leadership and the board consistent with the services received by dozens of other public charter schools in the state.

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

- a. Racial and socioeconomic demographics;*
- b. Percentage of special education students;*
- c. Percentage of English Learners; and*
- d. Percentage of homeless students*

The demographic data below is of the October 1, 2025 student count of Neville High School are represented in the chart below. The NCA has no intention of making any policy or provision to change the demographic makeup of Neville High School. The school will, as it always has, be a representation of the community that has built and supported the past, current and future students of Neville High School.

The 995 students of Neville High School for the previous 2024-25 school year breakdown to the following subgroup percentages:

Black students - 63.15 %; White students - 32.16%; Hispanic students - 20.0%; Asian students - 2.5%; and Hawaiian/Pacific Islander - 0.20%.

Female - 49.25% and Male - 50.75%.

Of the total number of students, roughly 10% or 104 students qualify as Students with Disabilities. An additional 165 students qualify to receive Gifted and Talented services also under the umbrella of Special Education.

Over the past few years, there has been significant growth in all those categories, especially those students with disabilities. The Special Education Department at Neville is understaffed and not able to adequately address the needs of these students. Currently, Neville does run a full inclusion program and two self-contained classrooms for students with additional needs. The current staffing for these students is simply not adequate to make meaningful gains for this subgroup.

The NCA will increase the number of both Special Education teachers and paraprofessionals to better meet the needs of these students.

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Fall 2024 & Spring 2025 LEAP 2025 Criterion-Referenced Test

Site Name	English I							
	Total Students Tested	Percent of Students at Each Achievement Level					Expected to Participate	Participation Rate
		A	M	B	AB	U		
LOUISIANA STATEWIDE	>=48880	11	33	25	18	14	50076	97.7%
CITY OF MONROE SCHOOL DISTRICT	>=560	4	25	29	25	17	591	95.6%
NEVILLE HIGH SCHOOL	>=240	6	32	28	19	15	259	95.4%

Site Name	English II							
	Total Students Tested	Percent of Students at Each Achievement Level					Expected to Participate	Participation Rate
		A	M	B	AB	U		
LOUISIANA STATEWIDE	>=47440	11	34	22	15	18	48366	98.2%
CITY OF MONROE SCHOOL DISTRICT	>=610	4	31	22	18	26	626	98.2%
NEVILLE HIGH SCHOOL	>=270	6	43	24	14	13	284	97.5%

Site Name	Geometry							
	Total Students Tested	Percent of Students at Each Achievement Level					Expected to Participate	Participation Rate
		A	M	B	AB	U		
LOUISIANA STATEWIDE	>=45630	6	24	27	29	14	46576	98.1%
CITY OF MONROE SCHOOL DISTRICT	>=370	3	21	30	34	12	377	99.2%
NEVILLE HIGH SCHOOL	>=180	6	26	36	25	8	185	100.0%

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Site Name	Biology							Expected to Participate	Participation Rate
	Total Students Tested	Percent of Students at Each Achievement Level							
		A	M	B	AB	U			
LOUISIANA STATEWIDE	>=47330	6	20	33	24	17	48269	98.1%	
CITY OF MONROE SCHOOL DISTRICT	>=400	<=1	9	28	33	28	413	98.1%	
NEVILLE HIGH SCHOOL	>=150	2	13	35	31	19	161	98.8%	

Site Name	U.S. History							
	Total Students Tested	Percent of Students at Each Achievement Level					Expected to Participate	Participation Rate
		A	M	B	AB	U		
LOUISIANA STATEWIDE	>=51790	7	18	29	17	29	52829	98.1%
CITY OF MONROE SCHOOL DISTRICT	>=520	4	13	29	21	33	533	97.7%
NEVILLE HIGH SCHOOL	>=260	7	17	34	16	27	269	98.5%

ESL Language Learners

During the past two school years, Neville has been honored to serve a diverse ESL population ranging in size from 18 to 25 students. Each year, an increase at mid-terms has been the pattern of enrollment for this population. At any given point, there are typically 5 – 6 different languages spoken with the majority of the students represented by Spanish and Arabic native language learners. We expect this trend to continue moving forward. Unfortunately, the single ESL teacher is only itinerant currently and therefore cannot meet the needs of this student subgroup. A full time ESL teacher and paraprofessional are needed to make sure these students understand classroom curriculum and content; that they complete all assignments and tests from their courses; and that their individual accommodations and modifications required by state law are met on a daily basis.

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Homeless Student Population

The number of students at Neville High School that qualify for assistance under the McKinney-Vento Act averages from between 10 - 15 students at any point in the year. As would be expected, this subgroup is transient at any given time. Identifying these students and families and ways to help meet their immediate and long-term needs would fall specifically to the administration of Neville and would be a major focus for the NCA Board as well. This particular subgroup would be one of the main focus points for the partnership with proven local providers who specialize in meeting the diverse needs of this subgroup of students.

In addition to Federal funds already earmarked to meet the needs of these students and families, the NCA will be allowed to create additional partnerships within the community to provide much needed additional resources to address the needs of this very specific group of students and parents.

8. Provide a narrative description of the way in which stakeholders in the intended community were engaged regarding the proposed charter school, the depth of support from community stakeholders, as well as any opposition to the school.

a. Description of the stakeholders engaged.

b. Strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs.

The stakeholders engaged in this submission include life-long residents of Monroe, parents of current or future Neville students, successful local business owners, graduates of Neville High School, previous or current Monroe City School Board members, and previous or current educators with direct experience educating the student body of Neville High School. Over the past year, multiple meetings with all stakeholders represented by the Neville community have given anyone the opportunity to talk and discuss the admission of this application prior to its submission.

Strategies used to solicit community and stakeholder input have included multiple open community meetings where NCA Board members were present and available for conversation in regard to this submission and the plan to improve the performance of Neville High School. The NCA has also utilized an interactive website designed specifically to spread accurate information and research supporting this application, all social media platforms and privately funded Podcasts explaining ways community members can be involved in this grass roots approach to increasing the performance of their neighborhood high school. Going forward, the NCA will continue to use previously listed methods to keep the community of Neville informed on the calendar and activities surrounding the conversion of Neville to a Type 3 charter school under a charter authorized by the Monroe City School Board.

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

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

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

As stated previously, the implementation of an overarching culture of accountability among administration, teachers, students, and parents will be driven by the state endorsed NIET model. By providing targeted and specific effective professional development programs for administrators, students and parents, the culture of Neville High School will be that of attainable excellence. Arbitrary high goals of performance sound great, but rarely leave their mark as intended. In order to meet said goals, all stakeholders must receive intentional support from their leaders and their peers. A cultural shift from “what is required” to “what is possible if we work together” will take time, perseverance and consistent leadership at every level. With the autonomy of a Type 3 charter, such a cultural shift is more manageable at the school-based level.

Teachers and leaders with increased autonomy to question and redirect where needed to meet the diverse needs of the students must be allowed to do so quickly and effectively. With a smaller thumbprint as a single school and not a large district, such change and adaptation will be possible in a proactive and streamlined approach.

With the ability to garner community support from business and industries tied closely to the community of Neville High School, the expansion of the JumpStart 2.0 initiative will allow students who are not college bound to be challenged and prepared to enter the workforce with business partners who have a stake in their employability and success once in those jobs for those individual businesses. Such business partnerships will allow a direct pipeline to information and technology that traditional public-school struggles to provide adequately.

. The NIET program was adopted by the state of Louisiana for all public schools for the 2024-25 school year. All over the state this past summer and fall, administrators and teachers at every school were involved in district sponsored professional development on the implementation of NIET. Additional professional development is already in the district's school calendar throughout the remainder of this school year.

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By converting to a single site Type 3 charter at this point, Neville High School will be able to target the professional development offered to Neville leaders and teachers directly to the school's specific and unique student body. With the NCA overseeing the development and offerings of professional development while working directly with local NIET trained personnel, our teachers and leaders will not be subjected to a one-size fits all approach but conversely to what skill sets, strategies, and curriculum augmentation that will produce the greatest results for the community of Neville High School.

With targeted assistance like this, the NCA and proven school-based leadership will be able to quickly identify what, if any, additional AP and DE enrollment courses would serve the specific students currently enrolled in Neville High School and what options are possible to make this happen quickly and in the most cost-efficient manner. While Monroe City Schools has recently passed a policy limiting the number of AP/DE classes students are able to take, NCA has included in the budget \$208,000 to provide funding for additional AP/DE classes that will be made available to the students. The more advanced course offerings increases the overall academic experience and strength of diploma for the student body of Neville Charter.

For those students in the JumpStart 2.0 programs, likewise, what certification classes can be offered either in person or on-line to increase the effectiveness of these programs to prepare our students to enter the workforce more prepared and at the highest competitive positions.

NIET has a 20-year track record that is research-based and data-tested that repeatedly shows measurable improvement when it is executed with authenticity and constant validity. By allowing Neville High School and the NCA to partner together and develop innovative ways to meet the specific needs of our students in real time, we are confident that the trajectory of Neville High School will far outpace other public high schools of similar size and demographics in the same time frame.

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

a. Provide evidence that the selected curriculum meets Louisiana grade progression and ultimately graduation requirements and sets students up to master Louisiana state standards.

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

c. If applicable: Provide a narrative description of the materials that will be used to teach other content that is critical to the mission/vision of the school if the school has a specific academic focus (Ex. STEM).

Under the direction of the NCA, Neville High School will continue with the Tier 1 curricula currently approved at the state level. However, as a Type 3 charter, our teachers and leaders will have more choice in how to augment said curriculum to additional scaffolding and instruction needed to close the achievement gaps between Neville's subgroups and to provide enrichment for our students who need curriculum that allows those students to experience productive academic struggle to foster their already advanced learning.

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English Language Arts (ELA) course curricula will follow the Louisiana Department of Education Tier 1 approved ELA Guidebooks with supplemental remediation and enrichment supported using the Lexia Learning Supports. This curricula aligns with Tier 1 Curricula for all state standards.

Mathematics course curricula will follow the Louisiana Department of Education Tier 1 approved Math Guidebooks with supplemental remediation and enrichment supported using IXL Learning Solutions. According to an August 2025 press release from IXL Corporate, students using the IXL program have shown consistent improvement in state assessments in all 50 states and the District of Columbia. Research shows that students using IXL as a part of the curriculum increased scoring up to 15 percentile points in mathematics and 17 percentile points in language arts.

Social Studies course curricula will follow Louisiana Department of Education approved DBQ Project and additional supplemental remediation and enrichment support using the IXL Learning Solutions. The social studies curriculum required for the LEAP 2025 test is currently transitioning from US History to Civics. NCA is currently researching the OpenStax textbook to support the Civics Interpretive Guide which has been released by the Louisiana Department of Education.

Science course curricula will follow Louisiana Department of Education curricula in current review but listed as “high quality” curricula “closely aligned with Louisiana State Standards in Science. The primary curricula will include inquiry-based HUB Biology and OpenSciEd Biology, Chemistry and Physics.

JumpStart 2.0 course curricula will be used with specific Louisiana State Department of Education approved pathways chosen by the students. Neville currently offers four JumpStart graduation pathways; Architecture and Construction, Manufacturing, Business Management, and Health. Current Industry-Based Credentials include:

- CITF Core
- CITF Carpentry Level I & II
- CITF Welding Level I & II
- Adobe Illustrator Professional
- Adobe In Design Professional
- Certified Patient Care Technician
- Customer Service
- BRAC Microenterprise Regional
- Ducks Unlimited Wetland Ecology and Management
- Autocad Certified User

- 11.** *Provide a detailed hybrid learning plan that includes the following:*
- a. Circumstances under which this plan would be implemented;*
 - b. A plan to acquire and disseminate technology to students;*
 - c. A plan to track and monitor attendance in a virtual setting;*
 - d. Identification of the Learning Management System (LMS) to be employed;*

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- e. A plan to provide training and technical support on the LMS to staff, families, and students; and*
- f. A plan to communicate with staff, families, and students virtually.*

In the event of prolonged school closure that would dictate all public schools returning to a hybrid learning environment similar to the spring and fall of 2020, the NCA would immediately move to use the parts of the procedures and implementation plan that worked well for the students of Neville High School. The school leadership would at the time confer with local health and safety experts for guidance. The creation of an Emergency Preparedness Board level committee will be formed in the summer of 2025 and additional planning surrounding this issue will be researched and plans will be put in place to meet what is a very unique and difficult scenario at best.

Currently all students of Neville High School are provided with Chromebooks for daily instructional use. The necessary technology and equipment to run a “virtual school” has been in place since the spring of 2020. The NCA would be able to continue to provide any additional needed technology to make sure all students were intellectually engaged whether in-person or on-line.

Using Google Classroom to instruct and assess student learning, the teachers of Neville would have the capability of keeping students engaged in effective learning virtually. By using teacher created videos and links to on-line programs readily available through several research-proven online platforms (i.e. Lexia Learning Systems, NWEA Measures of Academic Process, IXL Learning Skill lessons), the teachers and students would be connected according to the already established school calendar.

All teachers would monitor student attendance and engagement with daily lessons, videos, and project-based instruction. Formative assessments would continue to document the effectiveness of instruction and student engagement with the required curricula. Administrative personnel would be charged to monitor the on-line presence of all teachers as evidence of engaged instruction with the students of Neville High School.

Neville High School will continue to use the WebPams Student Information System currently in place in all Monroe City Schools. Continuity of student data would be vital to effectively monitor the trajectory of each student and the school as a whole. By using the same system as Monroe City Schools, the integrity of all the school’s historic data would remain intact and further the atmosphere of accountability with the local school board and the community as a whole.

NCA will continue all training and support of the LMS program for all staff, students, and parents. By continuing the use of the same program currently in place, most staff, students and parents have experience with said program and can easily access their student’s grades and attendance on a daily basis. For new staff, students, and parents “New User” training will be available on the school’s website along with a “Help Desk” component allowing for immediate assistance if needed.

The NCA will continue to communicate frequently and accurately with all the stakeholders of Neville High School. The current school website will be replaced with a more interactive model to make the transition easy for all stakeholders. By utilizing all available social media platforms, accurate

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and timely information can be quickly disseminated to all stakeholders at any time. The school will continue to use the REMIND platform to send mass texts, robocalls or emails to the Neville community but will also have the capacity to isolate information to subgroups of the community when needed.

With a commitment to total transparency, NCA will also operate their own individual website with easy access to school events, board meetings, board policies, board minutes, school performance indicators, and all other information directly connected to the success of Neville High School. Along with this the school will provide quarterly printed “State of the School” newsletters to be sent home with every student. “Family Nights” that will highlight student work will be held each semester on campus and will be student-led. The events will be planned and implemented by a school-based committee of students, faculty and administration.

12. *List and provide a detailed description of the charter school’s measurable academic goals aligned to LEAP 2025, ACT, and graduation rate (as applicable) reflecting where the school envisions itself academically for each of the first five years of operation taking into consideration the proposed student population, including:*

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

Established in 1931, Neville High School has a complete and accurate history of baseline data to monitor trends and equip school leadership to act in a proactive stance rather than a reactionary one. Using previous SPS and indicators tied to them, effective planning and preparation for the upcoming 2026-27 school year will begin in early spring 2026. School and stakeholder-based committees will be formed and tasked with developing the strategies needed to meet the comprehensive plan for school improvement.

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<p>Increase School Performance Score (SPS) by 1.5 points per year to 103.5 in 5 years</p>	<p>SPS score: 2023-24 = 96.0</p> <p>Year 1: = 97.5 Year 2: = 99.0 Year 3: = 100.5 Year 4: = 102.0 Year 5: = 103.5</p>
<p>LEAP 2025 Scores Spring 2025</p> <p>Total # of students who took LEAP 2025 - All Subjects scored 33% - Mastery & Above</p> <p>Increase % of students scoring Mastery & Above by 3% per year</p>	<p>Total # of students who took LEAP 2025 All Subjects scored</p> <p>2024-2025 - 33% - Mastery & Above</p> <p>2025-26 - 37% 2026-27 - 40 % 2027-28 - 43 % 2028-29 - 47% 2029-30 - 50%</p>
<p>Increase the percentage of students scoring a 3+ on Advance Placement (AP) exams by 1.2% per year (as needed by subject) to 63.7% in 5 years</p>	<p>Percentage of students scoring a 3+ AP exams:</p> <p>2023-24 Baseline Year = 57.8%</p> <p>Year 1: = 59.0 % Year 2: = 60.2% Year 3: = 61.3% Year 4: = 62.5% Year 5: = 63.7%</p>
<p>Increase average ACT score by 0.3 point per year to 21.1 over 5 years</p>	<p>Average ACT score:</p> <p>2023-24 School Year = 20.3</p> <p>2024-25 School Year = 19.6</p> <p>Year 1: = 19.9 Year 2: = 20.2 Year 3: = 20.5 Year 4: = 20.8 Year 5: = 21.1</p>

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Graduation/Promotion:	
Increase Graduation Rate by 0.3 point per year to 93.5%, over 5 years	2023-24 Baseline Year = 92.0% Year 1: = 92.3% Year 2: = 92.6% Year 3: = 92.9% Year 4: = 93.2% Year 5: = 93.5%
Teacher Retention:	
Certified Teacher Retention	
	Year 1: Baseline Year Year 2: Retention 70% Year 3: Retention 75% Year 4: Retention 80% Year 5: Retention 85%
Parent/Guardian Involvement:	
Parents/ guardians indicate satisfaction with NHS	Percentage of parents/guardians ranking 3 or higher on satisfaction survey (1-5 Likert scale with 5 showing greatest satisfaction): Year 1 mid-year: 50% Year 1 end of year: 70% Year 2 end of year: 75% Year 3 end of year: 80% Year 4 end of year: 85%

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Community Involvement:	
Community members and stakeholders indicate satisfaction with NHS	<p>Percentage of stakeholders ranking 3 or higher on satisfaction survey measuring overall satisfaction with the quality of school service (1-5 Likert scale with 5 showing greatest satisfaction):</p> <p>Year 1 midyear: >=50%</p> <p>Year 1 end of year: >= 80%</p> <p>Year 2 end of year:>= 85%</p> <p>Year 3 end of year:>= 85%</p> <p>Year 4 end of year:>=85%</p>

Neville High School will continue to collect and report all viable information needed to provide data that tracks overall and individual program performance. All such information as a Type 3 charter will be reported under the umbrella of Monroe City Schools directly to the Louisiana State Department of Education.

The school's administration will monitor closely the application of the new School Performance Score scale and the impact our new approach to daily instruction at NCS will have on such. The administration and Instructional Leadership Team will convene quarterly to conduct SWAT Analysis (Strength, Weakness, Opportunities and Threats Analysis) on the progress of our school's progress and develop a data-driven strategic plan to address each of the school's competency ratings.

In addition to the above mentioned, Neville will continue to track at the school level; PreACT test results; ACT test results; AP test results; DE course test results; National Merit Scholarship finalists and semi-finalists; JumpStart 2.0 certification completion results; ACT WorkKeys test results; Attendance Rates; Dropout rates; Cohort Graduation rates; Faculty Attendance and Retention rates; Financial information and all audit findings, if applicable; In and Out of School Suspension and Expulsion rates; School-related arrests and referrals to law enforcement; Class-size information; Student-to-Teacher ratios; Number of students with exceptionalities that are served by the school; Disaggregated school discipline referrals for all students and sub-groups; and any other data as requested by the Louisiana Department of Education.

Neville High School will continue to focus on TOPS University diploma pathways for those students who wish to attend state, regional, and or national 4-year universities. But as a core component of allowing all students to reach their own diverse goals, the school will also equally support the students who would choose career or vocational post-graduation pathways as their goal. In order to serve both pathways successfully, Neville will need to expose students in 9th grade to all the pathways available to them. By providing an early glimpse of what all pathways require, students are far more prepared to make the right choices to maximize all students' post-graduation life opportunities.

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

- a. Describe each assessment's purpose, design, format, and rationale for its selection;*
- b. If adopting or developing additional academic standards beyond state and authorizer standards, explain the types of standards (content area), the development process, and how these additional standards exceed the state and authorizer standards;*
- c. Provide exit standards that clearly set forth what students will know and be able to do.*
- d. Describe how the school will collect and analyze assessment results; and*
- e. Describe how instructional leaders and teachers will use the assessment data to inform programmatic and instructional planning decisions and adjust instruction, curricula, and professional development.*

Assessment	Purpose	Indicators	Schedule
LEAP 2025 or LEAP Connect (Summative)	Mastery Proficiency in English I & II, Algebra I, Geometry, US History (transitioning to Civics), Biology I	On-line LEAP Practice Tests	Follows Louisiana Dept. of Education Assessment Calendar (Fall & Spring testing windows)
NWEA Map (Diagnostic)	Progress monitoring of student skill sets relative to national norms and state standards in ELA, Math, & Science	Online data provided for each individual student	First week of school to set baseline data Spring semester prior to last grading period
IXL Learning (Diagnostic & Formative)	On-line remediation for all students in every grade in terms of literacy, math fluency and comprehension skills	Online data provided for each individual student	Continual application all year as assigned by content teachers
PreACT ACT (Summative)	To access student mastery of reading comprehension, math and science against national peer performance	Paper - based and/or on-line	PreACT - 9th grade ACT - 10th & 11th Fall & Spring Semesters
English Language Proficiency Test (ELPT) Diagnostic & Formative	Establish English proficiency of students identified as English Language Learners	On-line	Within first 3 weeks of school and Spring according to LA DOE Assessment Window

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English Language Assessments (Formative)	Assess for student achievement levels and gaps in learning	Paper - based and/or on-line	Daily classroom instruction with End of Unit Assessments aligned with curricula and Guidebooks
Mathematic Assessments (Formative)	Assess for student achievement levels and gaps in learning	Paper - based and/or on-line	Daily classroom instruction with End of Unit Assessments aligned with curricula and Guidebooks
Science inquiry HUB Biology & OpenSciEd Chemistry & Physics Assessments (Formative)	Assess for student achievement levels and gaps in learning	Paper - based and/or on-line	Daily classroom instruction End of each grading period
Social Studies DBQ and Mini-Q Projects (Formative)	Assess for student achievement levels and gaps in learning	Paper - based and/or on-line	Daily classroom instruction End of each grading period
Various Credential Exams (Summative)	Assess for student mastery of industry-related credential exams	On-line	Annual

Previously reported data from the Spring 2023 LEAP Performance scores show Neville's increasing negative trends in the area of obtaining Mastery level proficiency. For said time frame, only 33% of all students at Neville achieved Mastery or above in one or more of the summative assessments. Economically disadvantaged students fell behind with only <20% scoring Master proficiency on one or more exams. Regular education students performed somewhat better but only acquired 40% of those students achieving Mastery proficiency and the most underserved population were those students with disabilities only achieving 13% with Mastery or above proficiency.

The explanation for such negative performance trends are complicated and multifaceted. Some of the causes include, but are not limited to; alarming chronic absenteeism data, increasing numbers of teachers teaching outside of their certified area, increased need for the access to wraparound agencies to provide additional levels of emotional, physical and mental support outside the scope of the school environment, targeted professional development streamlined to singularly meet the needs of this one specific student cohort, and a more targeted approach of instructional strategies specifically designed to remediate and enhance the quality of the overall education at the school level. The NCA believes the ability to function as a Type 3 in the Monroe City School System will allow the school and board

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leadership to reverse the negative trends and give Neville's students an opportunity for unparalleled growth.

In line with best practices, Neville High School will use a well-blended program of both formative and summative assessments to evaluate student knowledge and skills. These assessments will be consistent and clearly monitor all subgroups of the student population. Teachers will use student's previous year's LEAP 2025 performance data, a Tier 1 diagnostic assessment aligned with the curriculum of the courses, and the NWEA MAPS assessment to establish student baseline and monitoring data in both the fall and spring of each year.

In addition to aforementioned assessments, teachers will be able to develop internally designed formative assessments such as quizzes, exams, projects, student and teacher created rubrics for projects, exit tickets, polls, discussions, debates, student self-reflection, and responses to discussion board based questions between students, classes and grades.

The data gathered from these assessments will be discussed during the 3rd Monday PD days where teachers from all over campus will gather along with the administration leadership to analyze what the students are or are not learning. The information provided by looking at this data will offer real time opportunities to make shifts needed to address any areas of concern. This data analysis will address curricula, instruction, budgeting, staffing, and the overall professional development plan for teacher and student success.

Following each 3rd Monday review, a short summary of the findings discussed will be presented to the NCA Board for their information and consideration. As the school year ends, all this combined data will be the skeleton for the comprehensive master school plan for the coming year. A clear but yet concise overall evaluation of the effectiveness of the school itself that will provide clear purpose and expectations when decisions are being made for the upcoming school year.

14. *Discuss the school's plans for identifying and successfully serving students with disabilities (SWDs), English language learners (ELs), students who are academically behind, and students who are academically advanced in order to comply with applicable laws and regulations.*

Neville's experienced school leadership is well prepared to identify and successfully serve students with disabilities, English Language Learners and all students in need of RTI / MTSS. An established School-Based Leadership Committee will use nationally recognized screeners, teacher observations and feedback from the parents and students to support the school's uniquely diverse population. Historically, almost all students with such needs have been identified previously in their educational history whether in elementary or middle school settings. However, NCA is aware that every student must be met appropriately and adequately to attain their best success. NCA will seek to contract with the Special Education and Diagnostic Personnel at the Monroe City School System in order to comply with and meet all applicable laws and regulations.

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15. *Describe approach to student discipline, behavior intervention, and classroom management. Highlight key policies, systems, and structure related to these areas, including:*

- a. Describe how the school will communicate its approach and related policies to students and families;*
- b. Explain interventions and consequences the school will use as alternatives to exclusionary discipline;*
- c. Explain disciplinary policies and procedures for all students, including students with exceptionalities, that incorporate research-based discipline practices, in accordance with R.S. 17.252;*
- d. The system the school will use to monitor the suspension and expulsion and the approach that will be taken if data suggests disproportionate or over-identification of any sub group; and*
- e. The supervision plan for the alternate setting of suspended/expelled students*

The NCA and experienced school leadership will follow all related district policies in Neville's approach to student discipline, behavior intervention, and classroom management. Neville's approach will begin with creating a safe, orderly school climate that models the Positive Behavior Interventions and Supports (PBIS) model. Creating an environment of educational engagement for all students regardless of their performance level will diminish the occurrence and regularity of negative behaviors.

A Student Handbook will be posted on the school's website and a printed version of said handbook will be provided at the request of any student or parent. Any ESL student or parent will be provided with the Student Handbook in their native language as a part of the overall ELL program. The handbook will clearly lay out the responsibilities of the student in their role as a productive member of the Neville community. All policies and procedures will follow all applicable state policies and law in regards to student behavior on a school campus.

The current WebPams or student information system allows for the collection and analysis of such data including but not limited to Positive Behavior Incentive System components, as well as all minor and major referrals or reprimands received by the students.

The school principals will be tasked to track all discipline data and create a responsive approach for any disturbing trends among the student body and its subgroups. All principals will ensure that every student is treated fairly and equitably. Neville will meet all requirements and best practices for those students covered under Section 504 of the Rehabilitation Act, the IDEA, and students with disabilities.

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

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

- a. How the school will build strong family-school partnerships to engage parents/guardians throughout the life of the charter and*
- b. Formalized mechanisms to ensure parents/guardians and the community are involved in decision making and have opportunities to provide regular feedback to the school leader and charter board.*

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Once the school faculty for the fall of 2026 has been established, the creation of a school based Collaborative Council will serve an important role in the day-to-day leadership of the school. Such a council made up of teachers, staff, administration, community members and parents will meet monthly to specifically analyze real time student data. This group will be tasked at using data to recognize emerging trends and be the first line in developing action plans needed to support or correct data-based trends at the school level. This committee will focus on both quantitative and qualitative data representing academics, attendance, and discipline sectors of the school as a whole.

NCA will hold monthly board meetings on the first Tuesday of every month at 6:30 pm beginning the month on the school campus following the approval of the Type 3 charter. The NCA will also create several sub-committees to build strong family-school partnerships and engage a wide variety of stakeholders at the school level. These committees will include, but not be limited to; Finance Committee, Academic Affairs Committee, and Student Life Committee.

Appendix 3: Provide a draft Grievance Policy.

17. Provide a clear description of the roles and responsibilities for the governing board, school's leadership, management team, and any other entities. If the charter board intends to contract or partner with an entity for management or educational service provider (ESP), complete the ESP addendum.

The Board of Directors shall have the power and duty to:

Oversee at the policy level the quality of teaching and learning;

Approve budgets;

Hire the independent financial auditor; review and approve audited financial results and management letters;

Appoint and evaluate the School Leader;

Approve the School Leader's goals and support the School Leader in the conduct of the duties necessary to fulfill the mission of the School;

Approve any changes to the School's mission and goals;

Participate in strategic planning and approve any changes to the School's strategic plan;

Be an advocate for the School and promote a positive image for the School in the community at large;

Periodically assess its own effectiveness;

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Orient and onboard new Directors to the mission, organization and academic model of the School;

Take other actions as necessary or appropriate to fulfill its responsibilities as set forth in its Bylaws.

The Principal (also referred to as School Leader in this application) reports directly to the Board of Directors and is responsible for the school's educational and operational performance. They oversee the Director of Operation, Assistant Principal of Academics, Controller, Lead Guidance Counselor, and Dean of Culture.

The Director of Operations is responsible for Information Technology, Transportation, Custodial, Maintenance and Security, and Foodservice. They are also responsible for the School's administrative staff, and outsourced student data management and human resources administration support.

The Assistant Principal of Academics is responsible for Special Education and each of the four grade-level Assistant Principals, to whom the teachers report. These grade-level Assistant Principals are a new addition to the existing staff of Neville, and will be charged with providing instructional coaching, professional development and general academic support so that NCA will be able to meet its ambitious yet achievable academic goals.

The Controller is responsible for the financial affairs of NCA, with support from 4th Sector Solutions as outlined in Question 36 below.

The Lead Guidance Counselor is responsible for both career and college guidance, so that all students graduate from Neville career- or college-ready, and on a path to make a meaningful contribution to society in their lifetime.

The Dean of Culture is responsible for maintaining a positive learning environment throughout the School and enforcing the School's discipline and behavior management policies and procedures.

4th Sector Solutions (4SS) is highly qualified to provide accounting, financial management, human resources and data compliance reporting to Neville. 4SS's unique qualifications include its long experience with charter school and in non-profit finance nationally, its leadership, and its flexibility to tailor solutions to its clients' unique needs. 4th Sector Solutions has been providing specialized finance,

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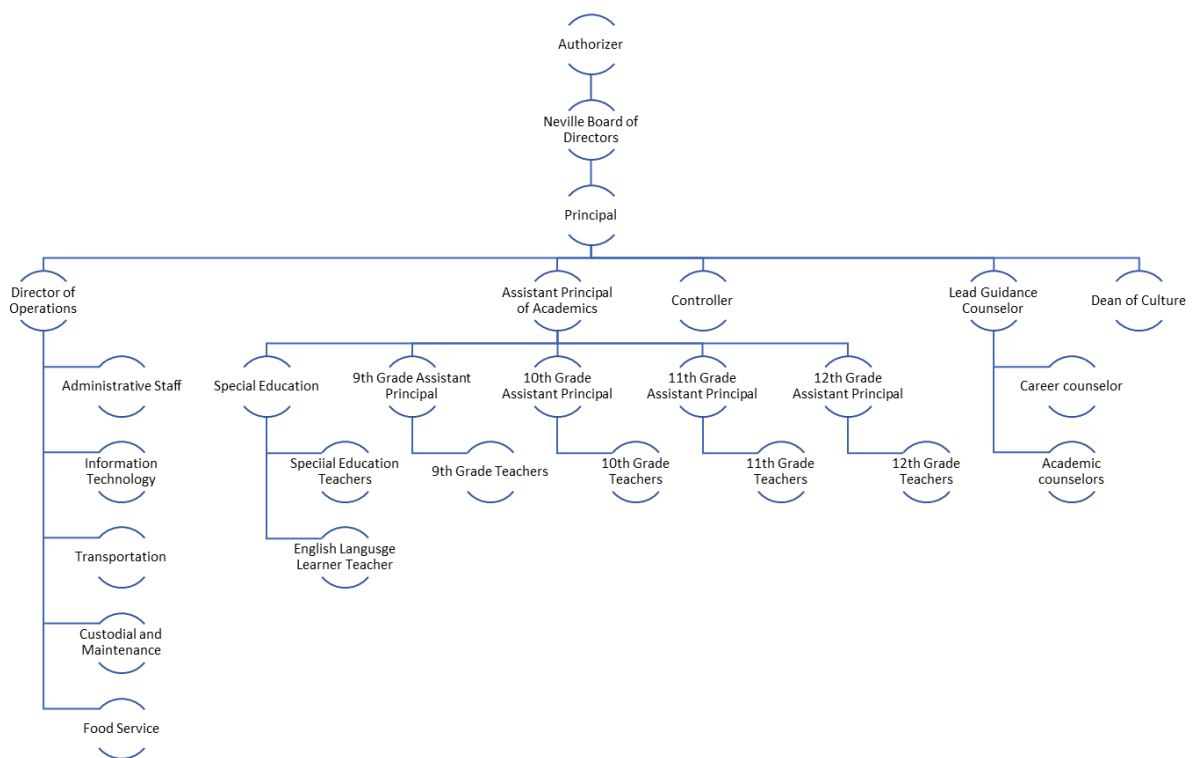
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accounting, human resources and other services to charter schools across Louisiana for the past 15 years. Its responsibilities are outlined more specifically in Questions 32 and 36 below.

There will be no Educational Service Provider (ESP).

18. *Provide a narrative explaining the organization's lines of reporting and accountability, the rationale of how this structure supports the proposed school model, and the roles of any contracted management partner organizations.*

The organizational chart below shows the lines of reporting and accountability for the School.



This structure effectively builds on the existing structure at Neville, but adds several new positions that will enable NCA to achieve its academic, organizational and financial goals. Specifically:

- The Director of Operations will ensure the School achieves operational excellence to support the academic and financial goals.
- The grade-level Assistant Principals add a layer of academic coaching and supervision that will drive even stronger academic results for the School.

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- The Controller will collaborate with 4th Sector Solutions to ensure strong financial performance and timely and accurate financial reporting that will enable NCA to meet its financial goals.
- The Career Counselor will ensure the success of the School's CTE program and ensure Neville students who do not plan to enroll in college to graduate career-ready.

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

The student to teacher ratio for Neville High School is 12 : 1. The ratio of total adults on campus to students for the school is 9:1 with additional personnel.

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

The school principal will be responsible for overseeing teacher changes or turnovers. Each year during the first week of February, a form will be distributed to each certified employee indicating whether they wish to return to work at Neville High School in the upcoming fall. Preliminary information will be gathered at this time to plan for any such vacancies. A Job Fair will be held at the school during the month of March annually with a time and place to be determined at a later date. At such time, the school principal and leadership team will set and execute interviews with prospective employees. It will be the goal to have a complete faculty roster formed no later than the first week of June prior to the school's fall opening.

Every employee and all volunteers who work with students outside of the presence of a school official will undergo fingerprinting and a state criminal background check in compliance with state and charter school law. The Operations Director will maintain these records in confidential personnel files.

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

The school principal will be empowered to oversee the hiring and firing process for all school level employees. Each employee must meet all qualifications and certifications as dictated by the Louisiana State Department of Education. All employees, both certified and non-certified, must undergo a strenuous background check which includes submitting for fingerprinting at the appropriate legal enforcement office. The school Principal will provide a comprehensive report of all current employees of Neville High School and any changes to the NCA board on a monthly basis.

Exit interviews will be conducted for any staff who voluntarily resign so that the School will be able to track reasons for voluntary turnover and address any controllable causes of turnover. In the

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event of a need for an employee dismissal, the chair of the NCA board will be notified no less than 24 hours of said dismissal by the school principal.

Appendix 4: Provide the resume for every member of the proposed school leadership team. Provide a table for each member that includes their name, proposed role, expertise, and bullet-point rationale. Please note all information provided in the resume are subject to the Louisiana Public Records law.

22. Provide the board member roster including each person's role, a brief description of major responsibilities, and their expertise area (academics, finances, legal issues, management and operations, and/or community relations).

The NCA board comprises volunteers who have strong connections to Neville High School, who represent the community, and who possess the experience and skills required for NCA to open and operate Neville as a charter school successfully over the long term.

Stewart Shelby (Neville class of 1994). Stewart is a local business owner and a business development manager for a managed services IT firm in Monroe. He is the founder and lead broadcaster of the Neville Tiger Network. He graduated from the University of Louisiana Monroe with a B.B.A. in 2005.

As Board Chair, Mr. Shelby chairs the monthly open public board meetings, ensures NCA complies with all applicable laws and regulations and its own Bylaws, and generally leads the board's governance role with respect to the public charter school.

Robert Lane (Neville class of 2003). Robert was a Parade All-American high school football player and a four year letterman at the University of Mississippi, from which he graduated in 2008. He works in the insurance industry and is the owner and President of Green Oil Company in Marion, LA. He is a board member of Marion State Bank.

Jason Ewing. Jason is the business owner of The Mosquito Authority in north Louisiana. He previously worked for Centurylink in Monroe from 2001-2016. He attended Louisiana Tech University.

Susan Weaver (Neville class of 1969). Susan earned an Associate's degree from Louisiana Tech in 1972 and was co-owner of James Machine Works LLC since 1999, and became the principal owner in 2015.

Nerissa Bryant graduated from Louisiana Tech in 1969 with a Bachelor's in education, and earned a Master's in education in 1973 from Northeast Louisiana University. She was a teacher from 1971-1997 and served as a member of the Monroe City School Board from 1987-1988. She later worked in the publishing industry and has authored English and Math work texts for the Steck-Vaughn Publishing Company.

Bret Sanders earned a Bachelor's degree in Biology from Dillard University and a Doctor of Dental Medicine from Washington University in St. Louis School of Dentistry. He opened his dental practice in Monroe in 1993. He has also served as Assistant Coach of Neville High School's soccer team.

Travis Chatman is an experienced educator with a MA in adult education from Northwestern State University and will assist in overseeing our Special Education programs.

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Board Member Expertise					
Name	Education	Organizational Operations	Community Develop- ment	Finance	Law
Stewart Shelby		x	x		
Robert Lane			x	x	
Jason Ewing			x	x	
Susan Weaver	x	x			
Nerissa Bryant	x	x			
Bret Sanders			x	x	
Travis Chatman	x				

The Board is actively recruiting an additional 1-3 members from the community and will have an attorney present at all meetings prior to adding a board member with legal experience.

As Board Chair, Mr. Shelby chairs the monthly open public board meetings, ensures NCA complies with all applicable laws and regulations and its own Bylaws, and generally leads the board's governance role with respect to the public charter school.

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

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

There are no existing relationships that could pose an actual or perceived conflict of interest if this application is approved. HCA has a Conflict of Interest Policy that (i) defines a conflict of interest, (ii) requires board members to disclose and actual or possible conflicts of interest, (iii) specifies the procedures for addressing a conflict of interest, (iv) responsive actions to a conflict of interest, (v) how

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to record conflict of interest proceedings, (vi) requires board members annually to certify that they have read, understand and agree to comply with the policy, and (vii) provides for periodic review of the policy.

The board training calendar is Question 29 below includes annual training on the Ethics Code of the Louisiana Board of Ethics.

24. *Describe the process to effectively demonstrate that board members understand that a charter board is a governing board. Name the safeguards that will be in place to prevent the charter board from being too involved in the day-to-day management operations. Describe the governance structure and duties of the charter board. Describe any committees, advisory bodies, or councils and their roles and responsibilities. Explain how the proposed structure will ensure accessibility to staff, community, and families.*

NCA board meetings will comply with the Louisiana Open Meetings Law and will be properly noticed. Meetings will be held on school property and will be accessible. All meeting agenda will include opportunities for public comment, The meeting schedule, agendas, and previous meeting minutes will be posted on the school's website.

The NCA board will empower its school leader and school leadership team to manage the day-to-day operation of Neville High School, it will restrict its activities to governance, including the following:

- Set performance goals for the school.
- Hire the school leader and monitor their performance.
- Approve the annual operating budget.
- Approve the Financial Policies and Procedures Manual (FPP).
- Approve large expenditures as specified in the FPP.
- Hire the independent financial auditor.
- Participate on committees and in board training activities and retreats.
- Attend board meetings.
- Complete annual board self-assessments

In addition to self-assessments that will include a reflection on the board's maintenance of its governance role, the board will have an annual retreat facilitated by LAPCS in which the topic of governance vs. management is explicitly addressed.

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The NCA Bylaws define the role of the board officers and committees as follows:

The Chair of the Board. The Chair shall oversee and conduct the Corporation's business and affairs. Said person is empowered to appoint committees as herein provided and shall, ex-officio, be a member of all such committees. The Chair may sign, execute and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts and other instruments, except in cases where such signing, execution or delivery thereof shall be expressly otherwise delegated by the Board of Directors, by these Bylaws or by law, and, in general, shall perform all duties incident to the office of Chair and such other duties which may from time to time be assigned to him by these Bylaws or by the Board of Directors.

The Secretary. The Secretary shall keep an accurate record of all minutes of meetings of the Board. The Secretary shall be custodian of the seal of the Corporation and shall affix the seal to all such documents as may be required. He/she has the authority to give notice of all meetings of the directors in accordance with the provisions of these Bylaws, and shall keep copies of these Bylaws available for inspection by the Board. In general, he/she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him/her by these Bylaws, the Board of Directors or the Chair of the Board.

The Treasurer. The Treasurer shall oversee the collection of all monies payable to the Corporation and the disbursement of all funds. The accounts of the Corporation shall be open at all times to the inspection of any member of the Board of Directors. In general, the Treasurer shall perform all the duties incident to the office of Treasurer and such other duties as may from time to time be assigned to him by these Bylaws, the Board of Directors or the Chair of the Board.

Special Committees. There may be such special or ad hoc committees as the Board of Directors may from time to time establish for the discharge of particular duties.

Standing Committees. There shall be the standing committees of the Board specified in this Article. Members of standing committees shall be appointed by the Chair of the Board, after consultation with the Board, annually at or following the annual meeting of the Board of Directors. Except as provided in these Bylaws, the Chair of the Board shall be an ex-officio member of all standing committees, and each standing committee shall include at least two additional trustees. Except where otherwise provided in this Article, additional members, including persons who are not on the Board of Directors, may be appointed. The Chairperson of each standing committee shall be a member of the Board of Directors. If the Chair of a committee is unable to attend a meeting, he or she shall appoint another member of the committee to serve as acting Chair during such a meeting. In the event that the Chair of a committee resigns or is permanently or indefinitely unable to serve, then the Chair of the Board shall appoint a replacement.

Academic Affairs. The Academic Affairs Committee is responsible for the continuous study of the overall and long-term educational programs of the Corporation. It reviews new programs and recommends programmatic changes. It conducts periodic reviews and evaluations of the policies of the

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Corporation to ensure that the Corporation's mission is being met and that the goals are being achieved. This committee recommends policies to the Board for maintaining qualified and competent faculty, high academic standards, and sound instructional practices.

Finance Committee. Financial accountability and future stability are the major objectives of this committee which is responsible for evaluating and for making recommendations to the Board of Trustees on budgets, audited financial statements, management letters, balance sheets, investments, and any other financial matters relevant to the continued fiscal health and growth of the Corporation.

25. List and provide a detailed description of the charter school's measurable organizational and financial goals for each of the first five years of operation.

NCA's organizational and financial goals are aligned with the Louisiana Charter School Performance Compact. These goals include:

Organizational

- NCA will enroll and serve all students through prioritizing equity in its enrollment and discipline policies and procedures. Specifically:
 - Maintain an appropriate percentage of economically disadvantaged and students with disabilities,
 - Re-enroll at least 80% of students entering grades 10, 11 and 12.
 - Maintain a suspension rate below the national average.
- NCA's special student populations will receive the services and supports they need to ensure academic success in accordance with applicable law and policy. Specifically:
 - Greater than 63.5% of students with IEPs are served in a regular classroom 80% or more of the school day,
 - NCA is not identified as "Urgent Intervention Required" for any subgroup.
 - NCA will remain in full compliance with all state and federal requirements regarding services for students with IEPs, IAPs, and LEP plans.
- NCA will enroll and serve all students through prioritizing equity in its enrollment and discipline policies and procedures. Specifically:
 - NCA will be non-discriminatory and remain in full compliance with admissions, discipline, attendance and truancy laws and policies.
 - NCA will be non-discriminatory and remain in full compliance with laws and policies related to students with disabilities.
- NCA will responsibly follow all laws, policies and contractual obligations. Specifically:
 - Full compliance with open meetings laws, fire and safety laws, and board structure requirements.
 - Full compliance with Louisiana Code of Governmental Ethics.

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- No violations of legal or contractual obligations including but not limited to background checks, student safety, and student transportation.
- No intentional violations of required test procedures.

Financial

- NCA will demonstrate strong financial practices resulting in financially viable and responsibly maintained operations. Specifically:
 - Achieve highest possible rating on “no action” on each Fiscal Risk Assessment.
 - Receive unqualified opinion and have no consecutive or material findings on any annual independent financial audit.
 - No misuse of funds or fraud.
- NCA will achieve the following metrics:
 - Current ratio of at least 1.1 every month for all years.
 - Days cash on hand of at least:
 - 30 at end of year 1.
 - 60 at end of years 2-5.
 - Reserves as a % of revenue equal to 2% at the end of years 1-2 and 5% at the end of years 3-5.
 - NCA does not plan to borrow funds or take on any debt

NCA board meetings will comply with the Louisiana Open Meetings Law and will be properly noticed. Meetings will be held on school property and will be accessible. All meeting agendas will include opportunities for public comment. The meeting schedule, agendas, and previous meeting minutes will be posted on the school’s website.

26. *Explain how the board will monitor the academic, organizational and financial goals stated within the application, including actions that will be employed if the school is trending toward not meeting goals.*

The NCA board will monitor Neville’s academic, organizational, and financial goals through monthly board meeting reports from the school leader, and leadership team, and financial manager.

Academic outcomes will be measured against the academic goals set forth above. The board will also monitor enrollment by grade, attendance, and faculty and staff turnover on a monthly basis.

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The board Finance Committee will meet a week in advance of the monthly board meeting to receive a detailed report of budget vs. actual revenues and expenditures, forecasted revenues and expenditures for the fiscal year, the balance sheet, and key financial metrics such as current ratio, days cash on hand, and reserves. These Finance Committee meetings will also comply with open meetings laws.

Based on the recommendation of the Finance Committee, the board approves the annual budget, hires the independent financial auditor, and receives the independent audit report.

In the event NCA's academic, organizational or financial performance does not meet expectations, the board may form a subcommittee to support the leadership team in addressing the potential or actual deficiency, and/or retain an independent expert to assist in the appropriate development and implementation of an action plan.

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

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

The board will evaluate the school leader annually using the LDOE-approved Leader Evaluation Rubric (released April 2024) available at [Final Louisiana Leader Evaluation Handbook Summer 2024.docx \(louisianabelieves.com\)](#). The rubric domains and indicators include the following:

- School Mission, Vision & Strategic Goal Setting
 - Goal setting and monitoring
 - Communication of mission, vision and goals
 - ExpectTheations
- Instructional Leadership
 - Curriculum and assessment
 - Teacher effectiveness
 - Meeting student needs
 - Instructional focus
- Capacity Building
 - Reflective practices
 - Leadership development
 - Collaboration practices
 - Continuous improvement
- School & Community Environment
 - School atmosphere
 - Community engagement

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- Disciplines
- Access to high-quality education
- Responsiveness to stakeholders
- Professionalism & Integrity
 - Professional norms
 - Professional behavior
 - Policy
- School Operations/Management
 - Administrative Operations
 - Fiscal and physical management

The board will seek to ensure the school leader achieves Exemplary descriptors on all of these dimensions consistent with the rubric.

Specific metrics for evaluation on an annual basis are aligned with the SPS score components shown below. The NCA board fully expects the school to maintain an A rating each year and qualify for the maximum charter renewal term.

High School Student Achievement Data Component	
SCHOOL PERFORMANCE SCORE (SPS)	
Assessment Index	Overall
	ELA (English I and II) Assessment Index
	Math (Algebra/Geometry) Assessment Index
	Biology Assessment Index
	U.S. History Assessment Index
	% Mastery and Above ELA
	% Mastery and Above Math
Progress Index	Overall
	ELA Progress Index
	Math Progress Index
Interests and Opportunities	Overall
ACT Index	Average ACT Composite
	Average ACT Index
Graduation Rate	4-year cohort graduation rate
Strength of Diploma	% of graduates earning Advanced or Basic credentials
	% of graduates earning Advanced credentials
	Average Strength of Diploma Index

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The board will also provide informal monthly feedback to the school leader during its board meetings, at which the meeting agenda will include a school leader report that will include data with respect to these measures.

If any indicators suggest that the school may be at risk of not meeting performance expectations, the board will engage in a verbal conversation about the issue, followed by a verbal conversation with a written summary, then a written performance plan with dates for expected improvement. The board may also support the School Leader's performance improvement by providing leadership coaching and/or specialty consultants in any area of deficiency.

28. *Describe the management and accounting practices to be employed for financial planning, accounting, purchasing, and payroll that the school and board will utilize. Explain how these plans will sustain the financial health of the organization and ensure legal compliance with any requirements (including audits) and restrictions for the use of public funds, including:*

a. Identifying how the board will monitor the school's financial position and

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

The board plans to employ best practices in Louisiana charter school financial management and accounting by working with 4th Sector Solutions, the leading provider of charter school back-office services in the state.

The annual budgeting process for the school will include detailed revenue, personnel and non-personnel expense assumptions at the level of each individual person and vendor or contractor. The budget model will include a rolling five-year projection such that all financial decisions are made in the context of their long-term impact. The budget process will also include the solicitation of stakeholder input, and the required public posting of the budget prior to the board's adoption.

Accounting for the school's activities will be the responsibility of 4th Sector's financial manager, who will work closely with the school's Director of Operations. The accounting platform will be Sage Intacct, which will automatically generate financial reports that are consistent with the LAUGH guide and the Louisiana Annual Financial Report (AFR) template.

The school also plans to use the Procurify platform for electronic purchasing approvals and purchase order generation, and Bill.com for payment approvals and payments. The planned HRIS platform is Paycom, which includes modules for application tracking, payroll and performance management. 4th Sector has successfully implemented these platforms successfully in other Louisiana public charter schools.

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The board will also adopt a Financial Policies and Procedures (FPP) manual based on the recommendations of 4th Sector Solutions (based on best practices of Louisiana charter schools) and the board's finance committee.

The board's Finance Committee will conduct an RFP for an independent financial auditor with experience auditing other Louisiana charter schools. The committee will participate in the pre-audit planning process prior to the commencement of the annual audit, the results of which will be presented to the full board each fall. The audit process will include a single audit in the event the school receives more than \$750,000 in federal funds.

NCA will also comply with public bidding laws with respect to capital projects that meet the public bidding threshold.

These financial systems, procedures and plans will ensure the school expends public funds prudently and operates a sustainable budget over both the short and long term.

The Finance Committee and board will receive the monthly financial report presented by the financial manager. The report includes a statement of activities that includes actual vs. budgeted revenues and expenditures, a forecast of revenue and expenditures for the full year, a balance sheet, and a summary of key financial ratios (including current ratio, days cash on hand, debt to asset ratio, and operating reserves. This information will also be accessible by the finance committee in real time.

The FPP includes detailed systems, procedures, and thresholds for all financial commitments, including segregation of duties. All purchases will be made through the Procurify platform, ensuring the school has real-time information on budget availability and encumbrances. The school will ensure segregation of duties such that different people are responsible for initiating a transaction, approving a transaction, and paying for a transaction. The school will not control any changes of financial information for vendors and contractors (they will be responsible for entering that information into Bill.com), so there will be no risk of fraudulent vendor account changes. These controls, in addition to real-time reporting on key financial metrics, frequent financial re-forecasting, and the maintenance of a long-term financial model, will ensure the short- and long-term viability of NCA.

29. *Describe the plan for the training and development of new members and continuing members.*

New board members will be on-boarded with a package of information that includes this charter school application, the Bylaws, and the Louisiana charter school laws (and legal handbook shared by LAPCS). They will also be paired with a mentor board member, who will be responsible for individually working with the new board member to ensure they are effective in their role.

The board training calendar included below will allow for a period of board training as part of each monthly board meeting agenda. Board members will also be encouraged to attend LAPCS-sponsored training courses such as the Bottom Line, the annual LAPCS conference in December, and the National Charter School Conference in the summer.

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Annual Board Training Schedule		
Meeting	Topic	Trainer
January	Charter school law Includes review of Ethics Code of Louisiana Board of Ethics	Adams & Reese
February	Charter school performance framework; Report card	LAPCS
March	Budgeting	4th Sector Solutions
April	Board governance training manual - part 1	4th Sector Solutions
May	Special education regulations, policies & compliance	TBD
June	Annual board retreat and self-assessment	LAPCS
July	HR and employment law	4th Sector Solutions
August	School discipline policies and procedures	TBD
September	Competitive Grants	TBD
October	Independent financial audit presentation	Auditor
November	Board governance training manual - part 2	4th Sector Solutions
December	Federal programs	TBD

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

The board will meet monthly at the school on the first Tuesday of each month at 6:30 pm. A designated location will be decided at a later date. The agenda for each meeting will be noticed publicly in accordance with the Open Meetings policies and laws as mandated by applicable law. All board and committee meeting agendas and minutes will be posted on the school's website, along with the NCA's budgets, audit reports, and Form 990.

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

Financial Plan and Capacity Operational Management and Leadership

31. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in the areas of: staffing, professional development, performance management, general operations, and facilities management.

NCA's plan to convert Neville High School to a Type 3 charter includes a plan to retain all of the existing school leadership team members, including Principal Karari Hanks, in a role not less than their current role. So the School will continue to operate at its current level at a minimum. The new positions – including Director of Operations, grade-level Assistant Principals, Controller and Career Counselor – will be recruited both from within Neville or from the community.

As 75% of the current faculty voted in favor of the Type 3 conversion in a secret ballot on October 22, 2024, NCA anticipates the vast majority of the current faculty to return to Neville and additional staffing needs to be minimal.

The School will seek to participate in professional development provided by Monroe City Schools, but has also budgeted \$75,000 per year for supplemental professional development for all staff.

The NCA board includes several members with extensive corporate experience who are well-suited to provide performance management oversight of the School.

NCA plans to ensure it is an excellent steward of the Neville High School facility, and has budgeted appropriately to ensure there is sufficient funding not only to maintain the current plant, but to make improvements over time to reflect the extraordinary place the School has in the community.

4th Sector Solutions also has extensive start-up and operational resources to supplement or backfill any deficiencies the School might have with respect to general operations. Its team includes Joe Neary, a former Chief Operating Officer of a charter school network in New Orleans and Kevin Cox VP of Finance at 4th Sector. Mr. Cox is a CPA with 10 years experience working with 4th Sector

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and charter schools in Louisiana. Mr. Neary has been involved in the preparation of this application over the past six months

32. *Describe how the school will manage its non-academic services once it opens and who will be responsible for overseeing which operational aspects of the school, including transportation, food services, facilities, purchasing processes, student records and school safety. State specifically how transportation will be designed to meet the needs of the special population subgroup (economically disadvantaged students and students with disabilities). **You may use a table if applicable.***

The following table summarizes the management of NCA's no-academic services.

Service	Responsible Staff	Description
Transportation	Director of Operations	Neville Charter High School will either contract with Monroe City Schools or lease buses and employee bus drivers to provide transportation to students (including economically disadvantaged students) requesting home to school transportation. These buses will also provide transportation for sports teams, clubs and exploratory field trips. Accessible buses will be used for students with disabilities.
Food Services	Director of Operations	The School plans to employ the cafeteria staff, supervisor, cooks, and staff and operate under the School Food Authority "SFA" of the Monroe City School District. If that is not possible the School will apply to be its own SFA and self-operate food service under the direction of the Director of Operations with support from School Food Solutions L3C, a third party support organization for SFAs in Louisiana and across the United States.
Facilities	Director of operations	The custodial/maintenance team will likely be employees of the school managed by the Director of Operations. More extensive maintenance and repairs will be contracted to licensed professionals with the qualifications necessary to complete the work. Depending on the cost of the maintenance multiple bids will be collected or an RFP will be released to select the appropriate maintenance partner.

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Financial Accounting and Purchasing	Controller	The School will contract with 4th Sector Solutions (4SS) to provide financial accounting and purchasing services. 4th Sector has extensive experience with charter schools across the country and in Louisiana. Founded in 2007 4th Sector opened its first Louisiana office in Baton Rouge in 2008.
Student Compliance Reporting	Director of Operations	The School will collect student data (in its School Information System, to be agreed with Monroe City Schools) and maintain it securely and report it to the Monroe City School system for reporting to the Louisiana Department of Education. They will also contract with 4th Sector Solutions to audit and support the collection and maintenance of the information.
School Safety and Security	Principal	Safety and security is a priority and managed by the principal. Additionally, the school will contract with off duty police officers to provide security during and after hours at sporting events and activities.
Human Resources	Director of Operations	The School will contract with 4th Sector Solutions to provide human resources compliance and payroll. School leadership including the Principal, Director of Operations and Assistant Principals will recruit and support the development of the academic and non-academic staff.
Legal Services	Director of Operations	The School will contract with Adams & Reese to provide legal advice and address any legal issue that arise in the operating of the School. Adams & Reese is a leading law firm representing dozens of Louisiana public charter schools.
Risk Management/Mitigation	Director of Operations	The Director of Operations will be responsible for contracting for or self-performing risk assessments relating to the facility, operations and staff behaviors that could result in claims by employees, students, guardians, and contractors. Additionally, the Director of Operations will contract for training and professional development based on the risk assessments.
Information Technology	Director of Operations	Supervised by the Director of Operations the School will contract with a Managed Service provider to provide the following services:

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		<ul style="list-style-type: none"> • Network Management: Monitoring and maintaining IT networks to ensure they run smoothly and securely. Data Backup and Recovery: Implementing backup solutions and disaster recovery plans to protect data. • Security Services: Providing cybersecurity measures, including firewalls, antivirus, and intrusion detection. • Cloud Services: Assisting with cloud storage, computing, and management. • Help Desk Support: Offering technical support and troubleshooting for users. • IT Consulting: Providing strategic advice on technology investments and IT infrastructure. • Compliance Management: Helping businesses comply with industry regulations regarding data protection and IT governance.
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33. *Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, outreach for families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.*

The NCA seeks to make no change to the currently applied admission requirements of the Monroe City School System. Our main goal is to reinstate and significantly improve the level of excellence our community has come to expect of Neville High School. In the event of a declining student population, the second admission option would allow any high school student within Monroe City Schools to apply under a random lottery drawing system. If after both the aforementioned admissions does not allow the charter to operate with at least the minimum required number of students for solely budgetary purposes a random lottery could be held for students outside the Monroe City School district and include but not be limited to Ouachita Parish and surrounding parishes in north Louisiana. However, based on the commitment garnered during the research and development of this application, the NCA is confident that neither Level 2 or 3 admissions will be required to fully complete the maximum enrollment of Neville.

34. *Provide a detailed explanation for all revenue sources outside of state and federal funds such as philanthropy, student fees, grants, etc., and specify what is committed or anticipated revenue.*

The revenue sources included in the application budget in the Overview Template include only the designated state and local funding for Monroe City Schools.

Because the school would be operating under Monroe City Schools through June 30, 2025, the school will be able to open with limited start-up funds. NCA expects to receive a commitment of \$50,000 from private donations to support out-of-pocket start-up expenditures for legal, communications and pre-opening events.

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Neville High School is fully enrolled so there is no enrollment ramp up process that needs to be subsidized. The operating budget is dependent only on state and local funds. The budget has not included any funding from the Louisiana Charter School Program grant, but NCA plans to apply for this grant which provides up to \$2 million of planning and implementation funding for new charter schools.

The budget assumes any Medicaid funding and related expenses will be handled by a service provider.

NCA believes a conversion to charter status will energize the community and drive significant fundraising, but those proceeds would only be used for programs or expenses that are not included in the operating budget.

35. *Provide a narrative describing a contingency plan in the event that the actual revenues are lower or expenses are higher than anticipated in the financial model.*

Neville High School has been operating in its current configuration for decades, and its operating economics are well understood. By converting to charter status and controlling approximately 98% of its MFP revenue, NCA expects to focus greater resources at the school level.

It is possible the revenue could be adversely affected by an enrollment decline and/or by statewide economic hardship that would keep the MFP levels flat while operating expenses had inflationary increases. In this event, the board would first seek to reduce or eliminate non-personnel expenses that were furthest from the classroom, and only reduce instructional staff if tied to a specific enrollment shortfall or as a last resort.

NCA's application budget is conservative in that it only includes known state and local revenues, while budgeting for 14 months pay for faculty. This personnel expense assumption will allow the school to fund incentive or performance pay in the future, but also would allow for a reduction in the event of adverse sales or ad valorem tax decreases.

NCA will seek to contract for shared services (foodservice, transportation, maintenance, etc.) with Monroe City Schools, but it will have the flexibility to contract with third parties in the event outside contractors are more economical or provide more services.

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

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4th Sector Solutions will provide financial management and accounting support for the school's in-house Controller and bookkeeper. This structure ensures that best practices in accounting and financial management will be implemented at the school, but the school leadership team will have on-site responsiveness to financial needs and requests. The school-based Controller has not yet been identified, and 4SS will provide coverage for this role until the position is hired.

4SS's services include the following:

Finance Services

- Long-term budget planning and modeling.
- Monthly revenue recognition, accruals, bank reconciliations, credit card reconciliations, and accounting close. Reporting of school financial results in compliance with state and authorizer requirements.
- Review and reconciliation of payroll, including payout calculations, termination calculations, problem resolution, deduction adjustments, staff training. Ongoing journal entries.
- Processing of payments on behalf of schools, obtaining check approvals, vendor issue resolution to the extent not performed by in-house team. Note: in no event shall 4SS have any signatory authority over any school bank accounts.
- Completion of budgets for categorical funding grant applications (excluding school improvement plans). Federal drawdowns, finance piece of document submission, receivables tracking.
- Year-end close including July payouts, and completion and submission of Annual Financial Report (AFR).
- Complete independent financial audit preparation protocol and support independent financial audit for fiscal year end, including preparation of documentation for on-site testing by auditors, preparation of all requested accounting-related audit schedules, accounting-related assurance schedules, communication with auditors, review and recommend edits to audit draft response to management letter, and attend presentation with Finance Committee and Board.
- Monthly budget meetings with school leaders, monthly conference call with the finance committee to review financial reports, and presentations at board meetings.
- Financial analytics including financial dashboards based on authorizer benchmarks and unique board or school measures.
- On-going development and management of school budgets.

Human Resources Services

- ADA Accommodations
 - Receive requests for employee accommodations (equipment and other), review documentation, make determinations, and keep managers apprised.
- Benefits
 - For all Office of Group Benefits and any supplemental benefits – manage contracts, administer benefits, ensure payroll deductions for elected benefits, assist employees with claims issues, billing/invoicing.

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- Employee Assistance Program: Communicate to staff periodic seminars, billing/invoicing.
- Benefits Guide: Prepare & distribute benefits guide(s) and other educational materials for employees.
- COBRA Administration: Work with COBRA service providers to send eligible employees and dependents a COBRA notice. Yearly open enrollment for COBRA participants.
- Creditable Coverage Filing: File yearly Medicare Part D Creditable Coverage Disclosure.
- Leave of Absence/FMLA: Review requests for LOA/FMLA, review documentation, make determinations, track time on leave and FMLA balances, coordinate communications with managers.
- Mandatory Notices: Distribute all mandated notices related to medical.
- OSHA Reporting: Track and report onsite work-related injuries.
- Other PTO: Administer tracking and approval mechanism for bereavement, PSIL and jury duty.
- (If applicable:) SPDs and SMMs: Prepare and distribute Summaries of Material Modifications that are not included in the existing Summary Plan Descriptions.
- Tuition Assistance: Manage tuition reimbursement program (if any).
- ACA Reporting (as required)
- Compensation
 - Employee statements, incl. paystub explanation.
 - Stipend and supplemental pay administration.
 - Performance or incentive pay increases (if any).
- Compliance
 - Audit requests.
 - Credential management.
 - EEO reporting.
 - Employee handbook.
 - Employee policy review.
 - Support performance evaluation.
 - Records retention and compliance.
- Employee Relations
 - Performance improvement planning, development and documentation.
 - Employee complaints and grievances.
 - Exit interview management.
 - Equipment returns.
 - Final pay processing.
 - Intent to Return coordination.
 - Investigations.
 - Help desk & employee support.
 - Employment verification.
- On-boarding:
 - Job descriptions.
 - Offer letters.
 - New hire documentation.
 - Pre-employment screening

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

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

The budget process includes (but is not limited to) the following tasks:

- Prepare and review current year actuals and project the remaining balance for year-end by the fund, object, and function codes.
- Prepare vendors used by the fund, object, and function codes reports.
- To comply with Louisiana Public Bid Law, all vendors and related expenditure types and amounts are reviewed to determine if the Louisiana Public Bid Law is applicable.
- Prepare a budget template for the responsible party to complete for the future budget. The information included in this template is Vendor Name, Service/Product Description, and Total Budgeted Dollars needed.
- The previous items are then packaged together and submitted to the responsible party for completion.
- Completed Budget packages are returned to the finance department (Controller and Financial Manager) for further processing where the data is combined into a master budget file to be reviewed by the School Leader and Board Finance Committee. Please note, if the Controller has any questions or comments regarding the budget of an item in a function code, the Controller will contact the party responsible for additional information
- Upon completion of the budget information by the Controller, they prepare the necessary budget reports to be reviewed with the School Leader and Finance Committee. Please note, Revenue for the budget year is projected based on information provided by the LA DOE. These revenue numbers are not final until the school is notified by the LA DOE.
- Upon completion of the review of the budget information by the superintendent, the necessary reports are prepared for the Board of Directors meeting where the budget is presented by the School Leader and recommended by the Finance Committee.
- Upon Board approval, the budget information is then entered into the accounting software for financial reporting purposes. A vendor report including description and dollar amount of approved items by Function and Object code is prepared and provided to the Accounts Payable personnel to provide quick reference information regarding how expenses are to be coded when entering vendor invoices. In addition, the approved budget is submitted to the authorizer as part of the annual reporting requirement.

Appendix 8: Provide a list of the types of insurance coverage the school will secure, a brief description of each, and describe the levels of coverage. Types of insurance should include worker's compensation, liability, property, indemnity, directors and officers, automobile, and other. Include provisions regarding the inspection and operation of all fire prevention and safety equipment at the school.

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High School Addendum

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

1. *In addition to core content offerings and graduation requirements, are there other classes or courses the proposed school will offer? If so, explain how these offerings align with the proposed school model and mission and how they will benefit the intended student population.*

It is the plan of NCA to add additional offerings in both pathways to graduation at the school. However, before we can do that efficiently, the school leadership will need to communicate this desire and research the current student body of Neville to determine where and what can be added that is specifically beneficial to them. Conversations with personnel at all three local universities, our local community college, our local vocational college and with local business and industry leaders will provide clarity on how we build the current program to its most effective condition for all stakeholders. A climate of excellence will take time and singular focus of the NCA board leadership.

In an attempt to proactively address gaps in learning for incoming freshmen, early intervention in English and Mathematics will be a priority. A block schedule will exist for incoming freshmen and will support all said students with targeted early intervention. During the first semester, half of the freshmen class will have an English Block and the other half a Mathematics Block class. At mid-term, the students will switch. Students will take the LEAP 2025 during the Fall Testing Cycle for the course they are enrolled in during the fall semester. Spring blocked students will take the appropriate LEAP 2025 during the Spring Testing Cycle.. Literacy support classes for the lowest performing students will be included in their schedules in place of allowable elective classes while still keeping these students on track for all graduation requirements.

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

Currently, the school offers a traditional TOPS 4 pathway that prepares students for university enrollment and a TOPS 2.0 Jumpstart Graduation pathway that is geared towards career and technical education. Many electives and opportunities to engage in advanced coursework and earn college credit are offered on campus.

College credit may be earned through a partnership with The University of Louisiana Monroe and Delta Community College to earn dual enrollment credit via online courses that are scheduled into a student's day or through face-to-face dual enrollment classes at the school site taught by Neville teachers. Students also have the opportunity to enroll in welding classes at the West Monroe Campus of LDCC (transportation provided). Additionally, students may earn college credit by passing Advanced Placement Exams and/or College Level Examination Program (CLEP) tests.

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Additionally:

- a. Describe the plan to ensure that all students can meet the requirements of the given college and/or career preparatory program in four years or less (five for Transitional 9th-grade students);*
- b. Describe the reasoning for choosing the college and/or career preparatory program or curricula for your proposed school, including resulting post-secondary opportunities available to participating students, internships, additional teacher training/certification requirements, and the degree to which the chosen program will realistically result in post-secondary readiness and success;*
- c. Provide a description of the process by which students will select their desired diploma pathway;*
- d. What supports will be offered to students in their selection process; and*
- e. Methods by which the school will guarantee equity of access for all students.*

Each student at Neville will meet with a certified counselor to map out an individual plan of study much like that of an advisor role at the university level. This relationship will continue with the same counselor as the student moves from grade to grade to ensure consistency while building important relationship skills for the student. Additional dates and times will be provided throughout the year for the student's parents to participate in these planning sessions to add another degree of accountability and consistency. This proactive approach will allow students to declare their graduation pathway as early as their 9th grade year. By declaring and planning for their individual pathway, there will be more than enough room in their 11th and 12th grade years to schedule for on the job training, face to face dual enrollment at their choice of college campuses or vocational campuses available in this area.

During these sessions, students and parents will be active participants in setting reasonable but attainable goals based on the student's history of performance on grade specific summative assessments like LEAP 2025 testing, PreACT and ACT test scores, WorkKeys test results, MAP screening test results, CLEP tests, IXL Learning and Lexia Learning student skill levels and i-Ready Math and English diagnostic scores.

Appendix 9: Provide an outline of course offerings by diploma type(s) offered at the proposed school by grade level for the first five years of operation.

3. Identify the Advanced Placement course offerings, International Bachelorette, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students, as well as a rationale for choosing these programs/curricula.

All course curricula for Advanced Placement are dictated by the College Board. The College Board provides on-line course instruction and assessments that the students participate in all year long. The summative assessment for all AP courses is given historically during the first two weeks of May.

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The College Board sets the date and the time for the end of course tests that are given and strict protocol of security and validity are followed in the testing environment. At this time, these are the courses that the students of Neville have gained knowledge and skill sets to help improve their overall ACT performance as well as provide a foundation of advanced knowledge that prepares them to enter the collegiate environment ready for the rigor of college level courses.

2025-2026 Advanced Placement Course Offerings:

AP Biology
AP Calculus
AP Chemistry
AP Physics
AP US History
AP Environmental Science
AP Government and Politics

All course curricula and summative assessments for the Dual Enrollment courses offered are dictated by the university that grants the credit hours for the individual courses. All students enrolled in these courses are dually enrolled as students for the granting university. The course offerings here are those that the students of Neville in the past have voiced a desire to obtain as college credits prior to entering their freshman year of college. It is the intention of NCA to increase the number and relevance to these course offerings to align with the specific diversity of the students of Neville.

2025-2026 Dual Enrollment Credits Offered Online:

World Civilizations I & II (ULM)
Intro to Psychology (ULM)
Developmental Psychology (ULM)
Sociology (ULM)
Music (ULM)
Music (LDCC)
Criminal Justice (LDCC)
Intro to Business (LDCC)

2025-2026 Dual Enrollment Credits Face to Face:

Biology (ULM)
English Composition I & II (ULM)
Latin I & II (ULM)
Trigonometry (ULM)
College Algebra (ULM)
Computer Science i & II (ULM)
Engineering and Design 1(LDCC)
Welding 1 (LDCC)

Neville High School

CHARTER SCHOOL APPLICATION

Appendix 10: Using a table, identify the Advanced Placement course offerings, International Bachelorette, Dual Enrollment, ACT preparation, and Career and Technical Education courses you will offer to students by grade level during the first five years of operation.

4. What Industry-Based Certificate assessments will be offered to students on a Jump Start 2.0 pathway and provide rationale for these selections. Additionally:

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

During the 2025-2026 school year, Neville provides courses that are aligned with four Jumpstart graduation pathways; Architecture and Construction, Manufacturing, Business Management, and Health. Neville Charter High School will offer 12 Industry-Based-Credentials including;

CITF Core
CITF Carpentry Level I & II
CITF Welding Level I & II
Adobe Illustrator Professional
Adobe In Design Professional
Certified Patient Care Technician
Customer Service
BRAC Microenterprise Regional
Ducks Unlimited Wetland Ecology and Management
Autocad Certified User

The above listed Industry-Based Certificates provide a pathway aligned with four of the largest sectors of our local economy in terms of employment opportunities.

The list of CTE courses offered on campus is saturated with Universal Courses ensuring that students have the opportunity to maximize the number of credits they earn and that credits apply to all approved Jumpstart Pathways. Courses represent a cross section of Perkins-aligned career clusters and target areas of student interest. Following the District course progression, successful students will have the opportunity to earn one basic and one statewide credential in their chosen pathway

A plan to offer State Approved Internship is being developed on site. A full plan including a list of community partners, businesses and work sites along with school-level personnel considerations (including training and appointments) will be proposed by the end of the 2025-2026 school year.

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Neville has a good working relationship with the Louisiana Workforce Commission, Louisiana Economic Development, and Louisiana Delta Community College.

A variety of local manufacturing, medical and technology focused firms have expressed interest in partnering with NCA to develop industry-based partnerships with Neville High School. Each of these businesses brings with them a long-term presence in Monroe and a vested interest in helping to develop a top tier workforce for the local community.

The budget for the school has allowed for the addition of course offerings and the personnel to effectively teach the courses.

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

Once approved as a Type 3 charter, NCA will be able to solidify partnerships with local businesses and intends to continue to pursue other organizations that can see the benefit of helping to create a direct pipeline of locally trained and highly motivated potential employees. At this current time, the city of Monroe is experiencing an upward trend of incoming business and industry, both small and large. By garnering these partnerships now, strategic decisions for course offerings and on the job training programs can be developed specifically to meet the vocationally needs of the community.

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

As previously discussed, each student will meet annually with a certified counselor that will assist them in navigating the options afforded at Neville High School. These meetings will take place during the school day with the student and additionally at night throughout the year to allow parents to be an active part of this critical personal planning. By strategically attacking what we believe to be some of the contributing factors of the chronic absenteeism trend currently occurring at Neville, the NCA believes that a large number of those students can be effectively engaged in their education which will lead to less absenteeism and more graduations.

The monitoring of attendance will be a huge task for the school principal and leadership team. Multiple resources will be spent at the school level to track down truant students with the help of School Based Resource officers and a local wrap around agency, Ascent Health, Inc. These interventions, when performed early and often, will minimize those students who are lost to a system not set up to chase after them.

Additionally, by training and equipping all teachers to better serve the needs of the ELL students and students with disabilities, we expect this strategy to reduce the dropout rate for those students as well. These two subgroups account for the greatest percentages of our dropout rate historically.

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Neville High School
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Appendix 1

Evidence of community support

October 25, 2025

Neville High School CHARTER SCHOOL APPLICATION

Dear Stewart and the Board of Directors,

As a community partner in the City of Monroe and a past student of NHS, I would like to recommend to the board my support for converting Neville High School to a Charter School. My wife, Judy, and I graduated from Neville in 1966 and 1968 and so did my two daughters and now I have granddaughters who are cheerleaders at NHS. So, I have a long history of support and praise for Neville's leadership and what this school means to this community. In my position at Origin Bank, we continue to support NHS and all the High Schools in our community because we know the importance of education and what schools mean to a community. We are responsible to give back to the communities we serve. Successful schools equate to a successful community and a quality living environment.

Please accept this email as my support for moving NHS to a Charter School, which will offer more revenue, more supervision, more curriculum, more leadership, more quality teachers, and more rounded activities for our students in the Twin Cities. I truly believe that this move will make NHS the top school in the State of Louisiana and Neville will be recognized as being a proactive leader in education, and an innovator in the State for developing kids for our challenging workplace environment of today and the future.

Thank you for considering my recommendation,

Billy

Billy Haddad
Senior Vice President
NELA Market Leader



2400 Forsythe Ave.
Monroe, La. 71201

Ph.: 318-807-4561
Cell: 318-366-6766
Fax: 318-807-4556
Email: bhaddad@Origin.Bank

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Neville High School CHARTER SCHOOL APPLICATION

Neville Charter Association

October 23, 2004

To Whom It may concern:

My name is Peyton Farr, born and raised here in Monroe, Louisiana and have lived here in Monroe my entire life. I graduated from Neville High School in 2003. I currently have my children in the Monroe City School System with future aspirations to attend Neville. I strongly support the transition of Neville High School from the Monroe City School system to the Charter Association. This will allow Neville and its board of directors to better oversee the education and future our children.

Best Regards,



Peyton B Farr

October 25, 2025

Neville High School
CHARTER SCHOOL APPLICATION

Neville High School CHARTER SCHOOL APPLICATION

LOUISIANA HOUSE OF REPRESENTATIVES

300 Washington Street
Suite 203
Monroe, LA 71201
Email: hse014@legis.la.gov
Office: (318) 598-4010
Fax: (318) 598-4019



COMMITTEES:
Health and Welfare
Labor and Industrial Relations
Ways and Means
Joint Legislative Committee on Capital Outlay

MICHAEL CHARLES ECHOLS
State Representative, District 14

October 22, 2024

To the Neville Charter Coalition,

I am writing to express my support for the charter application put forth by the Neville Charter Coalition. I believe that offering families and students more educational choices is vital to fostering a strong and dynamic community. Charter schools like Neville can play an essential role in broadening access to innovative teaching approaches and giving students the flexibility they need to succeed academically and personally.

By providing alternative learning opportunities, Neville Charter can help bridge gaps, encourage academic exploration, and allow students to thrive in environments tailored to their individual needs. This flexibility is crucial for ensuring that all children have the best possible chance to reach their full potential.

Thank you for considering my letter of support, and I look forward to seeing how Neville Charter will benefit the educational landscape in our community.

Sincerely,

A handwritten signature in blue ink, appearing to be "ME", is written over a horizontal line.

State Representative Michael Echols
District 14

October 25, 2025

Neville High School CHARTER SCHOOL APPLICATION

October 21, 2024

RE: Neville Charter Association

To whom it may concern,

I am writing this letter to endorse the plans of the Neville Charter Association to convert Neville High School, 600 Forsythe Avenue, Monroe, LA 71201 from a conventional public school to a charter public school.

Neville High School was opened in 1931-32 and has consistently performed as a top academic establishment for almost 95 years. The excellent acumen of this school has never wavered from its original purpose of providing the most exceptional and modern education to its students and this community.

In today's atmosphere, we strongly feel that to continue our exceptional results for our students, it is best that we convert to a site-based administration.

The Charter Board has set the criteria for this change and the plan to administer it.

Thank you for your kind regard in this important matter,



Dana Tucker Jefferson

Neville Alumni Class of 1966

**Executive Director of the Neville Alumni and Friends Association

**The contents of this letter are strictly my own and do not reflect any consensus of NAFA. **

October 25, 2025

Neville High School CHARTER SCHOOL APPLICATION

Dr. Sidney A. Seegers

405 Stubbs Avenue Suite 101
Monroe, LA 71201

October 22, 2024

Neville Charter Association

Monroe, LA

To whom it may concern,

I am writing this letter to express my support for the efforts to convert Neville High School to a Louisiana public charter school. As a former teacher and principal at Neville and superintendent of Monroe City Schools, I know firsthand how important Neville High School is to our community. My belief is that in the current climate of public education, a site-based focus is necessary for each school to reach its full potential. This model gives Neville High School the best chance of returning to the top of the state high school rankings and maintaining its legacy of excellence for many more years. I trust that the Neville Charter Association has the best interests of Neville High School and its students in their hearts and will work tirelessly to see that the high standards and tradition of Neville High School never cease to exist. Therefore, I urge you to consider the passage of their charter application.

Sincerely,



Sidney A. Seegers

October 25, 2025

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Appendix 2
School Model Master Plan

October 25, 2025

Neville High School

CHARTER SCHOOL APPLICATION

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Neville High School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Neville High School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

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

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

The leadership team will review and revise any Zero Tolerance Policy of Neville High School to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Neville High School to ensure that suspension/expulsion policies are consistent with R. S. 17:416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

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The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of Neville High School to assure that it is in compliance with R.S.17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001 (NCLB). They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

Neville High School adopts the following clearly defined behavioral expectations in these four basic rules.

1. Neville High School students respect themselves and others at all times.
2. Neville High School students strive to make their community a better place for all.
3. Neville High School students give and grant grace freely and equally to all.
4. Neville High School students “say something” when they “see something” in order to protect the safety and security of their community.

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

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Each teacher at Neville High School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Neville High School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of Neville High School shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

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

Neville High School has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

Parental and Community Involvement

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Neville High School is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. Neville High School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

Neville High School shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Neville High School shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Neville High School.

Inter-Agency Cooperation

Neville High School shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

[For correctional facilities only: Nevill High School/Program shall implement this Master Plan to the extent possible and with the understanding that such facilities will adhere to all policies and procedures of the Department of Corrections/Office of Youth Development.]

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Student Records

Neville High School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Neville High School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer

It is the duty of all staff at Neville High School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Neville High School shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

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[For schools/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.]

Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

Statements of compliance

Each homeroom teacher of students in grades 4-12 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by Neville High School Board.

Each parent/guardian of each student in grades 4-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

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Appendix 3
Grievance policy

Neville High School

CHARTER SCHOOL APPLICATION

GRIEVANCE PROCEDURE

Any employee of the NCA, or student, shall have the right to appeal the application of policies and administrative decisions affecting him/her. The person filing the grievance shall be assured freedom from restraint, interference, coercion, discrimination, or reprisal in presenting his/her appeal with respect to a personal grievance.

All grievances shall be handled expeditiously, and according to the following procedures.

DEFINITIONS A grievance is a claim by a student, employee, or group thereof that he/she has suffered harm or injury by the interpretation, application or violation of a contract, a School policy, a law or constitutionally guaranteed rights. The term “grievance” does not include matters for which the method of review is prescribed by law or where the Charter Organization is without authority to act (e.g., employee lack of certification).

Any claim by an individual that there has been a violation of rights shall be a grievance and shall be resolved through the procedures set forth herein.

A grievant is the person making the claim.

A party in interest is the person making a claim (grievance) and any person or persons who might be required to take action or against whom action might be taken in order to resolve the claim.

PROCEDURE

Grievances shall be processed as rapidly as possible. The number of days indicated at each level is a maximum, and every effort shall be made to expedite processing the grievance. All proceedings of a grievance shall be kept confidential.

Level 1 After informally and thoroughly discussing any grievance with the employee’s immediate supervisor or principal, upon reaching no satisfactory resolution of the grievance, the employee or student shall promptly present the grievance in writing to the immediate supervisor or principal. Such notice shall be presented no later than five (5) working days from the date of discussion. The written grievance submitted shall state the nature of the grievance and the harm or injury caused that initiated the grievance. The employee or student and the immediate supervisor or principal shall attempt to resolve the grievance and shall reply to the grievant within five (5) working days following the date of submission. If the grievance is not submitted within the time prescribed, the grievant shall be deemed not to have further right with respect to said grievance.

Level 2 If the employee or student is not satisfied with the disposition of the grievance by the principal or the immediate supervisor, or if no decision has been rendered in the time specified, then within five (5) working days of receipt of the decision from the principal or the immediate supervisor, the employee, student, or his/her representative may submit to the NCA or designee a written request for a Level 1 review together with a copy of the written decision rendered in Level 1. If the employee or student fails to request the review within the time limit set out above, he/she shall have no further right to proceed through the complaint/grievance process.

The NCA or designee shall within five (5) working days provide a written notice to the employee or student of the disposition of the grievance based upon the file presented to the NCA or designee. The date of receipt by the employee or student of the written notice of the disposition shall be documented in the file.

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Level 3 If the employee or student is not satisfied with the written notice of disposition of the grievance by the NCA or designee, the employee or student may, within five (5) working days of the date of receipt of the Charter Board President's notice of disposition, request a full hearing, of the claim or grievance before the NCA or designee. If the employee or student fails to request a hearing within the time limit set out above, the employee or student shall have no further right to proceed through the complaint/grievance process.

The NCA or designee shall schedule the full hearing with the employee(s) within twenty (20) working days of the request for a hearing. The NCA or designee may receive at the hearing written statements of witnesses, other written materials and/or interview witnesses, if relevant to the claim or complaint. The hearing shall be an informal meeting or hearing controlled by the NCA. The purpose of any such fair hearing is to resolve the complaint. The NCA or designee shall provide for the recording of the hearing and shall maintain a transcript of the proceedings. Following the hearing, the NCA or designee shall make a written recommendation regarding the disposition of the grievance. The recommendation of the NCA or the designee shall be provided to the employee or student not more than thirty (30) working days following the hearing. The NCA or designee's recommendation, together with a copy of the transcript of the hearing as well as the previous decisions, shall also be provided to the NCA within the same time frame set out above for disposition of the grievance.

Level 4 On the basis of the written recommendation and the transcript of the hearing before the NCA or designee provided to the Charter Board, the NCA shall dispose of the grievance. There shall be no hearing involving testimony, the receipt of evidence or additional matters before the NCA. An employee, student, or his/her representative may comment on the NCA's proposed disposition of the grievance. The NCA shall vote to affirm, reverse or modify the recommendation, or remand back to the NCA or designee for more information. Notice of the NCA's decision will be given to the employee or student, and to the individuals who rendered the Level 1 and Level 2 decisions. The NCA's action shall be final.

MISCELLANEOUS

A grievance may be withdrawn at any level without prejudice or record. Additionally, there shall be no recrimination against a person because a grievance has been filed in accordance with the provisions outlined herein.

Copies of all written decisions of grievances shall be sent to all parties involved.

All documents, communication, or records dealing with a grievance shall be made part of the grievant's files and shall be destroyed only in accordance with NCA policy.

Appeals of grievance decisions shall be limited to the specific issues raised in the original grievance. The parties involved shall not be allowed to expand the issues during the grievance procedure, except to the extent necessary to respond to administrative decisions made along the way.

Failure by the grievant to meet the timelines and requirements of this procedure shall result in dismissal of his/her grievance. Failure by the administrative person rendering the decision to meet timelines and requirements of this procedure shall allow the grievor, at his/her option, to proceed to the next level of appeal.

If an employee leaves the employment of the NCA during the pendency, at any level, of a complaint or grievance, then the employee loses the right to continue the complaint process.

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Termination or disciplinary action against an employee may not form the basis of a complaint or grievance by that employee.

REPRESENTATION

The person bringing forth the grievance shall have the right to present his/her own grievance. Grievants have the right to have representation at all levels in the process.

If a person chooses to have representation when presenting his/her grievance, said person shall provide advance notice of such in writing to the immediate supervisor at the respective procedural level at least two (2) days prior to the meeting on the grievance.

CONFIDENTIALITY

It shall be understood that a grievance shall be kept confidential except to the extent necessary to investigate and resolve the grievance.

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Appendix 4
School Leadership Resumes

Neville High School

CHARTER SCHOOL APPLICATION

Karari O. Hanks

702 Hilton Street Monroe, LA 71201 (c) (678) 362 – 8495 karari.hanks@mcschools.net

EDUCATION

University of Louisiana at Monroe, Monroe, LA. 2009. Masters of Arts in Teaching in Secondary Education.

Georgia Institute of Technology, Atlanta, GA. 2003. Masters of Science in Earth and Atmospheric Sciences (Atmospheric Chemistry).

Thesis title “Water insoluble particulate organic and elemental carbon concentrations and ionic concentrations from snow pits obtained at Summit, Greenland”, Advisor: Dr. Michael Bergin

Carnegie Mellon University, Pittsburgh, PA. 2001. Bachelor of Science in Chemistry, and a minor in History.

WORK EXPERIENCE

Neville High School, Monroe, LA (August 2008 – present)

High School Principal (2025 – present)

- Teacher support
- Budget Administrator
- Create and maintain Master Schedule of classes
- Renaissance Honors Administrator
- Weekly Newsletter (Neville Notes) coordinator
- Remind message system coordinator
- Teacher / Faculty evaluator

High School Assistant Principal (2021 – 2025)

- Teacher support
- Summer School director
- Tutoring coordinator
- Website coordinator
- Chromebook/Textbook distribution coordinator
- Teacher evaluator

High School Science Teacher

- Department Head for Science department (2013 – 2021)
- Provide course material to AP Chemistry, Chemistry I and Physical Science students
- Select teaching material and planning lessons and labs for the students
- Recognize strengths and weaknesses of students in order to best help each student become more efficient in course content
- Analyze student academic data as to be able to discuss concerns with parents
- Organize and distribute textbooks and Chromebook laptops to each student
- Member of the Renaissance Committee
- Member of the Neville High School PBIS (Positive Behavior Interventions and Support) Team
- Coach the Quiz Bowl team in academic competitions (State Champions 2010)
- Board Member of the Louisiana Association for Academic Competition

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Analytical Services, Incorporated. Norcross, GA (Sept 2004 – Dec 2007)

Project Manager

- Provide quotes and proposals to clients
- Act as liaison between the client and laboratory personnel to meet client specific data quality objectives
- Review technical data and final data transmission of data to clients
- Write reports and case narratives

Quality Assurance Specialist

- Review Data: responsible for the evaluation and review of quality control data generated by the laboratory
- Evaluate and review lab quality control data. Resolve quality control issues that may arise from the review

City of Atlanta, Atlanta, GA (Feb 2004 – Sept 2004)

Water Lab Analyst

- Collect and analyze water samples
- Analysis (EPA approved methods) includes pH, Chlorine, hardness, alkalinity, conductivity, turbidity, dissolved oxygen, iron, manganese,
- Data entry and analysis; compose Standard Operating Procedures (SOPs)
- Certified from State of Georgia as a Water Lab Analyst

COMMUNITY OUTREACH

Ouachita Parish Scholars Banquet. Monroe, LA (2021 – present)

Chair & Member

- Honor local High School seniors in Ouachita Parish.
- Hold regular meetings with committee members.
- Plan and organize “A Day at the Zoo” event for Scholars.

Children’s Coalition for Northeast Louisiana. Monroe, LA (2022-2023)

Board of Directors

- Oversaw distribution of the nonprofit money to the needs of children and youth ages 0-18 in four main areas: Early Childhood, Parenting, Healthy Living, and Youth Development.
- Interviewed and vetted candidates for leadership positions.

AWARDS & FEATURES

- State of Louisiana High School Teacher of the Year Semi-Finalist (2020 – 2021)
- Neville Alumni & Friends Association (NAFA) Friend of the Year 2020.
- Ouida McGee Excellence in Education Award 2019.
- Awarded teacher of the one or more of the Top 20 Students at Neville High School each year from 2013 – 2019.
- Featured in PBS story on educators (2011)
- Monroe City Schools High School Teacher of the Year (2011–2012)
- Featured in NPR story on educators (2010)

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Neville High School

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Grisham N. Lenard

1802 Lexington Ave. Monroe, LA 71201

318 – 348 – 3949 grisham.lenard@gmail.com

PROFESSIONAL SUMMARY

Results driven educational leader with 15 years of experience leading academic success and student growth. Skilled in instructional leadership, early literacy support, and data-driven decision-making to improve student outcomes. Proven success as an assistant principal leading SBLC and PBIS teams, managing school-wide operations and discipline, and coaching teachers to strengthen instructional practices. Dedicated to building positive school cultures rooted in high expectations. Committed to empowering teachers through coaching and collaboration to ensure student graduates are prepared for success in career, college, and life.

EDUCATIONAL LEADERSHIP AND TEACHING EXPERIENCE

Assistant Principal

Neville High School

Monroe, LA 71203

318-323-2237

July 2025 – present

- Provide ongoing instructional coaching and feedback to teachers through formal observations and walkthroughs aligned to the Louisiana Educator Rubric
- Analyze schoolwide assessment data to identify trends, guide instructional decisions, and implement targeted interventions
- Coordinate and oversee implementation of school 504 accommodation plans ensuring compliance with state and federal guidelines
- Supervise and evaluate certified and classified staff, providing actionable feedback to support professional growth
- Manage/supervise daily campus operations, scheduling duty personnel, and supervision of arrival, dismissal, and extracurricular activities
- Coordinate schoolwide safety drills and crisis response plans in accordance with district and state guidelines

Assistant Principal

Berg Jones Elementary School

Monroe, LA 71203

318-325-8982

July 2018 – July 2025

- Co - Led efforts with instructional leadership team to increase DIBELS proficiency by over 20 percentage points by designing a master schedule that prioritized high dosage tutoring and targeted interventions for struggling students.
- Planned and facilitated Instructional Leadership Team (ILT) meetings, aligning goals with school improvement priorities and driving data-informed instructional practices.

EDUCATION

- ***Doctor of Education (Ed.D.) Curriculum & Instruction (In Progress)***
University of Louisiana Monroe
Expected (May, 2026)
- ***Master of Arts in Teaching***
University of Louisiana Monroe
2011
- ***Master of Arts in History***
University of Louisiana Monroe
2005
- ***Bachelor of Arts in History***
University of Louisiana Monroe
2003

SCHOOL LEADERSHIP SKILLS

- Coaching and mentoring teachers
- Analyzing student achievement data to guide decisions
- Aligning teaching strategies with student needs
- Developing and implementing long-term goals and action plans to advance educational objectives
- Developing and executing school improvement plans
- Leading committees and teams (e.g., SBLC, PBIS)
- Promoting professional learning and development
- Building positive relationships with staff, students, and families
- Overseeing the implementation of state and district assessments
- Managing school scheduling and resource allocation
- Managing student discipline and behavior systems
- Ensuring compliance with educational laws and regulations

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- Collaborated on the development of the school's long-range plan, aligning key priorities with PLC focus areas to promote coherence in instructional goals and professional learning.
- Facilitated weekly PLC meetings focused on standards aligned instruction, data driven decisions, curriculum implementation, and building teacher collaboration.
- Designed and implemented accelerated learning strategies in core subjects, contributing to a 12+ point increase in School Performance Score (SPS) during the 2022–2023 school year.
- Led the school's PBIS team and implemented targeted behavioral interventions, resulting in a 25% reduction in out-of-school suspensions and consistent scores above 85% on the annual Tiered Fidelity Inventory (TFI).
- Chaired the School Building Level Committee (SBLC) and served as the school's 504 Coordinator
- Extensive experience in instructional leadership, including knowledge of curriculum development, assessment practices, and effective teaching strategies to support student learning and achievement.

Social Studies Teacher - Neville Jr. High School (formerly Lee Jr. High)

Monroe, LA 71201
318-323-1143
July 2010 – July 2018

- Designed and implemented engaging lesson plans to align with state curriculum standards and grade level expectations.
- Created formative and summative assessments that focused on inquiry-based learning, primary source analysis, and measured student progress and mastery of learning objectives.
- Served as Social studies teacher leader, department head, and content leader
- Delivered professional development sessions in literacy strategies, social studies curriculum shifts, classroom management, and PBIS.
- Coached and mentored student-athletes in football, track, and softball, fostering teamwork, discipline, and athletic development.

CURRICULUM DEVELOPMENT & ASSESSMENT

Social Studies Curriculum Contractor/Teacher Leader Advisor

Louisiana Department of Education - Office of Academic Content
Baton Rouge, LA 70802
Attn: Sharon Necaie - 225-219-4513
July 2015 – September 2017

- Co-authored the 2017 7th grade comprehensive curriculum/scope and sequence in collaboration with the Louisiana Department of Education, ensuring alignment with state standards
- Designed social studies Instructional tasks and supplemental resources on behalf of LDOE for use in 7th grade social studies
- Collaborated with the Louisiana Department of Education to review and evaluate test items for the LEAP 2025 state assessment.

CERTIFICATIONS

- Educational Leader Level 2
Certification – Louisiana
Department of Education
- Louisiana Level 3 Certificate (6-12/Social Studies) – Louisiana
Department of Education
- Certified CPI Instructor

AWARDS

- 2013 Louisiana Teacher of the Year semifinalist
- 2013 Monroe City Schools Jr. High Teacher of the Year

CONFERENCE PRESENTATIONS

- Louisiana Council for the Social Studies Conference Planning Committee (2015-2018)
- Conference Planning Chair - LCSS 49th Annual Conference
“Enhancing Social Studies Education through Active Citizenship in the 21st Century”
Conference held in Monroe, LA.
- “Breaking Up is Hard to Do – Resistance and Rebellion”
Presentation at SREB – Making Schools Work Annual Conference
Nashville 2014

PROFESSIONAL ASSOCIATIONS

- Louisiana Council for Social Studies, Board of Directors
2013-2019
- Louisiana Council for the Social Studies, President, 2015 – 2017
- National Council for the Social Studies, member, 2014 – 2020
- Phi Alpha Theta, National Historic Society

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PROFESSIONAL EXPERIENCE

Bankruptcy Quality Control/Mail Room Supervisor

Dean Morris L.L.P. / Morris & Associates
1505 North 19th Street – Monroe, LA 71201
318-388-1440

April 2001 – May 2006/September 2008 – February 2010

- Served as bankruptcy quality control supervisor with additional responsibilities that included reviewing legal documents and meeting client deadlines for filing appropriate legal actions related to real estate law.
- Managed the mailroom for large Law Office with over 75 employees; sorted, copied, and delivered legal files to all 64 Louisiana parishes.

REFERENCES

LaShondra Allen
Principal - Berg Jones Elementary
Monroe, LA 71203
318.325.8982
lashondra.allen@mcschools.net

Shanette Armstrong
Literacy Coach – Lexington Elementary School/Minnie Ruffin Elementary
Monroe, LA 71203
318.614.7489
shanette.armstrong@mcschools.net

Jennett Hunter
Principal – Minnie Ruffin Elementary
Monroe, LA 71201
318.322.3447
Jennet.hunter@mcschools.net

Mickey McCarty
Origin Bank
Vice President of Business Development in Northeast Louisiana
Former Principal - Neville High School
Monroe, LA 71203
318.372.7136

Jay Morris III
Louisiana State Senator, District 35
1408 North 7th Street
West Monroe, La 71291
318-237-3215
morrisjc@legis.la.gov

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Shirley A. Neal

19 Winchester Circle
Monroe, Louisiana, 71203
E-mail: shirley.neal@mcschools.net
(318) 372-4064

OBJECTIVE

A dedicated educator that is eager to assume a leadership position. Offers a proven track record of commended performance and technology integration skills, with a passion for education and an unwavering commitment to optimizing student learning and academic success.

EDUCATION

CARROLL HIGH SCHOOL

Monroe, LA

Received the State of Louisiana High School Diploma on May 23, 1990

UNIVERSITY OF LOUISIANA AT MONROE

Monroe, LA

Degrees Earned:

Bachelor of General Studies with concentration on Social Science, Math, & Arts & Humanities 12/11/2011

Master's degree in the Art of Teaching Elementary Education 05/09/2015

+30 Certification in Elementary Education 05/09/2015

Master's Degree in Educational Leadership 05/16/2020

EDUCATIONAL WORK EXPERIENCE

Neville High School

Monroe, LA

Mickey McCarty, Principal

(318) 323-2237

Assistant Principal

7/2024 to Present

Duties:

- School Administrative Team Member
- School Leadership Team Member
- SBLC Chairperson
- PBIS Liaison
- CTE/Business Education Oversight
- 2024 United Way Campaign Chairperson
- ULM Intern Liaison
- New Teacher Mentor
- Truancy
- Bullying Reports

Carroll High School

Monroe, LA

Patrick Taylor, Principal

(318) 387-8441

Master Teacher Leader

8/2018 to Present

Duties:

- School Administrative Team Member
- School Leadership Team Member
- Business Education and CTE Department Chairperson
- School Improvement Committee Member
- Teacher Mentor
- Instructor of Cyber Society, Cyber Literacy 1 and 2, Introduction to Business Computer Applications and

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Business Computer Applications, Business Math, Entrepreneurship, and Principals of Business/Social Media Marketing

- ACT WorkKeys Coordinator/Administrator/Proctor
- Ensuring completion of IBC credentials for Business Education & CTE students
- Robotics Team Lead Coach
- Teacher leadership duties that included creating curriculums, assisting teachers in planning, lesson and class resources, classroom management, and technical assistance

McCann's School of Business and Technology

Kelli Harvey, Director

Adjunct Professor

Monroe, LA

(318) 537-8099

2/2017 to 06/2023

Duties:

- Instructor of College Math, College English-Composition I, Environmental Science, and Critical Thinking

Berg Jones Lane Elementary School

LaShondra Allen, Principal

Monroe, LA

(318) 325-8982

4th Grade Science/Social Studies Teacher/Content Leader 07/2016 to 08/2018

5th Grade ELA (English/Language Arts) Teacher 08/2014 to 07/2016

5th Grade Science/Social Studies Teacher 09/2013 to 08/2014

2nd Grade Teacher 07/2012 to 09/2013

Duties:

- Science and Social Studies Teacher Leader for grades K-6
- ELA Teacher Leader (5th Grade)
- Responsible for Science, Social Studies instruction for all 4th grade students; ELA, Science, and Social Studies for all 5th Grade students; and, responsible for core subject instruction for 2nd grade.
- Junior BETA Club Sponsor/Chairperson
- Standardized Test Administer (LEAP 21)

Key Contributions:

Presented quality lessons and creativity in classroom teaching, lesson plans and instructional materials

Utilized innovative approaches in areas including technology integration

Taught regular education students as well as students with learning challenges and special needs within a mainstreamed, inclusive classroom during instruction time and in inclusive classroom assignments.

Minnie Ruffin Elementary School

Sylvia E. Brass, Principal

Monroe, LA

(318) 322-3447

Special Education Paraprofessional and Parental Involvement Coordinator 8/05 to 08/11

21st Century Comm. Learning Center Summer Computer Lab Instructor 06/2010 and 06/2011

Math Lab Manager/Instructor 02/03 to 08/05

Computer Operator/Kindergarten Tutor 7/99 to 7/02

Duties:

- ❖ Computer Operator: student records, absences, report cards, grade entry, and technical support.
- ❖ Math Lab/Science Lab Instructor: planned and presented hands-on lessons, activities, and instructional materials to enhance in-class lessons and skills,
- ❖ Coordinated Parental Involvement activities to provide a Home-to-School Connection
- ❖ Summer Computer Lab Instructor: Directly responsible for instructing 1st - 5th grade students in Basic
- ❖ Keyboarding Skills, Internet Safety Tagxedo, Big Huge Labs, and other educational websites

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TRAININGS & CERTIFICATES

2014 Elementary Education Certificate (K-6)
2016 Louisiana State Department of Education
Level 2
2017 Principles of Highly Effective Teachers
Campus Community-Stellar Successes
Helping Students Remove Barriers and Using
Feedback to Improve the Classroom
Experience
2018 Secondary Education Certificate (7-12)
2018 Understanding How to Work with a Diverse
Group of Learners in the Classroom
2019 Customer Service Certification
2020 School Leaders Licensure Assessment (SLLA)
2020 Google Educator Level 1
2021 Teacher Mentor
2022 Micro-Enterprise Regional Certification
2023 Micro-Enterprise Statewide Certification
2024 TeachAid Innovation Partner

AWARDS & ACCOMPLISHMENTS

2023 23-24 Carroll High School Teacher of The
Year
2022 Educator of Excellence (Monroe/West Monroe
Chamber of Commerce)
2021 21-22 Carroll High School Teacher of The Year
2021 21-22 Monroe City School District High
School Teacher of the Year
2018 Carroll High School Teacher of the Month
2012 Newbie of the Year (Best New Teacher of the
Year – Berg Jones Elementary School)
1998 Who's Who Among Women in Technology
Ouachita Parish Police Jury Proclamation of
Shirley Neal-Alston Day on April 21 for
Outstanding Accomplishments in Technology
1997 Who's Who Among Young Americans

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Appendix 5
Charter Board Member Resumes

Neville High School

CHARTER SCHOOL APPLICATION

R. Stewart Shelby

2411 Pargoud Boulevard Monroe, LA 71201 cell (318) 537-1524
stewshelby@comcast.net

PROFESSIONAL EXPERIENCE

- Nettech, Monroe, LA January 2023 – Present
Business Development Manager
- Maintaining and growing partnerships with existing and prospective clients in LA and AR
 - Establishing and achieving growth goals for company in the Managed IT space
- Goosehead Insurance, Monroe, LA April 2017-October 2023
Agency Owner
- Cultivating and growing my own book of business from scratch as an independent broker
 - Managing relationships with multiple lenders throughout Ouachita and surrounding parishes
 - Consistently hitting personal growth targets
- State Farm, West Monroe, LA October 2016-April 2017
Agent
- Managed and grew existing book of business from \$2.1M to \$2.4M in one year
 - Maintained an office staff of 5-6 employees
 - Trained and motivated salespeople to fulfill quotas
- Arthur J Gallagher, Monroe, LA September 2015-October 2016
Account Manager-Commercial Insurance
- Led all prospecting and sales-related activities for large commercial clients
 - Utilized professional networks, relationships within customers, and other industry forums to create new opportunities/prospects.
 - Built insightful and influential champions and coaches within accounts to help identify and qualify opportunities in complex environments.
- CenturyLink, Monroe, LA January 2014-August 2015
Senior Enterprise Account Manager
- Effectively qualified opportunities to ensure greatest return on time and resource investment across territory.
 - Used an effective consultative approach to create highly differentiated solutions that establish CenturyLink as a strategic business partner
 - Performed at 105% of quota
- SRM Medical, LLC, Monroe, LA 2006-2014
Sales Manager –North LA and South AR
Arthrex/ Acumed/ DJO Surgical
- Managed a team of reps in territory that includes North LA and South AR.
 - Achieved over 30% overall growth for 8 consecutive years (over \$1,000,000 in gross sales).
 - Trained surgeons, reps and support staff on the proper use of complex implant systems and capital equipment.

EDUCATION

University of Louisiana, Monroe, LA 2005
Bachelor of Business Administration (General Business)
Academic achievement: Dean's list 2004, 2005

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RESUME OF:

NERISSA BELL BRYANT

2000 Island Drive
Monroe, Louisiana 71201
Telephone 318 547-4248
bryantnb1@yahoo.com

EDUCATION

1965-1969

Louisiana Tech University-BA Education

1972-1973

Northeast Louisiana University-MA Education

EXPERIENCE

1969-1971

Delta Airlines-Flight Attendant

1971-1972

Instructor-Panama Canal Zone

1972-1997

Ouachita Parish Schools-Teacher

1987-1998

Monroe City School Board-Member

1997-2005

Harcourt Publishers-Education Specialist

1980-1990

Author/English and Math Worktexts

Steck-Vaughn Publishing Company

COMMUNITY

1984-1985

Junior League of Monroe; Education Chairman

1985-1986

Monroe Chamber of Commerce; Vice President

Education Chairman

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FAMILY

2005-2024

Grandmother-6 grandchildren

1970-2024

Married-John W. Bryant, Jr.

Children

Michael Ann Bryant Delcambre

Courtney Bryant Alvernia

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ROBERT D. LANE

EDUCATION

Neville High School
Graduate (2003)

University of Mississippi
(Graduate 2008)

Contact Info

318-732-3324
robert@rcfinsurance.com

EXPERIENCE

4-yr letterman on the University of Mississippi football team

Began working in the Insurance industry in 2008 to present as an independent salesman.

Owner and President of Green Oil Co. located in Marion, La.

Marion State Bank Board Member

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SUSAN WEAVER

2710 Indian Mound Blvd., Monroe, Louisiana 71201 · (H) 318-340-9138 (O) 318-322-6104
SWeaver@jamesmachineworks.com

PROFESSIONAL SUMMARY

Joined James Machine Works in 1999 as co-owner with my brother Paul McElroy. Upon Pauls' death in June 2015, I became the principal owner of JMW.

WORK HISTORY

DATES FROM AUGUST 1972– TO JUNE 1975

Administrative Assistant, LSU SCHOOL OF MEDICINE

Student Affairs office of the LSU School of Medicine in New Orleans. Maintained student records and handled student requests for assistance.

Substitute Teacher

Riverfield Academy- Rayville, Louisiana

Substituted grades 1-12 at private school

Substitute Teacher

Petal School District- Petal, Mississippi

Substituted grades 1-12 in public sector school

Owner

James Machine Works, LLC

Co-Owner of James Machine Works, LLC from 1999-2015. In June 2015 became the principal owner.

EDUCATION

1969

NEVILLE HIGH SCHOOL

Monroe, Louisiana
High School Diploma

1972

LOUISIANA TECH UNIVERSITY

RUSTON, LOUISIANA

Associate of Arts & Business

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Samuel Bret Sanders, D.M.D

Dr. Sanders earned his Bachelor's Degree in Biology from Dillard University in New Orleans, Louisiana. He continued his education, receiving his Doctor of Dental Medicine Degree from Washington University-St. Louis School of Dentistry. After dental school, he furthered his education, completing a General Practice Residency Program at the University of Minnesota Hospitals and Clinics and School of Dentistry.

Dr. Sanders is licensed to practice dentistry in the state of Louisiana, and holds memberships in the American Dental Association, the Louisiana Dental Association, the Northeast Louisiana Dental Association, the Pelican State Dental Association, and the ARK-LA-TEX Academy of Dentistry. Since opening his practice in Monroe, Louisiana in 1993, Dr. Sanders has continued his dental education and training, taking numerous courses in all phases of dentistry, taught by nationally recognized leaders in the dental profession. He strives to offer his patients the most current treatments, materials and procedures that the profession has to offer

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Jason Ewing

Owner- The Mosquito Authority

Contact

1919 Pargoud Blvd.
Monroe, LA 71201
318.366.7277
jasone@bugsbite.com
jstewewing@gmail.com

Education

St. Frederick High School
Monroe, LA
1990-1994

Louisiana Tech University
General Business
Ruston, LA
1994-1997

Experience

1997-2001
Account Manager | Certified Merchant Solutions
Dallas, TX

2001-2007
Account Manager | CenturyTel
Monroe, LA

2007-2016
Customer Account Manager | CenturyLink
Monroe, LA

2015- Present
Owner- The Mosquito Authority
Shreveport, LA.

Leadership

Volunteers of America- Executive Board

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MYBA- Board Of Directors

St. Paul's Methodist- Board of Trustees

Leadership Ouachita- Class of 2004


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CHARTER SCHOOL APPLICATION


TRAVIS L. CHATMAN

706 S. 12th, Monroe, LA 71202
713-518-9843 – coachtravischatman@gmail.com



EDUCATION

	<u>Northwestern University,</u> Natchitoches, LA	2008	Master of Arts in Adult Education
	<u>University of Louisiana, Monroe,</u> Monroe, LA	2004	Bachelor of Arts – Social Science Studies

TEACHING CERTIFICATION

 act ♦ houston dallas austin	<u>Texas Alternative Certification Program</u>	Dec 2006	Special Education 161 EC-12
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CERTIFICATIONS

	<u>National Interscholastic Athletic Administrators Association</u>	Registered Athletic Administrator
 University of Houston Clear Lake	<u>University of Houston Clear Lake</u>	ILD and PDAS Certification

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EXPERIENCE

	<div style="display: flex; justify-content: space-between;"> <div> 2018 Physical Education Teacher </div> <div> MOREHOUSE PARISH SCHOOLS, Bastrop, LA </div> </div> <ol style="list-style-type: none"> 1. Effectively organize space, equipment, and students. 2. Provide adequate equipment that allows all children to be active at the same time (e.g., one ball per child). 3. Limit teacher talk or instruction time. 4. Plan practice opportunities that are structured for maximum participation (e.g., individual, partner, and small-group activities; nonelimination activities; activities that require no wait time). 5. Structure the class so that learning occurs while students are being physically active ASSISTANT VARSITY COACH, Defensive Linebackers <ul style="list-style-type: none"> ○ Coordinate and manage all aspects of position/positions assignment as directed by the Head Coach. ○ Performs planning, organization and execution for on the field coaching duties as described and assigned by the Head Coach and Coordinator for all practice sessions and competitions. ○ Function in game day organization and assignments as prescribed by the Head Coach and Coordinator. ○ Evaluation of opponents and the development of a game plan in accordance with position/positions assignment as prescribed by the Head Coach and Coordinator. ○ Perform recruiting activities and responsibilities as assigned by the Head Coach and/or Football recruiting coordinator to meet the objectives of the team, including the evaluation, contact, and establishing relationships with prospective student-athletes and coaches. ○ Attend all staff meetings as scheduled by the Head Coach and/or Coordinator. ○ Responsible for supervision, instruction and direction of student-athletes as assigned by the Head Coach. ○ Support, abide and enforce all academic guidelines and policies of the district, athletics department and Football program to ensure academic progress of the student-athlete as directed by the Head Coach. ○ Support and work cooperatively with Sports Medicine/Athletic Training, Strength and Conditioning, Equipment, Student Development, Life Skills, LHSA Compliance, Media Relations etc. in accordance with District and Department policies and procedures. ○ Assist with administrative functions of the Football program as directed by the Head Coach. ○ Perform duties with professional conduct, being fiscally responsible and with a commitment to student-athlete well-being. ○ Perform other duties as assigned by the Head Coach.
	<div style="display: flex; justify-content: space-between;"> <div> 2017 - 2018 Behavior Study Skills Teacher </div> <div> CARROLL HIGH SCHOOL, Monroe, LA </div> </div> <ol style="list-style-type: none"> 1. Support parents in transferring school interventions to the home environment.


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	<ol style="list-style-type: none"> 2. Provide direct support to students within and outside of the classroom setting utilizing evidence based social emotional practices. 3. Lead teams in the development or revision of a student's BIP 4. Take initiative to teach, model, and support evidence based behavioral practices including de-escalation strategies to staff 5. Lead and facilitate the Crisis Intervention Team 6. Support the administration in leading and implementing the PBIS process 7. Collect and analyze behavioral data across tiers 8. Evaluate and develop the social emotional IEP goals 9. Serve as a liaison to link families to community services 11. Participate in professional development 12. Participate in staffing, parent conferences, etc., as necessary 13. Conduct FBA's for students
	<p>ASSISTANT VARSITY COACH, Defensive Linebackers</p> <ul style="list-style-type: none"> ○ Coordinate and manage all aspects of position/positions assignment as directed by the Head Coach. ○ Performs planning, organization and execution for on the field coaching duties as described and assigned by the Head Coach and Coordinator for all practice sessions and competitions. ○ Function in game day organization and assignments as prescribed by the Head Coach and Coordinator. ○ Evaluation of opponents and the development of a game plan in accordance with position/positions assignment as prescribed by the Head Coach and Coordinator. ○ Perform recruiting activities and responsibilities as assigned by the Head Coach and/or Football recruiting coordinator to meet the objectives of the team, including the evaluation, contact, and establishing relationships with prospective student-athletes and coaches. ○ Attend all staff meetings as scheduled by the Head Coach and/or Coordinator. ○ Responsible for supervision, instruction and direction of student-athletes as assigned by the Head Coach. ○ Support, abide and enforce all academic guidelines and policies of the district, athletics department and Football program to ensure academic progress of the student-athlete as directed by the Head Coach. ○ Support and work cooperatively with Sports Medicine/Athletic Training, Strength and Conditioning, Equipment, Student Development, Life Skills, LHSA Compliance, Media Relations etc. in accordance with District and Department policies and procedures. ○ Assist with administrative functions of the Football program as directed by the Head Coach. ○ Perform duties with professional conduct, being fiscally responsible and with a commitment to student-athlete well-being. ○ Perform other duties as assigned by the Head Coach.
	<p>2014 - 2016 COLUMBIA HIGH SCHOOL, West Columbia, TX</p> <p>Behavior Teacher for Mild and Moderate Classes</p> <ul style="list-style-type: none"> • Plan student curricula activities consistent with the concepts of continuous progress and continuity of caring. • Planning services for students and families. • Using appropriate assessment instruments pertinent to instructional areas to assess student progress.
<p>2014</p>	



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<p>District Champs Regional Finalist Top 10 Finish in 4A</p>	<ul style="list-style-type: none"> • Developing and maintaining a classroom environment conducive to effective learning. • Utilizing varied instructional techniques, media, and technology through individual and/or group sessions designed to meet the educational, social, and emotional needs of the students. • Taking all necessary and reasonable precautions to protect students, materials, equipment, and facilities. • Participating in the in-school staffing and screening processes as appropriate. • Assisting in upholding and enforcing school rules, administrative regulations, and school board policies. • Working to establish and maintain open lines of communication with students and their parents concerning the broad academic and behavioral progress of all assigned students. • Completing and providing documents and records required by the school district, state, and federal agencies. • Providing written reports to families on student progress. <p>ASSISTANT HEAD COACH, JUNIOR VARSITY BASKETBALL, FRESHMAN FOOTBALL</p> <ul style="list-style-type: none"> • Responsible for developing, teaching and coaching the District 24-4A Most Valuable Player • Oversaw and facilitated all aspects of the middle school basketball program for 60 players • Was responsible for overseeing the entire basketball program grades 7 – 12 • Designed individualized workouts for players, team practice drills and game strategies • Coordinated, scheduled, facilitated and managed summer workouts, camps and leagues • Coached varsity linebackers; Served as the junior high football coordinator • Coordinated areas of offense, recruiting, fundraising, alumni and student networking, career development, attitude training program, social media • Served in public relations and fundraising positions on the booster club as well as create all highlight videos and multi-media connected to football program
 <p>2011 Undefeated District Champs State 3A Semi Final Top 3 Finish in 3A</p>	<p>2011</p> <p style="text-align: right;">COLUMBIA HIGH SCHOOL, West Columbia, TX</p> <p>Behavior Teacher for Mild and Moderate Classes</p> <ul style="list-style-type: none"> • Plan student curricula activities consistent with the concepts of continuous progress and continuity of caring. • Planning services for students and families. • Using appropriate assessment instruments pertinent to instructional areas to assess student progress. • Developing and maintaining a classroom environment conducive to effective learning. • Utilizing varied instructional techniques, media, and technology through individual and/or group sessions designed to meet the educational, social, and emotional needs of the students. • Taking all necessary and reasonable precautions to protect students, materials, equipment, and facilities. • Participating in the in-school staffing and screening processes as appropriate. • Assisting in upholding and enforcing school rules, administrative regulations, and school board policies. • Working to establish and maintain open lines of communication with students and their parents concerning the broad academic and behavioral progress of all assigned students. • Completing and providing documents and records required by the school district, state, and federal agencies. • Providing written reports to families on student progress. <p>ASSISTANT VARSITY FOOTBALL COACH/LINEBACKER</p>

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	<ul style="list-style-type: none"> Coached varsity linebackers; Served as the junior high football coordinator Responsible for developing, teaching and coaching the 3A Most Valuable Player Also coached Junior High Girls Basketball 7th A Coordinated areas of offense, recruiting, fundraising, alumni and student networking, career development, attitude training program, social media Was responsible for: Ordering of Equipment, Disciplining of Players, Planning and Running off-season program Incorporated a plan to educate athletes in the development of positive attitudes and leadership skills. Planning Offensive and Special team practices
	<p>2007 - 2010 HARBY JUNIOR HIGH SCHOOL, Alvin, TX</p> <p>P.A.S.S. Teacher</p> <ol style="list-style-type: none"> 1. Collaboration with other team members, schools, social service agencies and administrators. 2. Communication with parents as needed. 3. Attend in-services and training as required. 4. Assess various stages of the program. 5. Development of individual lesson plans. 6. Accuracy in record keeping. 7. Maintain a safe and productive learning environment. 8. Develop, implement and evaluate curriculum as needed. 9. Maintain accurate attendance and membership records. 10. Prepares report cards, educational records, and writes necessary reports for District and State. 11. Builds trust and confidence with students. 12. Maintains the physical environment of the classroom for organization and presentation purposes. Encourages good citizenship. <p>ATHLETIC COORDINATOR ('08-10)</p> <p>ASSISTANT FOOTBALL COACH/ASSISTANT TRACK AND FIELD COACH</p> <p>ASSISTANT BASKETBALL COACH ('08-10)</p> <ul style="list-style-type: none"> Coached varsity linebackers; Served as the junior high football coordinator Acted as junior high coordinator and worked varsity team Recruited student-athletes successfully Coordinated areas of offense, recruiting, fundraising, alumni and student networking, career development, attitude training program, social media Committed to the academic and athletic success of student-athletes Served in public relations and fundraising positions on the booster club as well as create all highlight videos and multi-media connected to football program
	<p>2005 - 2007 HARRIS COUNTY DEPARTMENT OF EDUCATION (Alternative School), Houston, TX</p> <p>Behavior Teacher</p> <ul style="list-style-type: none"> Provide essential supervision to the students in educational requirements Undertake small group discussions with students Implementing individual education service plans for the students Plan and follow the daily classroom instructional activities Administer student assessment to ascertain academic needs Work collaboratively with the staff, administrators, agency counselors, and parents for the efficient progress of the students Prepare necessary lesson plans that correlate with student needs Prepare and maintain the student records

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| | <ul style="list-style-type: none">• Maintain conducive classroom environment essential for learning• Develop different teaching and instructional methods appropriate for the students• Delivering instructions using the approved curriculum and course outlines• Assess the student's performance• Maintaining the attendance, student evaluation, and grade system reports of the students• Direct the work to educational assistants• Follow and make students follow the rules and regulations of the alternative school• Submit all the necessary reports in a timely manner |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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Neville High School CHARTER SCHOOL APPLICATION

AFFILIATIONS

	<u>Omega Psi Phi</u>	Monroe, LA
	<u>Boys & Girls Club</u>	Monroe, LA
	<u>United Way</u>	Houston, TX
	<u>St. Jude</u>	Monroe, LA
	<u>Boys Scouts of America</u>	Monroe, LA
	<u>Houston Texans Ambassadors</u>	Houston, TX
	<u>US Army</u>	Ft. Dix, NJ
	<u>Kenyon Intl Emergency Services</u>	Houston, TX

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Appendix 6

Charter Board Governing Bylaws

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NEVILLE CHARTER ASSOCIATION INC.

BYLAWS

ARTICLE I NAME & PURPOSE

1.1 Name. The name of the corporation is Neville Charter Association Inc. and is sometimes referred to hereinafter as the “Corporation.” The principal office of the Corporation shall be located at 2411 Pargoud Blvd., Monroe, LA 71201 or such place as the Board of Directors shall designate. The Corporation may also maintain additional offices at such other places as the Board of Directors may from time to time designate.

1.2 Purpose. Neville Charter Association Inc. was created for the purpose of opening and operating a public charter school in the State of Louisiana.

ARTICLE II MEMBERS

There shall be no members. All rights, powers, duties and obligations usually vested in the members of a nonprofit shall be vested in the directors in accordance with these bylaws.

ARTICLE III BOARD OF DIRECTORS

3.1 General Powers. The business and affairs of the Corporation shall be managed by the Board of Directors and it shall exercise all powers not otherwise delegated by law, the Articles of Incorporation or these Bylaws. The Board of Directors will monitor the day to day operations of Neville Charter Association Inc..

3.2 Number of Qualifications. The number of directors of the Corporation shall be not less than five (5) and not more than nine (9).. The number of directors shall be established from time to time by a majority vote of those present at any regular meeting of the Board of Directors.

3.3 Appointment and Term of Office. Each director elected shall serve for a period of three (3) years or until their successors shall be appointed and qualified. Thereafter, as vacancies occur by reason of expiration of terms, each director shall serve for a period of three (3) years or until his successor shall be appointed and qualified. Directors can serve two full consecutive three (3) year terms. The Directors will be representative of the fields of interest of Neville Charter Association Inc.

3.4 Vacancies. Any vacancy in the authorized number of directors whether occurring by reason of expiration of term, resignation, death, or increase in the authorized number, shall be filled as provided in this 3.4. A vacancy created by a vacating director shall be filled by the majority vote of the remaining members of the Board of Directors. An individual appointed to fill such a vacancy shall serve for the remaining term of the director who created the vacancy.

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3.5 Resignation and Removal. Any director of the Corporation may resign by giving written notice to the Board of Directors or the Chair of the Board. Any director of the Corporation may be removed from the Board of Directors with or without cause by two-thirds (2/3) vote of the Board of Directors.

3.6 Regular Meetings of the Board of Directors. Regular meetings of the Board of Directors shall be held at such time and place as may be fixed by the resolution of the Board. Regular meetings of the Board of Directors may be held at any place within the United States of America. No notice shall be required for regular meetings of the Board of Directors.

3.7 Special Meetings of the Board of Directors. Special meetings of the Board of Directors may be called at any time by the Chair of the Board or by any two (2) members of the Board. Special meetings of the Board of Directors may be held at any place within the United States of America. Notice of any special meeting of the Board of Directors shall be given to each director not less than seven (7) days before such meeting and shall state the place, day, hour, and the purpose or the purposes for which the meeting is called. Notice may be given either by personal contact, mail, or email.

3.8 Open Meetings Laws. The Board of Directors shall be subject to all applicable Louisiana Open Meetings Laws, La. R.S. 42:11, et seq..

3.9 Quorum and Manner of Acting. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Directors. If a quorum is present at the meeting, the act of a majority of the directors present at the meeting shall constitute the act of the Board, except in cases where the vote of a great number is required by law, the Articles of Incorporation or by these Bylaws.

3.10 Voting. Each director shall at every meeting, be entitled to vote.

3.11. Non-Compensation to Directors. No compensation or payment shall be paid or made to any officer, director, creator, or organizer of this Corporation or substantial contributor to it unless approved by the Board of Directors. Allowable exceptions will include reimbursement for reasonable expenses incurred in their performance of their responsibilities as a Director or Chair of the Board, actual expenditures or services rendered to or for this Corporation. Neither the whole nor any portion of the assets or net earnings current or accumulated of this Corporation shall ever be distributed to or divided among any such persons, and neither the whole nor any part or portion of such assets or net earnings shall ever be used for, accrued to, or inure to the benefit of any member or private individual within the meaning of Section 501 (c)(3) of the Internal Revenue Code and its Regulations as they now exist or as they may hereafter be amended.

ARTICLE IV OFFICERS

4.1 Number. The officers of the Corporation shall be the Chair of the Board, a Secretary and a Treasurer. In addition, there may be such other officers as may be designated from time to time, by the Board of Directors, in accordance with these Bylaws. Any two (2) positions, except those of Chair of the Board and Secretary, may be held by the same individual.

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4.2 Election and Term of Office. The officers of the Corporation shall be elected by a majority vote of the Board of Directors at any regular or special meeting of the Board of Directors. Each such elected officer shall hold office for a period of one (1) year or until his or her successor shall be duly elected and qualified. Election or appointment of an officer, employee or agent of the Corporation shall not of itself create contract rights between any appointee and the Corporation. Nothing in these Bylaws may be construed to create any contract rights, written or implied, including, but not limited to, the term of office, compensation or benefits for any officer, employee or agent.

4.3 Resignation. Any officer may resign at any time by giving written notice of such resignation to the Board of Directors, or to the Chair of the Board. Such resignation shall take effect at the time specified therein, or if no time is specified upon its receipt. Unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

4.4 Removal. The Board of Directors, may, by majority vote, remove any officer from office, with or without cause.

4.5 Vacancies. A vacancy in any office shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

4.6 The Chair of the Board. The Chair shall oversee and conduct the Corporation's business and affairs. Said person is empowered to appoint committees as herein provided and shall, ex officio, be a member of all such committees. The Chair may sign, execute and deliver in the name of the Corporation all deeds, mortgages, bonds, contracts and other instruments, except in cases where such signing, execution or delivery thereof shall be expressly otherwise delegated by the Board of Directors, by these Bylaws or by law, and, in general, shall perform all duties incident to the office of Chair and such other duties which may from time to time be assigned to him by these Bylaws or by the Board of Directors.

4.7 The Secretary. The Secretary shall keep an accurate record of all minutes of meetings of the Board. The Secretary shall be custodian of the seal of the Corporation and shall affix the seal to all such documents as may be required. He/she has the authority to give notice of all meetings of the directors in accordance with the provisions of these Bylaws and shall keep copies of these Bylaws available for inspection by the Board. In general, he/she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him/her by these Bylaws, the Board of Directors or the Chair of the Board.

4.8 The Treasurer. The Treasurer shall oversee the collection of all monies payable to the Corporation and the disbursement of all funds. The accounts of the Corporation shall be open at all times to the inspection of any member of the Board of Directors. In general, the Treasurer shall perform all the duties incident to the office of Treasurer and such other duties as may from time to time be assigned to him by these Bylaws, the Board of Directors or the Chair of the Board.

4.9 Executive Director. The Board of Directors may select an Executive Director to manage the business and property of the corporation, subject to the direction of the Board of Directors, during the interim between annual meetings of the Board of Directors and shall fix the salary of said Executive

Neville High School

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Director, and as a qualification for said position, it shall not be necessary that the person so employed be a member of the corporation or a Director. The Executive Director will oversee the day to day operations of Neville Charter Association Inc..

ARTICLE V

COMMITTEES

5.1 Special Committees. There may be such special or ad hoc committees as the Board of Directors may from time to time establish for the discharge of particular duties.

5.2 Standing Committees. There shall be the standing committees of the Board specified in this Article. Members of standing committees shall be appointed by the Chair of the Board, after consultation with the Board, annually at or following the annual meeting of the Board of Directors. Except as provided in these Bylaws, the Chair of the Board shall be an ex-officio member of all standing committees, and each standing committee shall include at least two additional trustees. Except where otherwise provided in this Article, additional members, including persons who are not on the Board of Directors, may be appointed. The Chairperson of each standing committee shall be a member of the Board of Directors. If the Chair of a committee is unable to attend a meeting, he or she shall appoint another member of the committee to serve as acting Chair during such a meeting. In the event that the Chair of a committee resigns or is permanently or indefinitely unable to serve, then the Chair of the Board shall appoint a replacement.

5.3 Discontinuance of Standing Committees. The Board of Directors may at any time discontinue any of its standing committees for such time as may be determined, and the duties of any committee so discontinued shall be performed during such discontinuance by the Board.

5.4 Academic Affairs. The Academic Affairs Committee is responsible for the continuous study of the overall and long-term educational programs of the Organization. It reviews new programs and recommends programmatic changes. It conducts periodic reviews and evaluations of the policies of the Organization to ensure that the Organization's mission is being met and that the goals are being achieved. This committee recommends policies to the Board for maintaining qualified and competent faculty, high academic standards, and sound instructional practices.

5.5 Finance Committee. Financial accountability and future stability are the major objectives of this committee which is responsible for evaluating and for making recommendations to the Board of Trustees on budgets, audited financial statements, management letters, balance sheets, investments, and any other financial matters relevant to the continued fiscal health and growth of the Organization.

ARTICLE VI

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FUNDS, CHECKS & DEPOSITS

5.1 Depositing of Funds. All funds of the Corporation shall be deposited in such depository or depositories as may be designated by the Board of Directors. Such deposits shall be made in the name of the Corporation.

5.2 Signing of Checks, Drafts, or for Payment. All checks, drafts, or other orders for the payment of money shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

5.3 Surplus Funds or Assets upon Dissolution. The Corporation shall not operate for profit. In the event of the dissolution of the Corporation all assets on hand shall be distributed in accordance with the terms of **the Articles of Incorporation**.

5.4 Distributions by the Corporation. All distribution of the Corporation shall be approved by a majority of the Board of Directors, either at a regular or special meeting or in writing.

ARTICLE VII SEAL

The seal of the Corporation shall be circular in form, shall bear its name in the margin thereof, and shall indicate the date of incorporation and the state of incorporation.

ARTICLE VIII PROHIBITED ACTIVITIES

No part of the earnings of the Corporation shall benefit, or be distributable to its directors, officers 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 distribution in furtherance of the purposes set forth in the Articles of Incorporation of the Corporation. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the Corporation shall not carry on any other activities not permitted to be carried on by and organization exempt from federal income tax under section 501(c)(3) of the Code, or the corresponding section of any future federal tax code, or by an organization contributions to which are deductible for federal income tax purposes under section 170 of the Code, or the corresponding section of any future federal tax code.

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ARTICLE IX MISCELLANEOUS

8.1 Fiscal Year. The fiscal year shall end on June 30.

8.2 Books and Records. The Corporation shall keep correct and complete books and records of the account and shall keep minutes of the proceedings of the Board of Directors and any committees having any of the authority of the Board of Directors. The Corporation shall keep at its registered office or principal office a record of the names and addresses of its directors and officers.

All books and records of the Corporation may be inspected by any director or officers, or his agent or attorney, for any proper purpose at any reasonable time.

8.3 Review. To the extent that resources are available, the books and records of the Corporation shall be reviewed or audited once annually by an independent accountant appointed by the Board of Directors if requested by any member of the Board of Directors.

8.4 Financial Statements. The Corporation shall issue an annual statement of its finances as of the close of the fiscal year to each member of the Board of Directors, each officer and the members.

8.5 Designated Gifts and Contributions. The officers, directors, employees or any other person authorized by the Corporation may accept on its behalf any contribution, gift, bequest, or devise of money or property for its general purposes set forth in the Articles of Incorporation within the purposes described in section 501©(3) of the Code, or the corresponding section of any future federal tax code; provided, however, designations for contributions will only be accepted at the discretion of the Board of Directors and only if the designated purpose, project or activity set out by the donor is in furtherance of the Corporation's tax exempt purposes. Any designation of any contribution shall not be deemed to be legally binding upon the Corporation unless the designation made by the donor is deemed to be a lawfully enforceable condition subsequent impressed upon the gift. If, upon the advice of counsel, it is determined that one or more contributions made to the Corporation are subject to any enforceable condition subsequent, requiring its use in the manner specified by the condition, and is not deemed to be a precatory or discretionary designation by such donor, the condition subsequent will be deemed to obligate the Corporation and will be honored only if the condition imposed by the donor is consistent with the purposes stated in the Article of Incorporation. If not, such contribution shall be returned to the donor or otherwise disposed of in compliance with the condition subsequent.

8.6 Insurance. The Foundation may purchase and maintain insurance on behalf of any Director, officer, employee or agent of the Foundation against any liability asserted against such person and incurred in such capacity whether or not the Foundation would have power to indemnify such person against such liability under the provisions of the above section.

8.7 Amendments. These Bylaws may be amended by two thirds (2/3) vote of those present at any regular meeting of the Board of Directors. Subject to the power of the members to amend, alter or repeal by the Bylaws; provided, however, that notice of any such action by the Board of Directors shall be given to each Director.

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Appendix 7

4th Sector Profile

Neville High School

CHARTER SCHOOL APPLICATION

4th Sector Solutions (4SS) is highly qualified to provide non-profit financial management and reporting services to Neville Charter High School. 4SS's unique qualifications include its long experience with charter school and in non-profit finance nationally, its leadership, and its flexibility to tailor solutions to its clients' unique needs.

Experience

- 4th Sector Solutions has been providing specialized finance, accounting, human resources and other services to education-related non-profit organizations for 15 years. Its 70+ clients include independent charter schools, private schools, school districts, and non-profit educational program providers.
- 4th Sector Solutions' founder Joe Keeney has 25 years of experience serving non-profit organizations, charter schools and community organizations. Prior to founding 4SS, Joe was president of a national network of public charter schools, where he helped open and operate over 50 schools serving 30,000 students in 14 states.
- 4th Sector has offices in New Orleans, Baton Rouge and New York.
- 4th Sector Solutions was founded on the principles of flexibility and capacity building -- tailoring its services to the unique needs of individual clients.

One of 4th Sector's staffing principles is to build in redundancy so that knowledge of any particular client's finances cannot walk out the door with one person. This team approach ensures that the Neville Charter High School will have stability with the added benefit of staff who are constantly improving on industry best practices by serving multiple clients.

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Joe Keeney

Joe Keeney is the Founder and Chairman of 4th Sector Solutions. He is also Founder of School Food Solutions L3C, which helps charter schools promote healthy school food and comply with the National School Lunch Program. Joe has 25+ years of experience serving non-profit clients. From 1997-2005 Joe was president of a national network of public charter schools, where he built the nation's largest and highest achieving network of public charter schools -- serving approximately 30,000 students in 14 states and DC. Joe's responsibilities included school operations, client development, finance, and real estate design and construction. Joe had previously been a divisional president and chief operating officer of a Fortune 1000 global manufacturer, and a corporate strategy consultant at LEK Consulting. Joe has a BA in economics from Columbia College and an MBA with high distinction from Harvard Business School, where he was elected a Baker Scholar and received the Macy Scholarship and the Uhlmann Award. Joe also earned an EdM in education leadership from Teachers College, Columbia University, and served as a mentor in the Leadership for Educational Entrepreneurship program at Arizona State University. He is the author of several articles and book chapters on education finance for American Enterprise Institute publications. Joe also serves on the board and credit committee of Charter Schools Development Corporation, a leading national provider of financing and development services.

Melissa Fox

Melissa is the Chief Financial Officer of 4th Sector Solutions. She has 20 years of accounting experience, split between the non-profit and for-profit sectors. Prior to joining 4SS, Melissa was employed as senior accountant for a rapidly growing restaurant chain that expanded from 14 to over 50 stores during her tenure. Her duties called for a wide range of financial reporting and accounting functions, and she brings to 4th Sector clients the comprehensive knowledge and varied abilities gained from that experience. Melissa joined 4th Sector in 2008 and leads its finance team that serves clients in Louisiana and six other states. She is a trusted partner for client board chairs, finance committee chairs, executive directors and school leaders at both the school and charter management organization (CMO) level. A Baton Rouge native, Melissa earned a BS in Accounting from Southeastern Louisiana University.

Joseph Neary

Joe is the Chief Operating Officer of 4th Sector Solutions providing human resources, operational, and compliance support to 4th Sector's clients. He has twenty years of charter school experience. He was previously the Chief Operating Officer of FirstLine Schools, the oldest Charter Management Organization in New Orleans. At FirstLine Schools, Joe managed a team of five directors leading finance, operations, HR, talent management, student data, technology, and compliance for the organization. Prior to FirstLine he was Chief Operating Officer for Advance Baton Rouge from 2008 to 2012 the first CMO authorized to manage charter schools for the Recovery School District outside of New Orleans. From 1999-2007 Joe was general manager for a national network of public charter schools, managing schools in New York and Pennsylvania along with supporting client development

October 25, 2025

Neville High School
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nationally.

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09/22/25 19:32:05

CPAVerify Individual Report Results

NAME: KEVIN ANTHONY COX
STATE OF LICENSE: LA
LAST UPDATED: 2025-09-22

Address:
License/Permit/Certificate Number:
Registration Number:
License/Permit/Certificate Status:

License/Certificate Status Details:

License Type:

License Type Details:

Basis for License:

Issue Date:

Expiration Date:

Enforcement, Non-Compliance or Disciplinary Actions:

Other Information:

Business

BATON ROUGE, LA, US
CPA.0027636

REGISTERED

The individual license or firm permit, as applicable, is registered, current and in good standing for this renewal year.

LICENSED ACTIVE CERTIFICATE

License to use the CPA title with personal name in LA. Continuing professional education is required to maintain the license. The license also provides the individual a right to obtain a LA CPA firm permit.

2014-10-10

2025-12-31

None Reported To This Site By The Board

None

Contact the Board for official verification of information.

State Board Contact Information:

STATE BOARD OF CERTIFIED PUBLIC ACCOUNTANTS OF LOUISIANA
601 POYDRAS STREET, SUITE 1770
NEW ORLEANS, LA 70130

Phone: (504)566-1244

Fax: (504)566-1252

Email: cpaboard.sitemaster@la.gov

Website: <http://www.cpaboard.state.la.us/>

Licensee Lookup: <http://www.cpaboard.state.la.us/>

Details of Enforcement, Non-Compliance or Disciplinary Actions:

1. If "Contact State Board For Details" is displayed then the State Board has reported some type of enforcement, non-compliance or disciplinary action to this site and the State Board should be contacted for full details about the action reported.
2. If "None Reported To This Site By The Board" is displayed then the State Board provides enforcement, non-compliance and disciplinary action data to this site and none was indicated for this record.
3. If "State Does Not Provide This Type of Data At This Site" is displayed then CPAVerify is not currently receiving enforcement, non-compliance or disciplinary action data for licensees in this state. Some states are limited to sharing this type of data with third party websites due to privacy laws or policies, but most State Boards offer this information on their official State Board websites.
4. Contact the State Board for official verification of all enforcement, non-compliance and disciplinary activity.

The results shown here include all data made available by participating states. Additional data about the individual or firm may exist and is not shown here for other states that are not yet participating in the CPAVerify website. Please refer to the Participating States tab for more information about which states are currently sharing their licensing data for use with this website and for clarification about which states these results do not include. If the Board of interest is not participating, you may refer to the "Contact Boards" tab where a link to every Boards' website and therefore individual license lookup tool is available.

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Appendix 8

Insurance Coverage

Neville High School CHARTER SCHOOL APPLICATION



October 15, 2025

Attn: Neville Charter Association

RE: Insurance Coverage

We are pleased to advise our intention to provide insurance services to the Neville Charter Association. Our division specializes in Scholastic risks.

Based on our experience with schools, we are confident we will be able to secure insurance. The following coverages will be secured to meet and exceed all requirements.

Coverage	Limit
General Liability (corporal incl)	\$1,000,000 occurrence \$3,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to MS laws
Employers Liability	\$1,000,000
Employee Benefits Liability	\$1,000,000
Automobile Liability which includes non owned and hired	\$1,000,000
Employment Practices Liability	\$1,000,000
Professional Liability	\$1,000,000
Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Abuse / Misconduct Liability	\$1,000,000
Crime / Employee Dishonesty	\$1,000,000
Property Coverage	Blanket Limits as needed, on an all risk of direct physical basis

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As requested, all required additional insureds and loss payees can be added upon review to these policies. We will only place your business with an "A" rated insurance carrier or better as determined by AM Best rating guidelines.

Risk Management Services for Neville Charter Association:

Gallagher views safety and risk control as an essential part of our service team. We employ experienced consultants at the local and national levels and within our Scholastic First team. Working closely with your partner insurance carriers, we'll assess your exposures through specific services we will provide as part of the Insurance program if needed:

- Environmental Health & Safety Services.
- Training and Education Services.
- Training and Education Services – such topics as Hazard Recognition and Self-Inspections, Violence Prevention and Loss Control, Ergonomics and Strain Injury Prevention, Security Assessment, Blood borne Pathogens.
- Program Analysis and Development.
- Loss Trending.
- Analysis, Inspection and Evaluation Services – These services are designed to identify and evaluate the impact of loss exposures and risks of individual departments or collectively for the entire entity. The analysis and evaluation process helps prioritize the areas that can most economically benefit from further loss control activities. Audits and surveys may also be used on an on-going basis to monitor the effectiveness of loss control or safety programs currently in place.

Please let me know if you have any questions, (225) 906-1222.

Sincerely,



Jill Couvillon, ARM
Arthur J. Gallagher Risk Management Services
235 Highlandia Drive, Suite 200
Baton Rouge, LA 70801

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Appendix 9
Course Offerings

Neville High School

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GENERAL COURSE LIST				
	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
	English I	English II	English III	Business English
English	English I Gifted	English II Gifted	English III AP	English IV
	English I Honors	English II Honors	English III Gifted	English IV AP
	Technical Writing		English III Honors	English IV Honors
	Algebra I	Algebra II	Adv. Math Functions	Calculus AP
	Algebra I Honors	Algebra II Honors	Adv. Math Precalculus	Probability & Statistics
Math	Geometry Honors	Geometry	Algebra III	
	Integrated Math I	Integrated Math II	Business Math	
		Math Essentials	Financial Literacy	
			Integrated Math III	
			Precalculus Honors	
	Biology I	Chemistry I	Anatomy and Physiology Biology II	
Science	Biology I Honors	Chemistry I Honors	Biology II AP Biology II Honors	
	Earth Science	Environmental Science	Chemistry II AP Environmental Science AP	
		Physical Science	Physics Honors	
		Physical Science H		
	Civics	Human Geog AP	African American History	
Social	Civics Gifted	World Geog Honors	Psychology-DE <i>only</i> Sociology-DE <i>only</i>	
Studies	Civics Honors		US Government AP US History	
			US History AP US History Honors	
			Western Civilization-DE <i>only</i> World History Honors	
	French I Honors	French II Honors	French III Honors	French IV AP/H
Foreign	Latin I Honors	Latin II Honors	Latin III Honors	
Languages	Spanish I	Spanish II	Spanish IV AP/H	
	Spanish I Honors	Spanish III H		
	Spanish II Honors			
Electives	Advanced Band	AP Seminar	ACT Prep	Art IV Talented
After 10th grade,	Advanced Chorus	Art II	Admin Support	Business Capstone - BA
elective choices	Adv. Chorus-Women	Art II Talented	Occupations	Computer Science II
may narrow to	Advanced Orchestra	AWS Welding I	AP Research	Cyber Science
include only	Applied Music	Bus Communications	Art III Talented	JROTC IV
those in a	Art I	Bus Computer App	AWS Welding II	Media Arts IV
student's	Art I Talented	Carpentry I	Computer Science I	PE IV
selected	Beginning Band	Computer Tech Lit	Criminal Justice-DE <i>only</i>	Publications II (Newspaper)
graduation	Beginning Choir	Cyber Literacy I	Cyber Literacy II	Publications II
pathway	Cyber Society	Digital Media II	DES - ACT Prep	(Yearbook)
	Digital Media I	Emergency Medical	Engineering &	Speech IV
	Family Consumer S	Responder	Design II	*Courses designated with
	Fine Arts Survey	Engineering &	Entrepreneurship - BA	MM are part of the
	Food Science	Design I	Found of Education - ER	Medical Magnet program
	General Tech Ed	Graphic Arts II	JROTC III	and are housed at Carroll
	Graphic Arts I	Intro to Business - BA	Media Arts III	High School.
	Health	JROTC II	Medical Assistant	**Courses designated with
	Intro to Business	Law Studies	Multicultural Learning	BA are part of the Business
	Computer Apps	Media Arts II	Communities - ER	Academy through ULM.
	Intro to Health	Medical	NCCER Carpentry II	***Courses designated
	Occupations	Terminology	Nurse Assistant - MM	with ER are part of the
	JROTC I	NCCER Carpentry I	Patient Care Tech	Educators Rising program

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	Media Arts I	PE II	PE III	through ULM.
	PE I	Photography I	Pharmacy Tech - MM	Courses for which dual
	Quest for Success	Process Tech I	Process Tech II	enrollment credit may be
	Reading I	Reading II	Publications I (Newspaper)	earned are listed in italics.
	Robotics - Beginner	Secondary Incentive	Publications I	ACT, GPA, and college
	Speech I	Speech II	(Yearbook)	admissions requirements
	Workplace Safety	Sports Medicine I/II	Speech III	apply for dual enrollment.
			Sports Medicine III	
			Studio Art AP	

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Appendix 10

List of Advance Course offerings

Neville High School

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2024-2025 Advanced Placement Course Offerings:

AP Biology
AP Calculus
AP Chemistry
AP Physics
AP US History
AP Environmental Science
AP Government and Politics

2024-2025 Dual Enrollment Credits Offered Online:

World Civilizations I & II (ULM)
Intro to Psychology (ULM)
Developmental Psychology (ULM)
Sociology (ULM)
Music (ULM)
Music (LDCC)
Criminal Justice (LDCC)
Intro to Business (LDCC)

2024-2025 Dual Enrollment Credits Face to Face:

Biology (ULM)
English Composition I & II (ULM)
Latin I & II (ULM)
Trigonometry (ULM)
College Algebra (ULM)
Computer Science i & II (ULM)
Engineering and Design 1(LDCC)
Welding 1 (LDCC)