

Inspire Charter Academy Annual Report 2016-17

I. School Mission Statement

Since Inspire Charter Academy opened in fall 2010, our mission has been “...to prepare students for success in high school, college, and beyond by providing a rigorous academic environment, setting high expectations for success, implementing research based instructional strategies, and supporting students' individual learning needs.”

II. Executive Summary

We proudly partnered with the East Baton Rouge Parish School System (EBRPSS) to open Inspire and to create educational options for the families of East Baton Rouge. We first served 426 students in grades K-5 and added one grade level a year until reaching eighth grade. In 2016-17 we served 687 students in grades K-8, of whom 96 percent qualified for free or reduced price lunch (FRL). We partner with National Heritage Academies (NHA) to manage the day-to-day operations of the school and to help us fulfill our mission. Through this partnership, we have been able to provide Inspire families with a new, state-of-the-art facility that is conducive to learning. With more than 45,000 square feet of learning space on eight acres, Inspire is a positive presence in East Baton Rouge.

Our mission has never wavered – not when Inspire was honored by Louisiana for being a top school for academic growth in 2013, and not when our Board of Directors and our management partner, National Heritage Academies, realized, during the same period, that our long-term academic performance was falling short of our expectations and, more importantly, the goals of the students, families, and community we serve. To address this shortfall, we have since made major investments in our systems and personnel, but neither our original mission nor our determination to fulfill it has ever wavered in the slightest.

Accomplishments: In 2016-17, Inspire outperformed its feeder schools in the percentage of students scoring basic or above on the state test in 76 percent of grades and subjects tested. Additionally, Inspire outperformed the percentage of students scoring mastery or above on the state test in 87 percent of grades and subjects tested.

Inspire 2016-17 State Test Proficiency vs. Closest Schools				
School Name	2015-16 FRL	% At or Above Mastery		
		ELA	Math	Science
Brookstown Middle Magnet Academy	91%	11%	5%	4%
Capitol Middle School	95%	12%	13%	12%
Claiborne Elementary School	95%	25%	25%	12%
Merrydale Elementary School	94%	17%	14%	7%
North Banks Middle School of Excellence	95%	3%	4%	2%
Winbourne Elementary School	95%	15%	11%	2%
Inspire Charter Academy	94%	24%	20%	17%

Additional accomplishments included:

- The average daily student attendance rate at Inspire was 94.5 percent in 2016-17.
- Eighty-nine percent of parents at Inspire are satisfied, an increase of three percentage points since 2015-16.
- Teacher turnover dropped by 30 percent from 2015-16 to 2016-17.
- The percent of students with one or more serious behavior events decreased by 14 percentage points from 2015-16 to 2016-17.

Improvement Efforts: To continue accelerating Inspire's improvement efforts and to meet and exceed our charter performance targets, Principal Davis (with the support of NHA and our Board) define a specific plan for improvement each year. Within the 2016-2017 School Improvement Plan, she and her leadership team focused on three key objectives, each containing measurable action steps that build upon progress to date:

- Instruction by Highly Qualified Teachers – The school holds as a top priority the recruiting, hiring, and retaining of high quality, highly qualified, and fully licensed teachers to serve its students. Efforts made by the school and our management partner, National Heritage Academies include the following:
 - Establishing close relationships with local universities and colleges with teacher education programs.
 - Sponsoring internal teacher job fair events.
 - Advertising positions through online college postings, the National Heritage Academies website, and a weekly internal job newsletter that is sent out to all school and NHA employees.
 - Offering a competitive salary and benefits package, including fifty percent (50 percent) reimbursement benefit for continuing education.
 - Providing a comprehensive orientation, mentoring, and induction that facilitate a successful transition into teaching.
 - Providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program.
 - Including teachers in the continuous improvement planning process, and other school initiatives and activities.
- Parental Involvement – A Counsel of Parents has been established and Inspire will continue to offer parenting workshops, social events, and family nights for parents. Parent workshops focused on math will be held during the school year to increase parental and community engagement. These events will help to encourage student reading at school and home by educating parents on the impact that reading has on academic achievement and ultimately college readiness. These events will also help parents to become more proactive in their students' education by showing them strategies and activities that they can do at home with their students to increase math proficiency. These events will be advertised in the school newsletter, through the phone reach system and during arrival and dismissal times. Parents will be encouraged to participate by offering light refreshments and educational incentives. Handouts and other resources will be made available to parents who cannot attend. During each meeting parents can also view their child's academic performance on AtSchool, an online gradebook. Teachers also send home periodic communications through Friday Mailers, make phone calls to update parents and the school holds parent teacher conferences twice during the year. Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents; 2) provides

materials and training to help parents work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language; and 6) provides full opportunities for parents with limited English proficiency, disabilities, and parents of migratory children to be involved in the activities of the school and to receive appropriate information and school reports. Parents will be given a survey to solicit feedback on Inspire's schoolwide programs and on the parent learning events. The leadership will review the parent feedback and make adjustments to future workshops so the parents' needs are being met. This will also help to identify ways in which the school can further encourage parent participation in school functions. In addition to the activities offered at least once a semester, parents can access the school's website where there is current information on the school performance and upcoming events.

- Next Level Programs – The school is committed to connecting with preschool age children in order to prepare them for school and has developed preschool transition strategies to ensure that incoming students are well-prepared for kindergarten. Specifically, the school has a dedicated representative who works with area preschools, daycares, Head Start programs, etc., in ensuring kindergarten readiness. The school's Admissions Representative and Leadership meet with community members and preschools to discuss Preschool Transition. Meetings consist of informing parents about the school, inviting parents and students to visit the school and kindergarten classrooms, inviting preschool/daycare staff to visit the school and the kindergarten classrooms, and a presentation regarding the skills and knowledge students will need to know when they enter the kindergarten classroom. Training/informational packets, which are delivered to parents and area preschools/daycares, contain information about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding the transition from preschool to kindergarten. The school's plan for transitioning students from preschool to kindergarten include kindergarten focused parent meetings and Open Houses. At these events, discussions will focus on:
 - Basic skills children should know coming in to kindergarten
 - The difference between young fives and kindergarten
 - The kindergarten curriculum
 - Kindergarten behavior management plan
 - A tour of the school
 - Meeting the teachers and visiting the classrooms.

The plan for connecting with preschool age children also includes numerous summer get-togethers in which the children can meet the teachers and staff of the school and other students making a similar transition. For example:

- Popsicles in the Park (school wide summer fun at the park for new students to meet staff members and other students making a similar transition)
- A welcome party for new families including all incoming kindergarteners
- An Open House will occur prior to the school year in which students will meet their classroom teachers.

Middle school staff and administrators are available for parent questions and concerns as students move into their middle school years. Upper elementary teachers meet with

middle school teachers to make sure that information about students transitioning is shared to support their academic goals and socio-emotional needs.

The school offers parents and students information about local area high schools. Middle school staff and administrators are available to parents and students to discuss the transition from eighth to ninth grade, and students and parents have opportunities to visit local area high schools.

We believe that focusing on these objectives will accelerate learning and further improve academic performance. We are confident that, with stabilized leadership and systems in place to monitor instruction, Inspire is on an upward trajectory. We remain committed to meeting the needs of our students, to adhering to our mission, and to addressing our top priority, which is academic achievement.

III. Is the school's learning program a success?

A. Academic Performance-Accountability Plan

Inspire is accountable for meeting the academic and organizational goals that are outlined in the original charter. Progress toward each goal during the 2016-17 school year is detailed below.

1. On average, during each year of the charter term, the School will demonstrate improvement on the School Performance Score (SPS). The School's SPS from 2014-15 will be used as the baseline.
 - a. Unable to evaluate at this time
2. On average, during each year of the charter term, the School will demonstrate student academic growth in math and reading as measured by the Northwest Evaluation Association (NWEA) assessment from fall to spring.
 - a. Met – Math: 40 percent met typical growth, Reading: 40 percent met typical growth
3. Each year, the student attendance rate shall average at or above 93 percent.
 - a. Met – The school has an attendance rate of 92.7 percent.
4. Each year, 80 percent of parents surveyed will respond as being satisfied or highly satisfied with the school.
 - a. Met – 86 percent of parents surveyed are satisfied or highly satisfied with the school.

Below is an overview of how assessment data informs instructional practices and drive decision-making.

- *Teachers – Data-Driven Decision Making:* Teachers use assessment data to adjust and improve instruction to meet the identified needs of students. Assessment data helps teachers identify their students' strengths and weaknesses – and differentiate instruction accordingly.
- *Leadership – Data Driven Decision Making:* Lorna Davis and the Deans frequently observe and evaluate teachers, and use grade-level planning time and data from the NWEA MAP and other assessments to identify, understand, and address learning gaps,

specific improvement goals, and professional development needs. School leadership uses this data, along with other perceptual data, to drive staffing decisions.

- *School-wide – Data Driven Decision Making:* Inspire implements a comprehensive school improvement process (SIP) to identify strengths and opportunities for improvement. Through the SIP, we gather data and informally evaluate it throughout each year and conduct a formal needs assessment each spring. During this formal needs assessment, we collect and analyze data on student achievement, school programs and processes, student/teacher/parent perceptions, and demographics, including:
 - Student achievement on criterion-referenced assessments – Louisiana Educational Assessment Program and integrated Louisiana Educational Assessment Program (LEAP and iLEAP)
 - Student achievement on norm-referenced assessments – Northwest Evaluation Association Primary Grades Assessment and Measures of Academic Progress (NWEA PGA and MAP)
 - Student demographics
 - Discipline, tardiness, truancy, attrition, and attendance rates
 - Parent/student perception surveys
 - Staff surveys, including teacher quality information
 - Curriculum alignment
 - Program implementation
 - Student engagement

The gathering and analysis of such data enables us to identify priorities and define strategies for continual improvement. It also provides meaningful feedback on the school's efforts to fulfill its mission and key design elements.

B. Teaching Staff Information

Leadership:

- Our fully-implemented distributed leadership model allows for greater opportunity for classroom observation, collaboration, and instructional coaching. Our leadership team consists of Principal Davis and three Deans – Desarae Jones, Jonai Maddrick, and Adrienne Singleton. These individuals are responsible for grade-level staff for one of three cohorts: K-2, 3-5, and 6-8 as well as specials. This model allows greater opportunity for classroom observation, collaboration, and instructional coaching. Deans meet weekly with their staff to review lesson plans and provide feedback.

Engagement:

- Staff satisfaction was at 79 percent in the spring 2017 employee engagement survey which is 12 points higher than benchmark. Engagement drivers are other factors directly tied to the engagement of the staff. For example, some other top engagement drivers for Inspire is purpose at 89 percent, role clarity at 84 percent, and work life balance at 80 percent. The overall employee engagement is at 74 percent. We expect that there will continue to be consistent leadership during the 2017-18 school year. Ms. Davis is a familiar face at Inspire and staff continues to respond to her leadership.

Director of School Quality:

- Lori Hill provides a localized and immediate support from NHA. As the Director of School Quality, Ms. Hill continues to support Ms. Davis. Ms. Hill is a seasoned administrator who has worked successfully to increase academic achievement in schools like Inspire. She oversees the school monitoring process and serves as a coach and mentor to our school leaders.

Programs:

- We continue our focus on improving our employee engagement plan and will invest additional resources into staff morale initiatives, including:
 - Our online, points-based recognition system, *High Five*.
 - *High Five* includes a social platform, where staff members can recognize their peers. This replaced the former peer recognition program.
 - There is now more visibility of all the great things happening across the school.
 - Similar to Facebook, all staff are able to “like” recognitions that are given.
 - Staff can recognize peers at other schools and the Service Center, too.
 - Our new employee engagement survey platform, *Glint*.
 - *Glint* is an online platform that allows leaders to have full access to their school’s employee engagement results.
 - The new platform allows for leaders to dive deeper into their results and identify key areas of opportunity and areas of improvement to celebrate.
 - There were two employee engagement surveys this year: November and April.
 - Moving forward, there will be three surveys per year: October, January, and April.
 - Our teacher recognition program, *Excellence in Teaching*.
 - *Excellence in Teaching* is an award that is awarded to NHA’s top performing teachers.
 - A total of 56 finalists were recognized and 4 winners were chosen for a total of 60 teachers recognized in total.
 - The engagement and retention team will be looking to expand the *Excellence in Teaching* program in order to recognize more teachers in the upcoming year along with paraprofessionals.

Please see Appendix A for more details on 2016-17 teaching staff information.

C. Program Success

Inspire has established best practices and programs, which are outlined below:

Systems for monitoring instruction: The leadership team use a school-wide and classroom framework to monitor instruction, create teachers’ individual growth plans, and provide focus for the weekly observation and feedback meetings.

- *School-wide framework:* We follow a school-wide framework for excellence that includes five specific elements.
 1. *Establish a professional culture of excellence*
 2. *Systematize collaborative improvement*
 3. *Lead instructional excellence*

4. *Implement systematic intervention*
 5. *Cultivate meaningful parent partnerships*
- *Classroom framework:* To complement the school-wide framework, we also implement a classroom framework of instructional competencies, which are structured to improve academic results for individual students and the school as a whole. There are four key instructional competencies in this classroom framework:
 1. *Classroom culture:* Teachers strive to lead self-managing classrooms by building positive relationships, maintaining physical space, sustaining classroom routines and procedures, and holding students accountable to clear behavioral expectations.
 2. *Planning:* Teachers plan instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet individual learning needs.
 3. *Teaching:* Content is taught at an appropriate level of rigor that cognitively engages students, intentionally uses all time for learning, personalizes instruction, and ultimately challenges students to drive their own learning,
 4. *Assessing:* Teachers implement assessment strategies to understand student-learning needs, provide actionable feedback, and guide instructional decisions.

It is also important to note that Deans observe individual teachers at least weekly and more often as needed. Teachers are observed for at least two full lessons and 20 limited lessons during the school year. During these observations, the Dean observes and tracks both the current focus skills and other relevant teacher and student behaviors. Deans meet weekly with each teacher to give coaching and feedback that is relevant, frequent, and based on evidence. In these one-on-one meetings, Deans and teachers identify areas for growth, discuss plans and options for improving, analyze progress, and celebrate goal accomplishments.

Teacher evaluation: All teachers are evaluated annually. Information from the evaluation system contributes to decisions regarding promotion, compensation and employment decisions, in addition to providing a platform for ongoing conversation between deans and teachers. The evaluation also informs professional development for all employees. Teachers are rated on indicators related to the following competencies:

- | | |
|---------------------------------|---------------------------------|
| • Classroom culture | • Planning |
| • Teaching | • Assessing |
| • Professional accountabilities | • Professional Accountabilities |
| • Quality of student learning | |

Moral Focus Program: We implement a moral focus program that is an explicit and integrated component of the learning environment at Inspire. We make this educational commitment because we believe great schools should develop a student's heart as well as his/her mind. We also believe that individual responsibility, integrity, personal character, and effort are important contributors to success in school and are highly correlated with college success. Each month we have a focal virtue differentiated by grade level. Through this, students develop and practice these virtues until they become ingrained habits, building and maintaining strong moral character while developing the qualities necessary to achieve academic success and become good citizens.

Students also participate in moral focus assemblies during which staff and students speak on the monthly virtue and how they have implemented this virtue. We encourage students to share their own experiences, and we recognize their progress in developing good moral character.

CollegeBound Scholars Program: To help parents and students transition to high school, the CollegeBound Scholars program dedicates a member of the school leadership team to work with students and families beginning in the sixth grade to help identify and select a rigorous and appropriate high school. We offer a variety of activities and events coordinated through the CollegeBound Scholars program.

In partnership with NHA, we invite graduating eighth-grade students to write an essay to compete for a scholarship that will help them attend the college of their choice. The competition is judged on students' academic achievements, community service, the competition essay, and plans for high school and college.

IV. School Finance

Please see Appendix B for a statement of current revenues and expenditures as compared to the 2016-17 Budget. Also, please see Appendix C for the 2017-18 Initial Budget.

V. Governance

A. Board Composition for 2016-17

- **Board President:**
 - **Name:** Cheria Lane-Mackey
 - **Contact information:** cherialane@yahoo.com
 - **Term End:** June 2018
 - **Attendance Rate:** 67 percent
- **Vice President:**
 - **Name:** Marcus Coleman
 - **Contact information:** macoleman06@gmail.com
 - **Term End:** June 2019
 - **Attendance Rate:** 56 percent
- **Treasurer**
 - **Name:** Walter Morales
 - **Contact information:** waltermorales@mac.com
 - **Term End:** June 2020
 - **Attendance Rate:** 67 percent
- **Secretary:**
 - **Name:** Alcinda Bell
 - **Contact information:** smookiebelle@yahoo.com
 - **Term End:** June 2018
 - **Attendance Rate:** 100 percent
- **Director**
 - **Name:** Brenda Swanigan
 - **Contact information:** brendaswanigan@gmail.com
 - **Term End:** June 2018
 - **Attendance Rate:** 89 percent

We ensure that our Board members have a diverse skill set which provides the basis for a strong, competent governance structure and positions us to fulfill the school's mission for the families we serve. Our current Board members have backgrounds in finance, education, and business.

B. Board Operations

Accomplishments:

- **Financial soundness:** Our Board successfully governed the school over the 2016-17 school year with a record of sound financial oversight. The school received a clean audit report for the 2015-16 school year, which the Board reviewed at its October 2016 Board meeting. We maintained a balanced budget throughout the 2016-17 year. Our Board also reviewed monthly financial statements at every Board meeting.
- **Governance:** During the 2016-17 school year, our Board met eight times throughout the year and maintained a full Board of five members. Throughout the year, our Board reviewed and discussed a number of reports pertaining to the school's academic performance on the state and NWEA assessments. During our January 2017 Board meeting, NHA presented a revised academic plan for the school to address academic performance. Our Board also reviewed evaluation tools to conduct evaluations of NHA, the Board, and the Principal.

Challenges: The Board would like to find a time to hold a Board retreat in addition to its regularly scheduled Board meetings.

Please see Appendix D for the 2017-2018 Board Calendar.

C. School Leader Review

Inspire's principal is an employee of NHA and is evaluated using the NHA evaluation system, has seven competencies: (1) School Culture, (2) Teaching and Learning, (3) Staff Development, (4) Operations and Systems, (5) Leadership, (6) Quality of Student Learning, and (7) Professional Accountabilities. This system allows for a fluid discussion around performance and informs professional development goals and opportunities for principals. The principal is evaluated annually using a four category scale of exemplary, effective, developing, and ineffective. Information from the evaluation system contributes to decisions regarding promotion, compensation and employment decisions, in addition to providing a platform for ongoing conversation between directors of school quality and principals.

The principal is provided with comprehensive professional development throughout his/her first two years, training that is designed specifically to improve his/her instructional leadership skills and his/her development as an effective manager. Areas of focus including, but not limited to:

- Leadership styles and the role of a relational leader
- Building self-awareness through strength and constraint theory with one-on-one coaching
- Differentiating leadership from management
- New Principal 1 Day Workshop (during Leadership Summit)
- Participation in bi-monthly mentor phone calls
- Monthly Sharing Best Practices Phone Conference

- School-wide Framework and Classroom Framework Calibration Rounds
- School Culture
- ICF (Instruction Model)
- Instructional Leadership
- Curricular Tools Training
- Budgets/Grants
- School Board
- Data Driven Decision Making
- Marketing
- Teacher Recruitment and Hiring
- Community Partnerships
- Intervention
- Dean Development
- Principal Evaluation
- Change Management
- Service Center Support
- Navigating Teacher Experience/School Leadership Experience
- Common Assessments
- State Assessments
- NWEA Assessments
- Reports (Task Management)
- Special Education/504
- Student Behavior
- Management processes, including fundamentals of human resources, documenting employee performance, education regulatory compliance, and data management
- Understanding student data and developing strategies to improve student learning

In addition, the principal has the opportunity to participate in an OnCourse session. These are professional development opportunities (including some of the topics mentioned above) that are conducted as webinars and are recorded for access at any time.

D. Parent Involvement and Satisfaction

Inspire parents are not visitors in the school; instead, they are part of the school's fabric. They are interwoven into all aspects of school life because we know that Inspire is not viable without the active support of our parents. We also know that our students grow faster and learn more when their education is backed by a strong school-parent partnership.

To keep families connected to the latest happenings of the school, Principal Davis shares a monthly newsletter and holds regular parent meetings. Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular progress reports – via letter, online communication via the school's MyNHA¹ gradebook system, phone calls, and/or in-person meetings. We also conduct parent-teacher conferences twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his/her child. We will also conduct home visits as needed. Each year, the school conducts a family orientation at the end of the

¹ MyNHA is the school's student information database.

summer so new and enrolled families can meet Principal Davis, their child's teacher and classmates, and other school staff. During the months before school opens, school staff and parents initiate the relationships that we strive to foster in our school community. We believe these early contacts help establish and sustain a healthy rapport with parents.

In order to help parents feel at home, we provide a dedicated parent room in the school. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.

At each Board meeting, parents and community members have the opportunity to share their suggestions, ask questions, and voice concerns. As the governing body of the school, we welcome these comments and always consider them in our decisions. If a parent has a concern or suggestion for the school, we also encourage them to communicate with school leaders or with a parent-relations representative at NHA.

Consistent with our commitment to building quality relationships, we proactively seek direct feedback from parents. Parents are encouraged to voice specific questions or concerns to their child's teacher, school leaders, or a parent-relations representative from NHA. More formally, parents have the opportunity to complete a survey called "Voice of the Parent" during the school year to ensure that their expectations and students' needs are understood and consistently met. Our Board monitors this feedback and assesses parental satisfaction through these surveys. We make adjustments as needed to ensure that we maintain the desired climate.

Inspire has continued to demonstrate high levels of parent satisfaction, as illustrated in the chart below from the most recent Parent Satisfaction Survey. Inspire also saw a dramatic increase in parent participation during the 2016-17 school year jumping from 278 responses in spring 2016 to 411.

Year	Spring 2017
Satisfaction	89%
Response Count	411

E. Student Enrollment, Attendance and Retention

Please see the chart below for class size data by grade level for the 2016-17 school year:

Grade	Number of Students	Number of Classrooms
Full Day K	88	4
First	84	3
Second	84	3
Third	78	3
Fourth	78	3
Fifth	78	3
Sixth	78	3
Seventh	78	3
Eighth	78	3

Please see the chart below for Inspire’s enrollment numbers for the 2016-17 school year:

Grade	Enrollment
K	75
1	84
2	75
3	81
4	85
5	66
6	66
7	86
8	69
Total	687

During the 2016-17 school year Inspire had 29 students on its waitlist. In 2015-16, the student attrition rate was 28.34 percent, which was up slightly from 28.08 percent in 2014-15. Attrition data for 2016-17 is not yet available.

Please see the chart below for Inspire’s student ethnicity subgroups compared to the local district:

Subgroup	Inspire (2016-17)	Local District (2016-17)
American Indian	<1%	<1%
Asian	<1%	3%
Black	99%	77%
Hispanic	<1%	8%
Hawaiian/Pacific Islander	<1%	<1%
White	<1%	11%
Multiple Races	<1%	<1%

Please see the chart below for the socio-economic status of Inspire students in comparison to the local district for the 2016-17 school year:

2016-17 Free/Reduced Lunch Status	
Inspire 2016-17	Local District 2016-17
96%	87%

Please see the chart below for Inspire’s special education population for the 2016-17 school year. Inspire’s special education population percentage remained the same from 2015-16.

2016-17 Special Education Population	
Inspire 2016-17	Local District 2016-17
8.0%	Not available*

*Special Ed comparison data for the local district is not available

Please see the chart below for Inspire’s English language learner student percentages in comparison to the local district for the 2016-17 school year:

2016-17 English Language Learners	
Inspire 2016-17	Local District 2016-17
<1%	6%

F. Admissions and Policy Procedures

Please see Appendix E for Inspire’s admission and policy procedures.

G. Authorizer Information

Inspire’s authorizer: East Baton Rouge Parish School System

Authorizer liaison: Amy Norsworthy – anorsworthy@ebrschools.org

First year of contract with authorizer: 2010

Years contract has been renewed: The first contract expired in 2015 and was renewed for a three-year term. The current contract expires in 2018.

Authorizer compliance requirements: Please see Appendix F for authorizer and state compliance requirements during the 2016-17 school year.

**Inspire Charter Academy 2016-17 Annual Report
Appendix A - Teaching Staff Information**

INSPIRE STAFF ROSTER		
Employee_Name	Position_Description	Status
DAVIS, LORNA	Principal Inspire	Returned
ROBINSON, LORRAINE	Substitute Inspire	Returned
LEJEUNE, BRANDI	2nd Grade Teacher Inspire	Returned
MARTIN, DARRIA	Registrar Inspire	Returned
MOORE, LADESHA	7/8 Math Teacher Inspire	Returned
MITCHELL, TREMAINE	7/8 Soc Stud Tchr Inspire	Returned
SINGLETON, ADRIENNE	Dean Middle School Inspire	Returned
MCKENZIE, NSA	Instructional Cch Inspire	Returned
WEDDINGTON, CHARO	At Risk Tchr Inspire	Returned
BRADFORD, JERMAYNE	Admc Intvntn Cch Inspire SI	Returned
GAJESKI, AMANDA	Spec Ed Teacher Inspire	Did not return
WILLOUGHBY, MELANIE	Lbry Tech Spec Inspire Tech	Returned
BRADFORD, ALLISON	5th Grade Teacher Inspire	Did not return
JONES, DESARAE	Dean Lower Elem Inspire	Returned
PRICE, DANA	2nd Grade Teacher Inspire	Returned
MOORE, DAVID	K-8 Music Teacher Inspire	Returned
GRAY, JACQUELINE	K-8 Art Teacher Inspire	Returned
ARABIE, ARISTEA	3rd Grade Teacher Inspire	Returned
WEST, SARA	1st Grade Teacher Inspire	Returned
DAVIS, RASHAWN	6th Lang Arts Tchr Inspire	Returned
GRAVES, SONIA	Office Adminstrtr NE Inspire	Returned
DAVIS, YAKIERA	Para Inspire Title 1A	Returned
ALEXANDER, CIERRA	7/8 Science Tchr Inspire	Returned
DELAINE, ANTONIO	4th Grade Teacher Inspire	Returned
JOHNSON, BRITTANY	Kindergarten Tchr Inspire	Returned
THEODORE, PEGGY	2nd Grade Teacher Inspire	Did not return
TURNER, PEDRONIA	Acd Spc- Read Inspire	Returned
WASHINGTON, ARMISHA	Social Worker Inspire Inst EX	Returned
SHERMAN, ASHLEY	Kindergarten Tchr Inspire	Returned
WILLIAMS, JESSYCA	Spec Ed Teacher Inspire	Returned
PARKER, GERTRUDE	Kindergarten Tchr Inspire	Left during year
DICKERSON, MYTOSHA	Substitute Inspire	Returned
MADDRICK, JONAI	Dean Upper Elem Inspire	Returned
BEATHLEY, BERNADETTE	Para Spec Ed Inspire	Returned
JOHNSON, GRACE	Para Inspire Title 1A	Returned
HULBERT, EVANGELINE	Acd Spc- Read Inspire Title 1	Returned
BETTS, NANCY	Para Inspire Title 1A	Returned
COMBS, MARILYN	Acd Spc- Math Inspire	Returned
DAWAN, HOPE	Admissions Rep Inspire EX	Left during year
WEATHERSBY, ALFRED	3rd Grade Teacher Inspire	Returned
SCOTT, SAVITRI	7/8 Lang Arts Tchr Inspire	Returned
HARRIS, ANGEL	6/7 Science Tchr Inspire	Returned
SHORT, YALONDA	3rd Grade Teacher Inspire	Returned
ST. JUNIOUS, ERNESTINE	Spec Ed Teacher Inspire	Returned
PATTAN, CHASTITY	Acd Spc- Read Inspire SI	Returned

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RODRIGUE, MARGARET	Acad Spc- Math Inspire Title 1	Returned
WHITE, GAYLIAN	Substitute Inspire	Returned
PARKER, GABBRIA	6/7 Math Teacher Inspire	Returned
TUCKER, WILLIAM	1st Grade Teacher Inspire	Returned
JORDAN, JANICE	1st Grade Teacher Inspire	Returned
BOQUET, KELSEY	4th Grade Teacher Inspire	Returned
BROUSSARD, CRYSTAL	Tchr in Residence Inspire	Returned
GRADNEY, JANICE	6/7 Elect Teacher Inspire	Returned
NORRIS, ANTHONY	5th Math Teacher Inspire	Returned
HARRY, LALLITTA	Substitute Inspire	Returned
WASHINGTON, DAVID	6th Soc Stud Tchr Inspire	Did not return
CRAIG, PAMELA	Speech Lang Path Inspire	Left during year
KEY, TAMMY	Para Inspire Title 1A	Returned
BOREAU, UEISHA	Substitute Inspire	Left during year
BELL, JOYCIA	Para Spec Ed Inspire	Returned
BRYANT, NIJA	Substitute Inspire	Returned
HINTON, ERLINDA	Substitute Inspire	Returned
WILLIAMS, SARENIA	4th Grade Teacher Inspire	Returned
WILLIS, KANESHA	5th Science Teachr Inspire	Returned
FRAZIER, DAVID	Tchr in Residence Inspire	Returned
DAVIS, RHEA	Substitute Inspire	Returned
FREEMAN, KEY-ANNA	Para Inspire Title 1A	Returned
CHARLES, DESTINEE	Para Spec Ed Inspire	Returned
PEARCE, THOMAS	6th Soc Stud Tchr Inspire	Returned
JOHNSON, TIFFANY	At Risk Tchr Inspire	Returned
FIELDS, JANICE	Substitute Inspire	Returned
ROBINSON, MATTHEW	Admissions Rep Inspire EX	Returned

Appendix B

Inspire Charter Academy

2017-18 Initial Budget Comparison to 2016-17 Amended Budget

	2016-17 Amended Budget	2017-18 Initial Budget Proposal	Change
REVENUE			
State Aid	7,755,288	7,204,014	(551,274)
Federal Grants	609,963	629,310	19,347
Private Sources	35,600	35,600	-
Total Revenues and Transfers	8,400,851	7,868,924	(531,927)
EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	2,664,061	2,956,942	292,881
Added Needs	257,822	343,310	85,488
Special Education	289,401	285,534	(3,867)
Support Services			
Pupil Services	94,019	124,060	30,041
Instructional Staff Support	908,217	804,216	(104,002)
Board of Education	166,661	87,863	(78,798)
Executive Administration	222,944	166,593	(56,351)
Grant Procurement	96,453	44,942	(51,511)
School Admin - Office of the Principal	270,513	309,533	39,020
Other School Administration	372,882	204,855	(168,027)
Business & Internal Services	295,557	137,243	(158,314)
Central Services	862,337	533,795	(328,541)
Operations & Maintenance	1,463,440	1,426,657	(36,783)
Pupil Transportation Services	-	4,500	4,500
Food Services	464,828	438,881	(25,947)
Total Expenditures	8,429,135	7,868,924	(560,211)
EXCESS OF REVENUES OVER EXPENDITURES	(28,284)	-	28,284
Transfer Between Funds	-	-	-
FUND BALANCE, BEGINNING OF YEAR	28,284	-	(28,284)
CURRENT FUND BALANCE	(0)	-	0

Appendix C

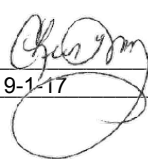
Inspire Charter Academy A Resolution of the Board of Directors 2017-2018 Initial Budget

Fiscal Year 2017-2018.

	General	School Services	Total (Memorandum Only)
REVENUE			
State Aid	7,204,014	-	7,204,014
Other State Sources	-	-	-
Local Sources	-	-	-
Federal Grants	240,810	388,500	629,310
Private Sources	35,600	-	35,600
Total Revenues and Transfers	7,480,424	388,500	7,868,924
 EXPENDITURES - CONTRACTED SERVICE FEE:			
Instruction			
Basic Instruction	2,956,942	-	2,956,942
Added Needs	343,310	-	343,310
Special Education	285,534	-	285,534
Support Services			
Pupil Services	124,060	-	124,060
Instructional Staff Support	804,216	-	804,216
Board of Education	87,863	-	87,863
Executive Administration	166,593	-	166,593
Grant Procurement	44,942	-	44,942
School Admin - Office of the Principal	309,533	-	309,533
Other School Administration	204,855	-	204,855
Business & Internal Services	137,243	-	137,243
Central Services	533,795	-	533,795
Operations & Maintenance	1,426,657	-	1,426,657
Pupil Transportation Services	4,500	-	4,500
Food Services	-	438,881	438,881
Total Expenditures	7,430,043	438,881	7,868,924
EXCESS OF REVENUES OVER EXPENDITURES	50,381	(50,381)	-
Transfer Between Funds	(50,381)	50,381	-
FUND BALANCE, BEGINNING OF YEAR	-	-	-
CURRENT FUND BALANCE	-	-	-

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Board of Directors at a properly noticed meeting, held on September 1, 2017 where a quorum of the board was present.

Signed By:  _____
 Dated: 9-1-17 _____

Inspire Charter Academy
2017-2018 Initial Budget Detail

2017-2018
Initial Budget

General Fund

REVENUE

State Aid	7,204,014
Revenue from State Sources	-
Restricted-Federal 'Pass thru' Grants - Title I	205,634
Restricted-Federal 'Pass thru' Grants - Title II	35,176
Revenue from Private Sources	35,600
Total Revenue & Other Transactions	7,480,424

EXPENDITURES

Basic Instruction

Salaries, Taxes, & Benefits	2,627,893
Local Meetings	6,470
Printing and Binding	20,770
Teaching Supplies	109,322
Textbooks	11,569
Software & Equipment	-
Equipment Lease	84,240
Dues/Memberships	3,900
Field trips & transportation	17,175
Contracted Services	31,923
Miscellaneous	8,680
Board Funds	35,000
Total - Basic Instruction	2,956,942

Added Needs

Salaries, Taxes, & Benefits	304,578
Teaching Supplies	38,732
Total - Added Needs	343,310

Special Education

Salaries, Taxes, & Benefits	280,877
Local Meetings	390
Workshops and Conferences	967
Teaching Supplies	3,300
Total - Special Education	285,534

Pupil Services

Occupational Therapist Services	1,080
Psychological Services	-
Speech Pathology	108,000
Social Work Services	14,980
Total - Pupil Services	124,060

Instructional Staff Support

Salaries, Taxes, & Benefits	412,322
Workshops and Conferences	7,095
Improvement of Instruction	178,684
Professional Development	62,581
Library Books	4,000
Library	915

Technology	80,425
Special Education	35,537
Recess Aides	22,657
Total - Instructional Staff Support	804,216
Board of Education	
Board of Education Administration	50,197
Legal Fees	4,000
Audit	18,945
Travel & Expense Staff	460
Insurance	12,276
Miscellaneous	1,985
Total - Board of Education	87,863
Executive Administration	
Executive Administration	22,820
Oversight Fee	143,773
Total - Executive Administration	166,593
Grant Procurement	
Grant Procurement	44,942
Total - Grant Procurement	44,942
Office of the Principal	
Salaries, Taxes, & Benefits	222,896
Local Meetings	8,960
Workshops and Conferences	8,057
Mailing	5,425
Printing & Binding	3,080
Office Supplies	9,300
Dues/Memberships	2,750
Equipment Purchases	-
Advertising	21,750
Contracted Services	26,830
Miscellaneous	485
Total - Office of the Principal	309,533
Other School Administration	
Admissions & Other Administrative Support	178,268
Salaries, Taxes, & Benefits	22,496
Local Meetings	250
Workshops and Conferences	619
Mailing	1,722
Printing & Binding	1,500
Office Supplies	-
Dues/Memberships	-
Equipment Purchases	-
Total - Other School Administration	204,855
Business & Internal Services	
Fiscal Services	132,108
Internal Distribution Services	5,135
Interest Expense	-
Bad Debt Expense	-
Total - Business & Internal Services	137,243
Operations & Maintenance	
Internal Building Services	9,735
Other Purchased Service (Janitorial)	-
Telephone	5,632
Heat	677

Electric	49,999
Sewer	6,625
Waste & Trash Disposal	6,500
Building Maintenance & Repair	189,141
Equipment Maintenance & Repair	2,100
Lease of Building	1,000,476
Lease of Equipment	10,760
Supplies	-
Equipment Purchases	11,500
Liability Insurance	621
Miscellaneous	-
Interest Expense	-
Miscellaneous (Property Taxes)	100,116
Property Insurance	27,470
Safety & Security	5,305
Total - Operations & Maintenance	1,426,657
Pupil Transportation Services	
Contracted Transportation	4,500
Total - Pupil Transportation Services	4,500
Central Services	
Planning, Research, Development	-
Information Services	71,430
Staff/Personnel Services	229,141
Data Processing Services	132,555
Other Central Services	100,669
Total - Central Services	533,795
Outgoing Transfer to Special Service Fund	50,381
Total Expenditures & Other Transactions	7,480,424
Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses	
	-
Beginning Fund Balance (7/1)	-
Ending Fund Balance	-

Food Service Fund

REVENUE

Food Sales to Pupils	-
State Revenue	-
Department of Agriculture	288,948
Department of Agriculture - Breakfast	99,552
Department of Agriculture - Fruit/Veg	-
Commodities	-
Other Federal Grants	-
Total Food Service Revenue	<u>388,500</u>

Transfer In from General Fund 50,381

Total Revenue and Incoming Transfers 438,881

EXPENDITURES

Food Services

Supplies, Materials including Commodities expense	438,881
Salaries & Wages	-
Management Services	-
Total Food Service Expenditures	<u>438,881</u>

Revenues and Other Financing Sources Over (Under) Expenditures and Other Uses -

Beginning Fund Balance (7/1) -

Appendix D
INSPIRE CHARTER ACADEMY
BOARD OF DIRECTORS

2017-2018 BOARD CALENDAR

*The Board shall meet at **3:30 p.m.** at
Inspire Charter Academy
5454 N. Foster Drive
Baton Rouge, LA 70805
225-356-3936*

on the following dates:

Monday, August 28, 2017

Monday, September 25, 2017

Monday, October 23, 2017

Monday, December 4, 2017

Monday, January 22, 2018

Monday, February 26, 2018

***Monday, March 26, 2018**

Monday, April 23, 2018

****Monday, May 28, 2018**

****Monday, June 25, 2018**

*NOTE: WELLNESS POLICY REVIEW AND DISCUSSION

**NOTE: INITIAL BUDGET HEARING FOR DISCUSSION OF PROPOSED BUDGET AND ANNUAL MEETING
--

***NOTE: BUDGET HEARING AND APPROVAL OF BUDGET

Created by Joey Dreitzler on January 4, 2017 at 9:19 a.m.

Posted at Inspire Charter Academy by _____ on
_____ at _____.

Official Minutes of the Inspire Charter Academy Board are available at the following locations:

3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512
5454 N. Foster Drive, Baton Rouge, LA 70805

Any person with a disability who needs accommodation to participate in a meeting should contact the Principal at Inspire Charter Academy at 225-356-3936 at least 5 days in advance of the meeting to request assistance.

Appendix E

INSPIRE CHARTER ACADEMY Admission and Enrollment Policy

Admission to the school shall be open to all age-appropriate children for grade levels offered in accordance with the school's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The school will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice and random selection to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, random selection and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the school.

References:

US Constitution, Fourteenth Amendment

Title IX of Education Amendments Act (20 USC 1681 et. seq.)

The Civil Rights Act of 1964

The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])

Rehabilitation Act of 1973 (29 USC 791 et. seq.)

Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)

The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)

Louisiana Charter School Demonstration Programs Law (R.S. §42:3971 et. Seq.)

National Heritage Academies Admissions and Enrollment Practices & Procedures

National Heritage Academies Homeless Child Practices & Procedures

Effective Date: _____, 20__

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (LA-EBR)

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing public school.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” for the first year of operation will be determined prior to June 30 by the NHA Admissions Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment Period is for a period beginning January 1 and ending March 31 until 5:00 p.m. of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of open enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians and students prior to the first day of school.

Application Procedures

Interested parties may obtain applications at:

- The school’s website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Prior to the start of school, accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form, Official Release of Records Form, and Proof of Residency documentation. The school will send letters to parents/guardians reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents/guardians that if the student does not attend the first day of school or call in to

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (LA-EBR)

request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend. A grace period of one week will be provided to students and will include multiple contact points.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter contract or applicable law.

Enrollment Preferences

Only those applicants eligible to attend a public school operated by East Baton Rouge Parish are eligible to apply. Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- All remaining applicants

If permitted by law, other enrollment preferences may be granted. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (LA-EBR)

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under and Over-Subscribed Grades

A neutral third-party person (as previously described) will perform a random selection of the names of each applicant. Any under-subscribed grades will be considered before the over-subscribed grades in descending order. After all under-subscribed grades have been identified, the order of the over-subscribed grades will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference, but will wait until their grade level is selected.

Step 3: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian may contest or appeal the random selection process, in writing, to the school's board of directors. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made by the school board or its designee.

Homeless Child

1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2]) ("McKinney-Vento Act").

2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified Homeless Children and Unaccompanied Youth receive a free and appropriate education and meaningful opportunities to succeed in the school.

Definitions

“Homeless Child” - a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- awaiting foster care placement (eligibility for services for children already placed in foster care should be discussed between the Liaison and the social service provider);
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

“School of Origin” - the school the child attended when permanently housed or the school in which the child was last enrolled.

“Unaccompanied Youth” - a youth not in the physical custody of a parent or guardian.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

4.1 The school principal will designate a local homeless Liaison (“Liaison”).

4.2 The Liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, state coordinators for Homeless Children, public and

Homeless Child

private service providers in the community, housing and placement agencies, and other service providers.

4.3 The Liaison will:

- Identify and enroll Homeless Children;
- Ensure that Homeless Children and their families receive eligible educational services;
- Make referrals to health, mental health, dental, and other services;
- Inform parents/guardians of educational and related opportunities available to their children;
- Provide parents/guardians with meaningful opportunities to participate in their child's education;
- Inform parents/ guardians and Homeless Children of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
- Disseminate public notice of the educational rights of Homeless Children;
- Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying Homeless Children, and procedures for reporting to the Liaison; and.
- Record *AtSchool* information (See Exhibit 6.1);

5. PROCEDURES

5.1 Identification

The burden is on the school to show that the child is not a Homeless Child. The Liaison, in collaboration with school personnel and community organizations, will identify Homeless Children, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire (“SRQ”) (Exhibit 6.2; for Louisiana, see Exhibit 6.3) upon enrollment and clearly describe current living arrangements of the child to determine whether the child meets the definition of a Homeless Child. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement these practices and procedures document and ensure adherence with federal, state and NHA requirements.

NOTE: For New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form (Exhibit 6.4), following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Commissioner, Intervention Services at the NHA Service Center, and keep a copy in the school's records.

Homeless Child

5.2 School Selection

Homeless Children have the right to remain at their School of Origin or to attend any school that houses students who live in the attendance area in which they are actually living.

If the parent/guardian agrees, Homeless Children will remain at their School of Origin to the extent feasible. Homeless Children may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

Feasibility is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining feasibility. Feasibility considerations may include:

- Safety of the child;
- Continuity of instruction;
- Likely area of family or child's future housing;
- Time remaining in the academic year;
- Anticipated length of stay in temporary living situation;
- School placement of siblings; or
- Whether the child has special needs that would render the commute harmful.

5.3 Enrollment

The school selected for enrollment must immediately enroll any Homeless Child. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's living situation.

The school will coordinate the transfer of school records with other schools and contact the child's previous school to obtain school records. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community based clinics.

The school will excuse any tardiness or absence related to a Homeless Child's living situation when applying any school policy regarding tardiness or absences.

5.4 Services

The school must provide Homeless Children services comparable to services offered to other students in the school, including:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;

Homeless Child

- School nutrition programs (the school will provide free meals to the Homeless Child as all Homeless Children are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

Transportation

At a parent/guardian's request, the school will provide transportation to and from the School of Origin. The Liaison will coordinate these arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered in determining the *feasibility* of placement in the School of Origin based on potential harm to the child. Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a Homeless Child missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate complaint procedures as detailed in this document.

Title I

Homeless Children are automatically eligible for Title I services. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Homeless Children suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Homeless Children suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

Homeless Child

Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint (“Complainant”). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the attached Complaint Resolution Initiation Form (Exhibit 6.5). The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services for which the child is eligible, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s).

Appeal Procedures – Colorado

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

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- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

Use the Colorado Dispute Report Form (Exhibit 6.6) during the appeal process.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

Appeal Procedures – Georgia

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department.

Address the complaint to the following address:

- Program Consultant, Homeless Education Program, Georgia Department of Education, 1866 Twin Towers East, 205 Jesse Hill, Jr. Drive, SE, Atlanta, Georgia 30334.

Appeal Procedures – Indiana

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of homeless children, address the complaint to the following address:

- State Board Liaison; Indiana Department of Education; Room 299, State House; Indianapolis, Indiana 46204.

If the complaint involves comparable services offered to homeless children, address the complaint to the following address:

- Director of the Division of Educational Options; Indiana Department of Education; Room 299, State House; Indianapolis, Indiana 46204.

The complaint should include:

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- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing the IDOE's commitment to issue a resolution in the form of a *Letter of Findings*.

An IDOE complaint investigator will review all relevant information and issue the *Letter of Findings* to the Complainant.

If the complaint involves enrollment or school placement, a hearing shall be held with each interested party given at least 10 days notice of the hearing. Any interested party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present in writing or rally summary statements of position. The Indiana State Board of Education or a hearing examiner may conduct the hearing at any place in Indiana.

The determination of the IDOE or Indiana State Board of Education as a result of the proceedings described above is final and binding on the parties to the proceedings.

Appeal Procedures – Louisiana

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support, P.O. Box 94064, Baton Rouge, Louisiana 70804.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include the Complainants right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

Appeal Procedures – Michigan

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

Homeless Child

- State Homeless Coordinator, Office of Field Services, Michigan Department of Education, P.O. Box 30008, Lansing, MI 48909.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information to the Director of the Office of Field Services along with a recommendation of resolution or for further investigation.

Within 30 days after receiving a complaint, the Director of the Office of Field Services will recommend a resolution and will inform interested parties in writing of the decision.

If a Complainant or one of the parties involved in the complaint disagrees with the decision, that party may, within 10 working days, appeal to the Deputy Superintendent. This appeal must be in writing and state why the party disagrees with the decision of the Director of the Office of Field Services.

Within 30 days after receiving an appeal, the Deputy Superintendent will render a final administrative decision and notify the Complainant and the school in writing.

If the party disagrees with the decision of the Deputy Superintendent, the party may request a review of the decision by the United States Secretary of Education in accordance with 34 CFR Part 299.11.

Appeal Procedures – North Carolina

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Homeless Coordinator, Homeless Education & Rural Education Achievement Program Consultant, Compensatory Education, NC Department of Public Instruction, 6351 Mail Service Center, Raleigh, NC 27699-6351.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;

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- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 schools days following receipt of the appeal, the State Coordinator shall issue a final written decision to the school and the Complainant .

Appeal Procedures – New York

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the Commissioner, completing the New York Form Petition (Exhibit 6.7), and providing copies of the form and supporting documentation at no cost to the Complainant.

The Liaison will provide the Complainant an acknowledgement of receipt of the Form Petition and will transmit the Form Petition and related documents on behalf of the Complainant to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234 within five days of receipt.

If a stay request is made on the Form Petition and the Commissioner grants a stay order, the Homeless Child may continue attending the school until the Commissioner issues an appeal decision. If the Commissioner denies the stay request, the Homeless Child can be asked by the principal to leave the school immediately.

If the Commissioner sustains the appeal of the Complainant, the Homeless Child can continue attending the school. However, if the Commissioner dismisses the appeal, the Homeless Child can be asked by the principal to leave the school immediately.

Appeal Procedures – Ohio

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 S. Front Street, Mail Stop 404, Columbus, Ohio 43215.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;

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- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

6. EXHIBITS

- 6.1 [AtSchool Homeless Procedures](#)
- 6.2 [Student Residency Questionnaire](#)
- 6.3 [Louisiana Residency Questionnaire](#)
- 6.4 [New York STAC-202 Form](#)
- 6.5 [Complaint Resolution Initiation Form](#)
- 6.6 [Colorado Dispute Report Form](#)
- 6.7 [New York Form Petition](#)

Inspire Charter Academy 2016-17 Annual Report
Appendix F - Authorizer and State Compliance Requirements

Compliance Requirement	Entity	Due Date
School Improvement Plan	EBR	7/1/2016
Budget - Approved	EBR	7/1/2016
Board Minutes - Approved	EBR	7/7/2016
Claim Reimbursement	LDOE	7/10/2016
Claim Reimbursement	LDOE	8/10/2016
Financial Statements - 4th Quarter	EBR	8/14/2016
Placement Test	EBR	8/22/2016
Breakfast Notification	State	8/31/2016
School Board Disclosure Statement	Other	9/5/2016
Annual Form A Budget	EBR	9/16/2016
Audited Financial Statements	EBR	9/30/2016
Health and Safety Training Completed	Other	9/30/2016
Review and Modification of Enrollment Matrix	Other	9/30/2016
Safety Plan Updated	Other	9/30/2016
Board Minutes - Approved	EBR	10/6/2016
Board Minutes - Approved	EBR	10/6/2016
Claim Reimbursement	LDOE	10/10/2016
Instructional Employee Information	EBR	10/11/2016
Pupil Progression Plan	LDOE	10/14/2016
Claim Reimbursement	LDOE	10/15/2016
Developing Skills Checklist	EBR	10/15/2016
PEP Data - Profile of Educational Personnel	EBR	10/18/2016
Board Minutes - Approved	EBR	11/3/2016
Claim Reimbursement	LDOE	11/10/2016
Financial Statements - 1st Quarter	EBR	11/14/2016
Breakfast Notification	State	11/30/2016
Claim Reimbursement	LDOE	12/12/2016
Board Minutes - Approved	EBR	12/15/2016
Audited Financial Statements	LAO	12/31/2016
Conflict of Interest Annual Statement	EBR	12/31/2016
Review and Modification of Enrollment Matrix - Annual	Other	12/31/2016
Claim Reimbursement	LDOE	1/10/2017
Verification Summary Report	LDOE	1/10/2017
Safety Plan Update - Reminder	Other	1/15/2017
Principal Attestation	EBR	1/30/2017
Board Minutes - Approved	EBR	2/2/2017
Claim Reimbursement	LDOE	2/10/2017
Financial Statements - 2nd Quarter	EBR	2/13/2017
Periodic Certification - receipt of June request	Other	2/28/2017
Board Minutes - Approved	EBR	3/2/2017
Claim Reimbursement	LDOE	3/10/2017
Review and Modification of Enrollment Matrix	Other	3/31/2017
Board Minutes - Approved	EBR	4/6/2017
Claim Reimbursement	LDOE	4/10/2017
Breakfast Notification	State	4/30/2017
Board Minutes - Approved	EBR	5/4/2017

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Compliance Requirement	Entity	Due Date
Claim Reimbursement	LDOE	5/10/2017
Financial Statements - 3rd Quarter	EBR	5/14/2017
Financial Disclosure Annual Statement	LA Board of Ethics	5/15/2017
CVR	LDOE	5/19/2017
Board Minutes - Approved	EBR	6/1/2017
Budget - Modifications	EBR	6/8/2017
Claim Reimbursement	LDOE	6/10/2017
Annual Report - Board	State	6/19/2017
Board Calendar	EBR	6/30/2017
Periodic Certification - receipt of Jan request	Other	6/30/2017
SFSP Notification	State	6/30/2017
Wellness Policy Evaluation	State	6/30/2017