ORLEANS PARISH SCHOOL BOARD

Application Part I

Proposal Overview Form

The complete Eligibility and Prospectus Review is due Monday, August 7, 2017, no later than 12:00 p.m. CDT, via the Fluid Review portal (here: https://opsb-charter-rfa.fluidreview.com/). Submitted documentation should include only the information requested below, saved in a single PDF file.

Nonprofit Information			
Name of Nonprofit Applicant (as registered with Louisiana Secretary of State)	Significant Educators		
Application Type	**Type 1** ☐	**Type 3** ☒	
Instruction Location. Mark whether instruction will be primarily **site based** (in person, in a school building) or **virtual** (computer based)	**Site Based** ☒	**Virtual** ☐	
If a Type 1 Applicant, please select your proposal type	**New Start** ☐	**Transformation – Full Takeover** ☐	**Transformation – Reconfiguration** ☐
Operator Track	**New Operator** ☐	**Existing School Operator** ☒	**Experienced Charter Operators (CMOs)** ☐

Primary Contact Information	
Name	Mary Haynes Smith
Address	5800 Cartier Avenue, New Orleans, LA 70122
Phone	504-228-5410
Email	mchhs@aol.com

School Leader Information	
Proposed school leader name (if identified)	Mary Haynes Smith
Proposed school leader current job/position	Principal, Mary McLeod Bethune Elementary School of Literature and Technology

List any principal/leadership programs the proposed leader is currently enrolled in or will have completed (e.g., NLNS, BES, etc.)	- Enrolled in instructional leadership at UNO and received a Master of Administration - Current member of ASCD and LASCD to keep abreast of current instructional programs. - Currently enrolled in NIET Leadership Training Program
School Information	
Proposed School Name	Mary McLeod Bethune Elementary School of Literature and Technology
Opening Year	2018
Grades served Year 1	PK4 - 8
Grades served at capacity	PK4 - 8

ORLEANS PARISH SCHOOL BOARD

Application Part I

Enrollment Projection Form

Provide the following information for **each school** included in this proposal. Specify the planned year of opening for each *(duplicating the table as needed).*

School Name: Mary McLeod Bethune Elementary School of Literature and Technology

Grade Level	Number of Students					
	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year at Capacity:
Pre-K	60	60	60	60	60	60
K	78	78	78	78	78	78
1	78	78	78	78	78	78
2	78	78	78	78	78	78
3	78	78	78	78	78	78
4	78	78	78	78	78	78
5	78	78	78	78	78	78
6	78	78	78	78	78	78
7	78	78	78	78	78	78
8	78	78	78	78	78	78
9						
10						
11						
12						
PLANNED ENROLLMENT	762	762	762	762	762	762
MAXIMUM ENROLLMENT	789	789	789	789	789	789

ORLEANS PARISH SCHOOL BOARD

Application Part I

School Management Form

Do any of the following describe your organization or any of the school(s) proposed in this application?

☐ Will contract or partner with an education service provider (ESP) or other organization to provide school management services.

If so, identify the provider: _____

☐ Will have a corporate partner as defined in LA R.S. 17.3991.1.

If so, identify the partner: _____

☐ The applicant has previously participated in the OPSB charter RFA process.

If so, is the application currently on appeal to the State? _____

☒ Already operates schools in Louisiana or elsewhere in the US (indicate which state(s) below)

If so, which state(s) Louisiana

Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after approval. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Mary C Haynes Smith 8/4/17

Signature of Application Primary Contact **Date**

Mary Haynes Smith, Principal

Print Name & Title of Application Primary Contact

ORLEANS PARISH SCHOOL BOARD

Application Part I

Teacher Eligibility Form

Louisiana state law requires that all groups submitting charter applications involve a minimum of three Louisiana teachers certified by the State Board of Elementary and Secondary Education in the development of their applications.

Please use this form to identify the certified teachers participating in the development of this application.
Also, please be sure to include a copy of current LA Teacher Certification for the teachers listed.

	Name	Street Address	ZIP Code	Phone	Email
1	Amanda Broussard	[redacted]		[redacted]	
2	Gwendolyn Dupree				
3	Treniece Scott				

Board Member Eligibility Form

Please list all the proposed board members for the nonprofit applying to operate a school. In order to be eligible to apply, applicants are required to have at least three board members. In order to be eligible for final Administrative approval, applicants are required to have five board members. State law requires a minimum of seven board members in order to execute a valid charter agreement, and at all times that a charter school is operational.

Please include a current one-page resume for each board member identified.

	Name	Street Address	Zip-code	Phone	Email
1	Melrose Biagas	[redacted]	70128	[redacted]	[redacted]
2	Frank Williams		70123		
3	Lisa Bierria		70119		
4	Suzette Bagneris		70119		
5	Leslie Garibaldi		70122		
6	Antoinette Boissiere		70122		
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Assurances Form

Please review the statements below and indicate whether each is true, and will hold true if the application is approved. *If the answer to any item below is "No", please submit a statement of explanation.*

	Yes	No
1. The school and/or governing organization is currently registered as a nonprofit and is listed as in good standing with the Louisiana Secretary of State	X	
2. The school is not affiliated with any religious organization and does not support nor engage in any religious activities	X	
3. 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	X	
4. 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	X	
5. The school does not draw a substantial portion of the employees from an existing private school	X	
6. The school does not receive a substantial portion of assets or property from an existing private school	X	
7. The school is not located at the same site as an existing private school	X	
8. The school will participate in the city-wide common enrollment (OneApp) process	X	
9. The school will participate in the city-wide common expulsion process	X	
10. The school will provide free transportation to students as stipulated in OPSB Policy HA	X	

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 revocation after approval.

Antoinette L. Boissiere
Name of Board Chair, Charter Governing Board

Antoinette L. Boissiere
Signature of Board Chair

2017-08-04
Date

Section III: School Prospectus (Optional)

The purpose of this section is to give applicants an opportunity to articulate and receive independent expert feedback on the fundamentals of the plan prior to submitting a complete application. Completion of this section is *optional*.

For applicants choosing to submit the School Prospectus:

- Your response will be reviewed by independent evaluators separate from the eligibility portion.
- You will have the opportunity to receive written feedback and to meet in-person with the reviewers to discuss their assessments and recommendations.
- You will have the opportunity to revise the content for your full application.
- Your prospectus responses *will not* be for purposes of an OPSB application decision except to the extent that you choose to include them in your full application.
- Your complete application will receive a full review by OPSB staff and independent reviewers separate from your prospectus.

If you choose not to submit the School Prospectus

- You will receive an eligibility determination from OPSB.
- Your complete application will receive a full review by OPSB staff and independent reviewers.

Prospectus Election

Mark whether you are electing to complete Section III (School Prospectus).	**YES (Section III completed)** ☑	**NO (Section III *not* completed)** ☐

School Founders Information Form	Present the backgrounds, experience, and skills that the founding group possesses and opportunities for further strengthening the founding team.
School Vision Form	Describe your vision for the school, the educational program, and management.
School Management and Finances	Explain how the school will be managed and present the overall financial picture.

School Prospectus Form

Please limit your narrative response to a recommended *maximum total of 8 pages*
(excluding founder resumes and bios)

III. A. School Founders Information

(Recommended 3 pages maximum excluding founder resumes and bios)

The purpose of providing information about the school's founders is to document the capacity of the people who will be responsible for the school's success. Your responses should supplement and may reference founder information included in submitted resumes and bios.

Definition: a **school founder** is someone who will either be a **founding board member** of the approved school or someone who will be in a **leadership position on the staff of the school** including but not limited to the executive director and/or instructional leader, if identified.

A school founder *does not* include someone who helps develop the charter application unless that person *also* meets the definition, above.

Founder's Submission

1. Attach resumes and a brief bio (150 words, maximum) for each identified school founder (see above definition).
2. Describe the strengths in terms of experience, skills, and capacity that the founding group as a whole brings to your proposal and will bring to the school. (**2 pages**, **maximum**).
3. Describe critical kinds of experience, skills, and capacity that the founding group still needs and outline your plans for developing or adding these. (**1 page, maximum**)

III.B. School vision

(Recommended 3 pages maximum)

1. Describe the school you want to create for children.
- What will a typical day look and feel like for children who attend the school?
- What should people who visit the school observe happening on a typical day?

2. Describe the educational philosophy and program.
- What beliefs will your school reflect about how children learn?
- What are the key characteristics and components of the educational program in terms of learning materials, instructional practices, structure of learning time, etc.

3. Describe the school's relationship to the District and the community.
- Will your school fulfill any priorities that the District has identified for improving public education? Discuss.
- Will your school make a distinctive educational program or model available to children in the city as a whole or in a particular neighborhood? Discuss.
- Is the school designed to serve a particular student population? Discuss.
- What community relationships and/or support have you secured that are important to the success of the school? Discuss.

III.C. School management and finances

(Recommended 2 pages maximum)

1. How will the school be managed?

- Describe the key leadership positions and responsibilities.
- What essential qualities must the school leader have in order for the school to be successful?
- Describe any key third party partners such as a charter management organization or school program advisor that will be integral to the school's success. Explain the partner's anticipated role, responsibilities, and reporting responsibilities.

2. Provide an overview of the financial plan.

- What are the key variables that will determine financial viability?
- To what extent will your plan depend on funding above the public per pupil allocations?
- What are your current plans or prospects for securing the additional funding needed, including but not limited to start-up funding?

Mary McLeod Bethune Elementary School of Literature and Technology
School Prospectus

School Founders Information

Strengths of the Founding Group

Mary Haynes-Smith is the Principal of Bethune Elementary, and is one of the founding members of Significant Educators. Prior to becoming a principal, Mrs. Haynes-Smith served as Master Teacher for the Southern Coalition for Education Equity, Drug Free School Coordinator and Director, and a Teacher Advocate for the New Orleans Public Schools.

Mrs. Haynes-Smith began her career as principal in 1995 at Stuart R. Bradley Elementary, where she was the leader for almost ten years until Hurricane Katrina. Following her return to New Orleans, Mrs. Haynes-Smith opened Mary McLeod Bethune School after the storm and has since led it for the past 11 years. Under her leadership, Bethune has become a nationally recognized school. Mrs. Haynes-Smith received the 2015-2016 School of Distinction Award; The Educational Trust Award in 2014; Champion of Children Award from the Children's Defense Fund and the Orleans Public Education Network (OPEN) Educators Impact Award in 2010, 2011 and 2014; 2015-2016 Principal of Year; and School Achievement Award from the Alliance for Diversity and Excellence 2017. In addition to the excellence in education afforded to her students, Mrs. Haynes-Smith has also provided her students with opportunities to excel in the arts. Families enjoy numerous musical concerts and watching their children perform solos. The piano students were also featured on CBS Sunday Morning for the Music in the Brain program.

During her 39 years working in public education, Mrs. Haynes-Smith has honed her expertise in multiple areas, both as an instructor and as a leader. As a teacher, teacher advocate, and principal, Mrs. Haynes-Smith has honed her instructional and expertise, resulting in her having an exceptional amount of knowledge and capacity to support student and teaching learning within her school. She has developed, coached, trained, and managed teachers for over 30 years, resulting in growth and advancement of numerous educators and thousands of students.

In addition to her academic and instructional knowledge, she has experience with managing her school's budgets, working with the aim of putting resources in the areas that provide the greatest outcomes for students. Working within the community to form relationships and strengthen external relations, she has organized and managed fundraising efforts to secure additional funds and resources for her students and school.

Antoinette Boisseire is the founding President of the Significant Educators' Board of Directors, and shares Mrs. Haynes-Smith's passion and dedication for educating students in New Orleans. Mrs. Boisseire began working in New Orleans schools in 1965 as an elementary teacher and later a reading specialist, eventually leading Sherwood Forest Elementary in New Orleans East as the school's principal for 15 years. She implemented the Comer School Development Program, which was developed at the Yale Child Study Center and focuses on centering all activities within the school on the needs of its students, while principal of Sherwood Forest. Mrs. Boisseire led the SACS accreditation of Sherwood Forest, as well as assisted with the SACS accreditation of St. Leo the Great Elementary School and St. Augustine High School. She was on

the Blue Ribbon School committee for both Jean Gordon Elementary and St. Leo the Great, and secured multiple grants during her time as principal of Sherwood Forest and later while employed by St. Augustine. She has a personal interest and dedication to Bethune and its students, as she is the grandmother of incoming 3rd grader who has attended Bethune for the past two years.

One of Mrs. Boissiere's greatest strengths as a founder is her commitment to New Orleans, and her understanding of its history and progress, both citywide and within schools. Mrs. Boissiere worked in New Orleans schools as teacher and as a leader during integration, and therefore knows firsthand the underlying disparity and inequality that has plagued minority and disadvantaged students. She was the first African American Principal of Sherwood Forest, and worked tirelessly to build cohesion in a previously divided school that served African American Caucasian, and Vietnamese students. Mrs. Boissiere subscribes to the belief that "we can do and we can achieve, as much as others," regardless of race, background, or other factors.

Mrs. Boissiere has a multitude of expertise from her four decades of working and volunteering in education. She has previous board experience, as she served on the school board for St. Leo the Great for seven years, assisting with its accreditation. As the leader of a Title I school, Mrs. Boissiere is adept at school budgeting to best meet the needs of disadvantaged student populations. Her decades of school experience means that she has a genuine understanding of assessments and student progress, which will enable her to truly assess the schools' academic progress and hold the leader accountable by asking specific questions regarding programming and progress.

Needs of the Founding Group

Mrs. Haynes-Smith and Mrs. Boissiere recognize that they have a wealth of educational, leadership, and academic expertise between them, in addition to deep ties to the community and New Orleans. They also realize that, in order for the founding team to have future success and sustainability in all areas of charter operations, they must ensure that they have a diverse founding team with members who have experience and knowledge in additional and complementary areas, including finance, policy and legal, fundraising and development, and community engagement. Thus, Mrs. Haynes-Smith and Mrs. Boisseire have recruited the following individuals as potential future members of the Significant Educators board, all of whom are invested in New Orleans and providing a quality education to the students of New Orleans:

- **Melrose Biagas** is a seasoned educator who has experience working in both public and private schools in New Orleans. Ms. Biagas provides the board with critical knowledge of charter school operation through her firsthand experience leading a single-site charter school.
- **Frank Williams** brings a wealth of financial, fundraising, and public relations expertise to the Significant Educators' board from his professional experience in leadership positions at Greater New Orleans Foundation, Southern University, and multiple other administrative and financial companies. Mr. Williams has experience on serving on a variety of non-profit boards in New Orleans, including Algiers Economic Development Foundation, Orleans Public Education Network, and charter schools.
- **Lisa Bierria** is a retired educator who has over 30 years of teaching experience in New Orleans. Ms. Bierria previously worked at Bethune, thus providing the board with specific knowledge of the school and its students, families, and community.

- **Suzette Bagneris** brings legal expertise to the Significant Educators' board, having practiced law in Louisiana for the past 25 years. A local New Orleanian, Ms. Bagneris will lead oversight, governance, and legal matters for the board.
- **Leslie Garibaldi** recently retired from Orleans Parish School Board as the Early Childhood Specialist and Director for the district for ten years. She provides the board with district experience and understanding of policies and regulations at the local and state level with regards to academics and instruction.

School Vision

Typical Day at Bethune Elementary

For Janae, a 7th grader at Bethune Elementary, every day of school begins with a hug from her principal, Mrs. Haynes-Smith. After Janae gets off her bus at 7:30, she files into the cafeteria and passes by Mrs. Haynes-Smith, who is standing in front of the stage, greeting and giving out hugs to students as they arrive. Janae gets her breakfast tray and sits down at her grade level's assigned tables, chatting with her classmates and eating. Around 7:45, three of the school's leadership team transition everyone to the gymnasium for morning meeting; students move quickly and quietly.

Janae is excited this morning because one of her friends is singing a song at today's morning meeting. Every day, students get to perform while students are transitioning into the gym. After everyone is settled, a small group of students lead the Pledge of Allegiance. Ms. Haynes-Smith then has everyone participate by reciting the school mission statement and the SOAR creed, and then singing "God Bless America," "Lift Every Voice," and "Something Inside so Strong." Janae loves morning meeting, because the entire school family comes together and is inspired to start the day. Janae's homeroom teacher transitions her class at 8:00am to their classroom, where she takes roll while the students watch Channel 1 news. They engage in a short discussion about what is happening in current events, and then recite the poem "Dream Deferred" together – another thing that inspires Janae at the start of her day.

At 8:10, Janae and her class transition to their first period of the day, English Language Arts. ELA is Janae's favorite class, though it's a hard class, because her teacher constantly makes it engaging and interesting. The class begins with students beginning the weekly do now activity and writing in their journals while their teacher checks homework from the day before, followed by a Pix puzzle that stumps almost everyone in class. Janae's ELA teacher tells them the random fact of the day (bananas are curved because they grow towards the sun!) and reviews the daily objectives. Class quickly moves into spelling practice for five minutes, and then grammar. It's Tuesday, so the class is identifying the subject and predicate of the weekly sentence; they then move to a quick group competition based on using root words, prefixes, and suffixes. Groups of students work together to illustrate each word, and then present to the class.

ELA class continues with the reading lesson, which is centered on an essential question. Janae's ELA teacher explains the relevance of each lesson, gives the "I can" focus statement, discusses the connection to prior learning, and provides critical vocabulary for the reading that day. Janae and one of her classmates perform a quick skits on one of the vocabulary words. Janae's teacher then moves into the gradual release part of the reading lesson: she models a reading strategy, students practice it in small groups, and then they work by themselves. Class ends with 15 minutes of writing workshop, during which students write in response to the reading and then peer edit each other's work. Janae completes her reflection questions to summarize what was learned that day, then prepares to transition to her second period class.

At 10:15, Janae's class heads to math class, which is centered on conceptual understanding by solving problems hands on, accompanied by lots of group work to ensure peer accountability. After the do now, problem of the day, and introduction to vocabulary, Janae's teacher introduces the skill and models it for the class during the "I do" portion of the lesson using real life scenarios and stories from which the problems must be pulled out of so that skill can be applied. Janae is relieved that partner work is next; she's not as strong in math as she is in ELA, and she appreciates that she has a lot of time for her partner, Edward, to help her as they

solve problems together during guided practice, the "we do" of the lesson. Janae's teacher is rotating around the classroom and observing pairs as they work, providing assistance and hints as needed. The class transitions to independent practice, and Janae works in the back of the classroom with her teacher and two other students, as they are all still struggling with today's concept. When its almost the end of class, Janae's teacher reviews some of the independent practice problems by having students show their work on the Elmo projector and explain their process for solving, with the class providing feedback and asking probing questions. Students take a short exit ticket in the final few minutes of class, and then pack up to move to Science.

Janae and her classmates begin science at 11:45, with the teacher following the same gradual release model of instruction. The science teacher makes connections between what Janae has been learning in math and what she's introducing in today's science lesson, and introduces the topic. The majority of class is spent working with one another at table groups while learning through performing experiments.

Lunch and recess follow, with students having a chance to continue to interact with their peers during this 45-minute block. Janae and her friends finish eating and go outside, where they sit on benches and play checkers. When lunch and recess is over, her next teacher transitions them to Social Studies.

The focus of Social Studies is on making history come alive and be relevant for Janae and her classmates. The do now involves learning about what happened on that same date in history and how it connects to life in present day. Janae's teacher then presents the essential questions and previews vocabulary and important people from the event that they're learning about. During the lesson, Janae works on her interactive journal for the day's lesson, and her teacher adds the event to the classroom's interactive timeline on the wall. They end class with a short video clip from the History Channel, and then engage in a debate.

Spanish and PE are the last periods in Janae's day. Her Spanish class is very interactive, with the Spanish teacher speaking only in Spanish and using videos to reinforce the language or concepts. Janae feels like she's not only learning the Spanish language, but also about Spanish culture, cities, countries, food, customs, and holidays. PE follows Spanish, and Janae is excited because they are starting to learn a new sport today: basketball. Everyone is expected to participate in PE, regardless of skill level, with the game's history and rules being taught before they begin playing.

At 3:30, the school day ends and Janae transitions to gym where she and her peers are dismissed by grade levels. She ends her day like she began: with a hug from Ms. Haynes-Smith as she's heading out the door to get on her bus.

Educational Philosophy and Program

The vision of Bethune Elementary is that students will engage in challenging work, become critical thinkers and problem solvers, and become global citizens. The educational program includes four main tenants:

1. Students will engage in a rigorous educational experience through challenging curriculum and instruction.
2. Teachers and staff will generate life-long, student-centered learning.
3. Everyone within the school operates within the culture of respect and accountability.
4. Bethune will meet the needs of all students, despite of the variety or severity of the needs.

As a literacy focused school, all students at Bethune receive at least two hours of ELA instruction per day, along with 90 minutes of math, and 60 minutes of science and social studies

each. Lessons begin with a do now, and follow a gradual release model that transitions the ownership of the lesson from the teacher to the students. As displayed in the narrative above, it is the expectation that students engage with one another and have frequent opportunities for interaction and collaboration with their peers. Additionally, students are given the opportunity daily to participate in enrichment classes, including Spanish, Mandarin, PE, music and art.

Relationship to the District and Community

The chartering of Bethune fulfills the second priority that OPSB has identified, as Bethune will be converted from a direct-run school to a charter. Bethune will continue to serve any student from all neighborhoods of Orleans Parish, continuing its history of providing an outstanding and holistic education for all students.

Bethune has secured the support of multiple community groups and organizations, all of whom currently support the school and plan to continue doing so in the future. The following community-based organizations are integral partners to Bethune's continued success:

- Better Than Ezra provides numerous supports to Bethune, ranging from student programming to staff networking. The Better Than Ezra Foundation provides funding for the afterschool program, and is planning to build a playground at its current school site for students to use. The foundation also provided networking opportunities for staff members, held a holiday toy drive, and contributed books, tablets, and other supplies for students. They have held fundraisers and auctions to fund school initiatives, and provided students the opportunity to participate on stage, with the band, at Jazz Fest. The relationship with Better Than Ezra and its Foundation is a key relationship that will continue in future years, giving students and staff members multiple forms of opportunities and necessary supplies.
- The New Orleans Chapter of Links, Inc. is a service organization of professional women in New Orleans; one of their program priorities is service to youth. Links has been partnering with Bethune for the past three years to provide real world learning experiences to students in a particular grade, class, or subgroup. Activities in the past have included celebrating Law Day by taking a field trip to the Louisiana Supreme Court where the students engaged in a mock trial, etiquette training that culminated in a high tea at the historic Dookey Chase, and a healthy eating and living program that transferred into both school and home life. Moving forward, Links is committed to continuing its relationship and support with Bethune.
- Kiwanis supports Bethune by promoting and operating a literacy program within the school that encourages 2nd and 5th graders to read. Kiwanis hosts a kick off at the beginning of each school year and provides books to students in those grade levels. The 2nd and 5th grade students who read the most books in that given year earn~~s~~ a bike, along with all equipment (helmet, lock, etc.) that they need for it. This relationship with Kiwanis will continue in the future, providing incentives and support for students to continue increasing reading in these two critical grade levels.
- The Confucius Institute at Xavier University is a partner program that provides a Mandarin teacher to Bethune Elementary for two-year rotations. This program is integral in exposing Bethune students to a new language and culture, and will be sustained in future years.
- Dillard University supports Bethune by providing college students who come to Bethune in the spring and tutor students, either individually or in small groups. This additional instructional time is critical for struggling students, and Bethune is proud of the support, and its current and future relationship. In addition, Bethune works Dillard University with Algebra Project Program as well.

School Management and Finances

School Management

Management of Bethune Elementary is predicated on a system of shared leadership and responsibility, creating an environment of collective accountability and investment from the leadership team. In addition to the shared leadership model that is utilized, each member of the leadership team owns a specific set of responsibilities, all of which collectively contribute to the successful management of Bethune.

The **Principal** will set the vision of the school and ensure that it is effectively communicated to all members of the school family, including staff, students, parents, and community. Bethune's Principal will be responsible for managing, supporting, and developing the members of his or her leadership team, as well as evaluating all teachers and staff members. The Principal will be the lead for discipline and parent communication, although both of these responsibilities are supported by additional members of the leadership team. She is ultimately responsible for the success of the school in all areas, including academics, operations, and finance.

Bethune's leadership team will also have two **Assistant Principals** (one serving the lower grade levels and the other serving the upper) who will serve as the instructional leaders of the school. The Assistant Principals will be responsible for researching and making curriculum decisions, analyzing academic data to inform decisions, and planning and leading staff professional developments and meetings. They will also observe and provide feedback to a caseload of teachers, and will support discipline and parent communication.

Three **Master Teachers** will serve as the leaders of ongoing professional development (through the Teacher Advancement Program model) and of coaching programs for Bethune Elementary. The Master Teachers will plan and facilitate weekly cluster meetings for all instructional staff members, as well as assist the Assistant Principals with academic data analysis. Master Teachers will also be responsible for providing coaching and support to teachers through observations, feedback, monitoring, and model teaching.

An **Academic Dean** will be responsible for school improvement planning and serving as the Response to Intervention (RTI) coordinator for the school, which will include 504s, student assistant team (SAT) meetings, and behavior intervention plans (BIPs). S/he will provide observations and feedback to a group of teachers, as well as classroom coverage, as needed.

Bethune's **Interventionist**s will be responsible for providing interventions for students. They will collaborate with teachers to identify the literacy and mathematical needs of students, to set learning goals and targets, and to problem solve with teachers to develop best practices for continuous academic growth of students.

Bethune will also have two **Mentor Teachers** who will be a part of the instructional leadership team. These Mentor Teachers are full-time classroom teachers who serve as models by allowing other teachers into their classrooms to observe and learn from them. The Mentor Teachers will co-facilitate some cluster meetings, as well as provide individual support for a small group of struggling teachers though co-planning and reviewing lesson plans.

In addition to these key leadership positions, Bethune will partner with 4th Sector Solutions to provide operational and financial support. 4th Sector will provide shared services. 4th Sector has ten years of experience serving Type 1, 2, 3, and 5 charter schools across the state of Louisiana, including several Type 1 schools in Orleans Parish. Its services include financial management and reporting, human resources administration, school operations and compliance reporting support, foodservice administration, and facility financing. 4th Sector Solutions will report on a day-to-day basis to the Principal/Executive Director, but will have ultimate accountability to the board because of the board's fiduciary obligations and responsibility.

In order for Bethune to be successful, the school leader must be a visionary leader, as they are responsible for establishing a school wide vision of commitment to high standards and the success of all students. The leader must have demonstrated success in creating and cultivating a school climate that promotes achievement for both students and teachers, and should be an instructional leader with expertise in instructional pedagogy. Additionally, the leader must have a wealth of experience both teaching and leading schools, ideally with a similar student population to Bethune. The leader must stay abreast of current trends and best practices that improve student performance, and be able to coach and develop teachers and mid-level leaders in the implementation of those best practices. The school leader must also be data driven, both in academic and non-academic arenas, in decision making and responding to the needs of the school.

Because the leader will be accountable for a range of responsibilities, including managing the budget, approving resources and materials, evaluation of teachers and staff, hiring and building teacher capacity, and implementing state and district policies, the leader must have a depth of knowledge across multiple areas that are not limited solely to instruction and culture. Furthermore, a successful school leader will have experience building genuine connections and relationships with those in the community, including parents and external partners.

Financial Plan

The key variables to the school's financial viability are student enrollment and staffing and compensation levels. The enrollment risk for Bethune is low because the school has been in operation as a direct-run school of OPSB since Katrina, its enrollment has been stable for many years, and the school maintains a reputation in the community for excellence. Bethune also has a well-established daily schedule that forms the basis for its staffing model, and its teacher retention rate is consistently high.

Bethune will not depend on funding in excess of the MFP and federal funding it will receive.

Bethune will not need to secure additional funding, but it will seek competitive grants to supplement its proposed budget and provide additional services or programs to its students.

State of Louisiana

STATE DEPARTMENT OF EDUCATION

Certificate Type	NUMBER	VALID
TEACHING CERTIFICATE	B 416531	Life

Certificate Issued To:

TRENIECE LACHELLE SCOTT

By the Louisiana Department of Education, based upon the following:

B.A., XAVIER UNIVERSITY OF LOUISIANA, 1999

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

LOWER ELEMENTARY GRADES 1-4, 05/30/2000

ELEMENTARY GRADES 1-8, 05/30/2000

VALID FOR LIFE FOR CONTINUOUS SERVICE, 07/03/2003

Dr. Gary Jones

John White

5/4/2017 4:49:14 PM

State of Louisiana

STATE DEPARTMENT OF EDUCATION

Certificate Type	NUMBER	VALID
TEACHING CERTIFICATE	A 055443	Life

Certificate Issued To:

AMANDA JANE WILLIAMS BROUSSARD

By the Louisiana Department of Education, based upon the following:

B.A., UNIVERSITY OF NEW ORLEANS, 1990

M.ED., UNIVERSITY OF NEW ORLEANS, 1997

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

KINDERGARTEN, 01/04/1991

ELEMENTARY GRADES 1-8, 01/04/1991

NURSERY SCHOOL, 01/04/1991

Dr. Gary Jones

John White

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State of Louisiana

STATE DEPARTMENT OF EDUCATION

Certificate Type	NUMBER	VALID
TEACHING CERTIFICATE	B 056166	Life

Certificate Issued To:

GWENDOLYN ANN DUPREE

By the Louisiana Department of Education, based upon the following:

B.A., SOUTHERN UNIVERSITY IN NEW ORLEANS, 1979

ELIGIBILITY: The holder of this certificate is eligible for the following area(s) and/or terms:

ELEMENTARY GRADES 1-8

PIP 5, 1988

Dr. Gary Jones

John White

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MARY **HAYNES-SMITH**

5900 Cartier Drive · 5042885410
mcsmith@opsb.us
LinkedIn Profile: mary-haynes-smith-b1a29060

To continue to work as a principal in the public school system, providing support to teachers through effective professional development, cultivate a climate of togetherness, lead by example, and set goals and high expectations that are obtainable by the students enrolled in the school where I lead.

EXPERIENCE

2006 – PRESENT

PRINCIPAL, MARY MCLEOD BETHUNE SCHOOL OF LITERATURE AND TECHNOLOGY

Function as the instructional leader of an ever growing learning community by promoting a productive working and learning environment. Providing a safe and nurturing school culture where academic excellence is demonstrated and encouraged, by proving efficient professional development and keeping an open line of communication between parents and the school. Interview, hire, and retain prospective faculty members; as well as, provide mentorship and adequate evaluation of staff performance. Accountable for fiscal management, balancing the school's budget, curriculum/program development, administration and public relations, and organizing and managing fundraising efforts.

1994 – 2005

PRINCIPAL, STUART R. BRADLEY ELEMENTARY

Served as the instructional leader by promoting a productive working and learning environment. Represented the school to parents and community. Served as mediator between parents and teachers. Handled discipline problems with students. Interviewed prospective faculty members. Organized and managed the school budget. Provided on-going professional development to staff.

1990 – 1994

TEACHER ADVOCATE, NEW ORLEANS PUBLIC SCHOOL SYSTEM

Provided instructional support to classroom teachers. Demonstrated and modeled lessons for teachers to uterlize with their students. Served as a liaison between administration and teachers, problem solved, and helped faculty and staff collaborate to provide best practices and safe environments for students.

1987– 1990

COORDINATOR/PROJECT DIRECTOR, DRUG FREE SCHOOLS

Coordinated and supervised Orleans Parish School District's Self-Esteem Building Program for at-risk elementary and middle school students. Implemented, budgeted, and supervised summer and afterschool enrichment programs. Recruited qualified staff to work and monitor extended evening programs. Collaborated with community leaders to determine needs of community as related to students in elementary and middle schools.

EDUCATION

AUGUST 1965

B.A OF ELEMENTARY EDUCATION, SOUTHERN UNIVERSITY OF BATON ROUGE

Graduated with honors and a member of the Southern Drama Club.

MONTH 1984

M.A. ADMINISTRATION, UNIVERSITY OF NEW ORLEANS

SKILLS

- List your strengths relevant for the role you're applying for
- Developing and instituting a positive school climate
- Excellent interpersonal skills
- Ability to develop and manage a budget
- Encourage and motivate others to pursue visions and ideas.

Organizations: PANOPSI
LASCD/ASCD

Volunteer Experience: Volunteer at St. Raymond/St. Leo Church as a mentor by working to help build self-esteem in youth.

Publications: Featured in American School and Education Post

Mary Haynes-Smith, Principal of Mary McLeod Bethune Elementary
Biography

In her career as a dedicated and innovative educator, Mary Haynes-Smith has positively influenced the lives of students, parents and fellow educators for over thirty-eight years. Mrs. Smith has served as a mathematics teacher, teacher's advocate with the Southern Coalition for Educational Equity, Curriculum Coordinator and school leader. She received a bachelor's degree from Southern University in Baton Rouge and Master's Degree in Educational Leadership from the University of New Orleans.

Currently, as the principal of Mary McLeod Bethune, Mrs. Smith is known for mentoring teachers into outstanding educators, leading her students to academic excellence, and operating a school that beats the odds. With her guidance and support, members of her team have received the New Orleans School of Excellence in Teaching Award and Teacher of the Year Award. Under Mrs. Smith's leadership, Bethune is the only school in the south to have received the National Education Trust Award for dispelling the myth that poor kids cannot learn. Among others, Mrs. Smith has also received the Champion of Children Award from the Children's Defense Fund and the Orleans Public Education Network (OPEN) Educators Impact Award, all attesting to her commitment to children and her success as a high quality educator. After almost four decades, Mrs. Smith is still passionate and tenacious about improving the lives of children through education and looks forward to continuing her life-long vocation.

Antoinette L. Boissiere

[redacted]

SUMMARY

Fostered Lifelong Learning and provided leadership by mentoring student and classroom teachers who affected children to obtain advance degrees.

HIGHLIGHTS

- Coalition for Excellence in Education – Summer Institute (1 year)
- Comer School Development Program, Yale Child Study Center – Summer Institute (2 years)
- SACS-Accredited
- Blue Ribbon School Committees, Jean Gordon Elementary, St. Leo the Great
- Distinguished Elementary School Principal of the Year (1995)
- Elementary Principal of the Year (1998)
- Fellow, School Leadership Center of Greater New Orleans
- Grant-recipient on behalf of Sherwood Forest Elementary from
    - Bellsouth
    - School Leadership Center
    - Wal-Mart
    - Xavier University
- Professional Development School @ UNO Student Teachers
- Mentored teachers accepted to Leadership Academy for aspiring urban leaders
- State & NOPS-initiated Professional Development
    - Project R.E.A.L.
    - DRA
    - Math Everyday Counts
    - Crisis Intervention Planning
    - LaTAPP
    - SEDL
    - FOSS
    - THINK Workshop
    - IOWA Reading & Integrated Student Data

COMMUNITY

- American Cancer Society
- St. Leo the Great Elementary School Board
- St. Jude's Children Research Hospital
- Josephite Society
- Sisters of the Holy Family
- St. Augustine High School
- St. Mary's Academy

EMPLOYMENT

Orleans Parish Schools (1965 -1980; 1983 – 1999)

- Joseph A. Craig Elementary School, K-5 Teacher
- Lafayette Elementary School, K-5 Teacher
- Jean Gordon Elementary School
    - Reading Diagnostician & Remediation
    - First Grade Classroom Teacher
    - Kindergarten Classroom Teacher
    - Ranking Teacher
- Sherwood Forest Elementary School, Principal
    - School Improvement Plan
    - Oversight of personnel, budget, curriculum, discipline, and other facets of school management and leadership

State of Louisiana (1980 – 1983)

- Southern University of New Orleans (SUNO), Reading Instructor

Archdiocese of New Orleans (2004 – 2013)

- St. Augustine High School
    - NSSE School Improvement: Focusing on Student Performance
    - led SACS/Advance Ed Workshops and Webinars
    - Created Staff development Activities addressing
        - Lesson design and implementation
        - Gallery walks and observations
        - Evaluations and feedback
    - Fostered Student Parent and Teacher Relationships,
    - Secured Grants from
        - The Brown Foundation Service Learning Program
        - Xavier University

EDUCATION

Institutions

- Holy Redeemer, 1957
- St. Mary's Academy, 1961
- Xavier University BA Education 1965
- University of New Orleans
    - M. Ed 1977
    - Master's Plus 30 Graduate hours

Educational Certifications

- Elementary 1-8
- Principal (5/5/83)
- Reading Specialist 1-12 (5/5/83)
- Supervisor of Teaching (5/5/83)
- Kindergarten (10/31/88)
- PIP 6 (1988)

Antoinette L. Boissiere

Antoinette L. Boissiere was born in San Francisco, CA, and graduated from Holy Redeemer Elementary School and St. Mary's Academy. Upon graduation from Xavier University, Ms. Boissiere began a career in education at Joseph A. Craig Elementary School in 1965. From there, she joined the faculty at Lafayette Elementary School before taking a position in the Special Services Department at Southern University of New Orleans (SUNO). After three (3) years, she returned to New Orleans Public Schools, joining the faculty at Jean Gordon Elementary School. Eventually, she was named Principal at Sherwood Forest Elementary School.

Upon retiring. Ms. Boissiere assisted St. Augustine High School in its efforts to overhaul its educational plan and renew accreditation.

In addition to a BA awarded by Xavier University, Ms. Boissiere also earned a Master's in Education from The University of New Orleans and a Master's Plus 30 Graduate Hours.

MELROSE D. BIAGAS
[redacted]

RESUME OF QUALIFICATIONS

OBJECTIVE

A position in which to utilize my education and abilities in classroom teaching, administration and supervision as well as my extensive experience in human relations.

SUMMARY OF QUALIFICATIONS

- 30 Years total of experience as an educator 20 of those years in administration
- Taught grades Pre-K – 12th and freshmen through seniors on the university level
- A 2008 School Leadership Fellow
- Increased School Performance Score (SPS) of James M. Singleton Charter School from 35.2 to a 75.1 in three years
- Experienced Disciplinarian
- Exceptional knowledge and abilities in diverse aspects of education
- Fourteen (14) years experience in coaching and organizing elementary, high school and college level sports/activities
- Proven Management Abilities: Utilizing personnel, acting as a role model, providing guidance and coordinating various educational functions for staff, students and parents
- Sixteen (16) years experience providing substance abuse and violence prevention education to staff, students, and parents via in-services, trainings, workshops and conferences

EDUCATION

Master of Science: Administration and Supervision 1981
Southern University, Baton Rouge, Louisiana

Bachelor of Science: Health/Physical Education 1975
Southern University, Baton Rouge, Louisiana

CERTIFICATION

Louisiana Lifetime Teaching Certificate (Type B & C)
School Leadership Fellow (2008)
Cardiopulmonary Resuscitation and Emergency Cardiac Care
Rhythmic Aerobics Instructor 710-804-011
Resolving Conflict Creatively Program, Trainer of Trainer Project Charlie, Project Best, Project Alert, Turn It Around Program, Quest Skills for Growing and the State Substance Abuse Prevention Education Curriculum Guide

MELROSE D. BIAGAS

PROFESSIONAL EXPERIENCE

2017 – Present

Livingston Collegiate Academies
Duties: As the dean of discipline I was responsible for maintaining a positive culture conducive to learning within the school. I also monitored the student's reflection center.

2014 – 2017

Catapult Learning (St. Augustine High School)
Duties: Provide reading intervention activities for students who have been identified as struggling readers via standardized testing.

2013 – 2014

Registration Coordinator ll, Ochsner Hospital
Duties: Assigned patients to a bed based on diagnosis, submitted requests for rooms to be cleaned, and communicated with the floors charge nurse regarding the availability of empty beds. Also, monitored the number of patients in the emergency room and admit office needing a bed.

2006 – 2012

Principal, Dryades YMCA James M. Singleton Charter School
Duties: Served as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. Collaboratively directed and nurtured all members of the school staff and communicated effectively with parents to achieve academic excellence. I was also responsible for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. Under my leadership this school's SPS (school performance score) improved from a 31.7 to a 81.2 in the last 4 years.

2001 – 2005

Principal, William J. Guste Elementary School
Duties: Supervised the management of the school by exhibiting instructional leadership, developing parent/community involvement, maintaining and developing programs that were beneficial to students and staff creating an environment that was conducive to learning by maintaining the physical plant. Also housed and managed the district's only elementary alternative program.

1999 – 2001

Assistant Principal, F. W. Gregory Junior High School

Duties: Maintained ongoing communication with the supervising Principal and Staff. Maintained a positive-focused disciplined philosophy based on student needs evaluated staff performance and all other duties deemed necessary.

MELROSE D. BIAGAS

1990 – 1999

Drug-Free Schools and Communities Act Program
Associate Director
Duties: Coordinated the activities of the Department of SDFSCA Program and served as a liaison to the State Department of Education, Treatment Center, Hospitals, and the news media (through the media and technology office). Wrote and lead grant writing projects to secure funds for programs. Designed and implemented drop-out, drug and violence abuse prevention programs in schools. Monitored and evaluated the effectiveness of programs implemented. I also attended a variety of drug and violence prevention conferences, trainings, and workshops in and out of state.

Coordinator
Duties: Supervised, administered and coordinated the services of SDFSCA Program and Staff. Trained principals, school personnel, students and parents in a variety of strategies used to lower the drop out rate and violence in schools and to increase parent participation.

Prevention Resource Team Leader/Assistant Coordinator
Duties: Assisted the coordinator in carrying out assigned administrative duties, prepared budgets to support implementation, prepared requisitions, procurements, etc, monitored the implementation of PEP, convened & supervised the Safe & Drug Free School Student Advisory Council (STEP TEAM), supervised parent education, plans and implemented district wide substance abuse prevention staff development workshops, in-service training and awareness sessions for administrators, school site staff and Student Assistance Teams (SAT) and coordinated the Camp Highlife Summer Camp Program.

School Site Facilitator
Duties: Developed, conducted and/or supervised drug abuse prevention education activities, workshops, summer camps and seminar in accordance with the Federal, State and local guidelines. Trained administrators, school site staff, students and parents.

MELROSE D. BIAGAS

1983 – 1990

NEW ORLEANS PUBLIC SCHOOLS,
NEW ORLEANS, LOUISIANA
Physical Education/Health Teacher
McCarty Transitional School (1983-84)
H. W. Allen Elementary School (1984-90)
O. Perry Walker High School
Duties: Taught Physical Education and Health to students from pre-kindergarten through ninth grade
Was responsible for issuing textbooks throughout school.

1978 – 1983

Southern University
Baton Rouge Louisiana
Athletic Coach/Administrator
Served in diverse positions including Physical Education Teacher; Coach Girls' basketball, volleyball and track cross country; Assistant Coordinator of Women's Athletics; Assistant Men/Women's Track Coach; Organizer/Choreographer; S.U. Fast Break Dancers and Aerobic Instructor
Duties: Recruited athletes, managed budget, scheduled sports events, ordered equipment, hosted sports clinics, spoke at functions, supervised student employee, coordinated retention programs and attended workshops.

FRANK WILLIAMS, JR.

SUMMARY OF EXPERIENCE

Education reform; business management; contract negotiation and management; human resource development; economic development; investment management; management information systems development/implementation; financial management; strategic planning; marketing, healthcare management and business development.

PROFESSIONAL EXPERIENCE

WILLIAMS AND ASSOCIATES **1/13 - Current**
CEO
New Orleans, LA

Services to clients include marketing, public relations, proposal development, financial management business development, project management, professional development, strategic planning, resources development, Community Land Trust Homes development and education reform. Clients include but not limited to public schools (including charters), nonprofit organizations, community development organizations, for profit businesses and faith based organizations

GREATER NEW ORLEANS EDUCATION FOUNDATION
New Orleans, LA

Executive Director (Founding) **4/98 - 1/13**

Responsibilities included the overall management of the Foundation; marketing, public relations, proposal development, strategic planning, business development, project management. and providing technical/educational support to public schools. Raised over $12 million in support of public education.

Developed a CEO professional development program for public school principals/administrators in conjunction with the A. B. Freeman School of Business at Tulane University.

Developed a University Collaboration Program with seven local Universities/Colleges which provided technical support/professional development to public schools.

Developed a five year strategic plan for New Orleans Public Schools with a budget of $450 million

Secured and managed a $5 million grant that provided reorganization/technical support to the New Orleans Recovery School District immediately after Hurricane Katrina conducted and commissioned financial and management studies. Developed the foundation with the New Orleans Business Community. Engaged elected officials.

QUANTUM/GABELLI - O'CONNOR L.P. **11/95 - 4/98**
New Orleans, LA (Investment Managers)

Independent agent responsible for institutional marketing and client services.

THOMPSON, COBB, BAZILIO & ASSOCIATES, P.C.
Washington, D.C. (Certified Public Accountants/Management Consultants)

Director **4/93 - 8/95**

Responsibilities included marketing, public relations, proposal development, strategic planning, business development and project management.

DEMOCRATIC NATIONAL COMMITTEE (DNC)
& DEMOCRATIC NATIONAL CONVENTION COMMITTEE

Chief Financial Officer/Assistant Treasurer **7/91 - 3/93**

Responsibilities included administration of the Departments of Accounting, Personnel, and Administrative Services. Managed 1992 presidential election and convention budgets. Member of the DNC's Executive team that managed a successful Presidential Campaign. Reported directly to the Chairman. Engaged public/elected officials.

SOUTHERN UNIVERSITY
Shreveport, LA

Vice Chancellor for Administration and Fiscal Affairs **11/90 - 6/91**

Responsibilities included administration of the University's Physical Plant, Business Office, Bookstore, Purchasing, and Accounting Departments. Served on the University's Accreditation Team.

NATIONAL BENEFIT and PENSION FUNDS FOR HOSPITAL & HEALTH CARE EMPLOYEES
New York, NY

Director of Finance and Administration (CFO) **2/86 - 10/90**

Responsibilities included the financial management of $2.3 billion pension-fund and $250 million self-insured, self-administered health benefit fund for 85,000 members/250,000 covered lives. Developed investment strategies with investment managers and monitored the performance of investment managers. Direct reports included Departments of Accounting, Training, Personnel, Information Systems and Internal Audits with a staff of 140 employees. Reported to the Executive Director and Board of Trustees. Served as Interim Executive Director and CFO for one year during an Executive Director Search process.

NEW YORK CITY HUMAN RESOURCES ADMINISTRATION

Assistant Deputy Administrator, Medicaid (CFO) **1/85 - 1/86**

Responsibilities included oversight of Medicaid's $3 billion annual budget and a staff of 100 employees. Supervised Departments of Operation Audits, Financial Analysis, Medicaid Transportation, Medical Payments and Third Party Health Insurance Recovery. Developed a unit cost service model. Restructured Medicaid's Transportation System.

R.T.P., INC., RECRUITMENT AND TRAINING PROGRAM **1972 - 1984**
(Human Resource Consultants); New York, NY

Executive Director **6/81 - 12/84**

Responsibilities included administering organizational policies, strategic planning and business development for this multimillion dollar National Organization. Negotiated contracts with corporations, foundations and governmental agencies. Conferred with union officials, corporate executives and local, state, and national elected officials. R.T.P. placed thousands of minorities, women and economically disadvantaged individuals into apprenticeship programs and career occupations.

Deputy Executive Director for Finance and Administration **7/77 - 5/81**

Responsibilities included administration of Finance, Public Relations, Personnel, and Training Departments.

Director of Finance **7/71 - 6/77**

Responsibilities included supervising financial functions; cash flow planning; contract negotiations; budget preparation, and negotiation of office leases. Developed and implemented computerized financial information system.

COOPERS AND LYBRAND (Certified Public Accountants)

Auditor **5/70 - 6/71**

Audited financial statements, prepared financial statements, flowcharted accounting systems, analyzed accounting records, and prepared management reports.

OTHER ACTIVITIES

ALIGERS ECONOMIC DEVELOPMENT FOUNDATION — **2011 – 2016**
Board of Directors

ORLEANS PUBLIC EDUCATION NETWORK — **2008 – Present**
Treasurer, Board of Directors/Founding Member

CENTER FOR DEVELOPMENT AND LEARNING — **2013 - Present**
Board of Directors

FRANKLIN AVENUE BAPTIST CHURCH — **Present**
Chairman, Strategic Planning Committee, Coordinating a $40 million
122,000 Sf Capital Project/Currently Under Construction

LAGNIAPPE ACADEMIES CHARTER SCHOOL — **2008 - 2013**
Treasurer, Board of Directors, Founding Member

LOWER 9th WARD NEIGHORHOOD EMPOWERMENT NETWORK ASSOCIATION — **2008 - 2013**
Board of Directors

AFL/CIO HOUSING INVESTMENT TRUST AFFORDABLE HOUSING PROJECT — **2006 - 2012**
Advisory Board

ROBERT R. MOTON CHARTER SCHOOL — **2006 - Present**
Treasurer, Board of Directors, Founding Member

SOUTHERN UNIVERSITY AT NEW ORLEANS FOUNDATION — **2002 - Present**
Chairman, Board of Directors

NEW ORLEANS AFRICAN AMERICAN MUSEUM — **2005 - 2015**
Treasurer, Board of Directors

BLACK HEALTH RESEARCH FOUNDATION — **1989 - 1992**
Founding Member, Board of Directors

TRAINING RESOURCES PROJECTS, INC., Columbus, Miss. — **1983 - 1986**
(Employment and Training Project)
Founding Chairman, Board of Directors

UNITED STATES YOUTH COUNCIL — **1980 - 1986**
Member, Board of Directors
Led political delegations to Vienna, Austria 1985, Western Europe 1984 (Paris, France; Brussels, Belgium; Vienna, Austria; and Bonn, West Germany), and Ethiopia, Africa 1983.

UNITED STATES INTERNATIONAL YOUTH YEAR COMMISSION — **1983 - 1985**
Member, Board of Directors

DISTRICT COUNCIL 1707 HEALTH & WELFARE FUND — **1978 – 1984**
Chairman, Board of Trustees

EDUCATION

Master of Business Management - Manhattan College Riverdale, NY

Bachelor of Science, Accounting - Southern University, New Orleans, LA

References available upon request

LISA ANN **BIERRIA**

[redacted]

Professional Experience

Literacy Interventionist **05/2015 to 05/2017**
OPSB-Mary McLeod Bethune Elementary **New Orleans, Louisiana**

- Administer assessments for baseline data
- Interact collaboratively and productively with the administrative team to analyze data collected from Fall, Winter and Spring Benchmarks
- Provide supplemental small group interventions to targeted students in reading
- Attend assessment and intervention trainings
- Collaborate with classroom teachers to progress monitor and address the individual student's needs and progress
- Work collegially with faculty and staff
- Keep accurate and up-to-date records of attendance and interventions

Prekindergarten Teacher **02/2006 to 05/2015**
OPSB-Mary McLeod Bethune Elementary School **New Orleans, Louisiana**

- Assess students' level of abilities - DIAL-R, DSC, TSGold
- Setup a developmentally appropriate classroom based on ECERS and/or CLASS guidelines
- Implement various Early Childhood programs that address the development and needs of the individual child
- Modify instruction based on ongoing assessment data analysis

DISPLACED BY HURRICANE KATRINA **08/2005 to 02/2006**

Kindergarten Teacher **08/2002 to 08/2005**
OPSB-McDonogh 42 Elementary School **New Orleans, Louisiana**

- Same as previous Kindergarten Teacher responsibilities

Pre-Kindergarten Teacher **08/1998 to 05/2002**
OPSB-John A. Shaw Elementary **New Orleans, Louisiana**

- Assess students' level of abilities - DIAL-R
- Setup a developmentally appropriate classroom based on Early Childhood Environmental Scale (ECERS) guidelines
- Implement a curriculum that is rich in experience and exploration to foster the development of the whole child
- Implement various Early Childhood programs that address the development and needs of the individual child
- Maintain a portfolio on each child as evidence of student progress

Kindergarten Teacher **08/1993 to 05/1998**
OPSB-Lorraine V. Hansberry Elementary (Formerly Palmer) **New Orleans, Louisiana**

- Screen students for baseline educational data
- Set-up a Developmentally Appropriate Environment the will impact the development of the whole child

- Implement various Early Childhood programs address the development and needs of the individual child

Speech, Language and Hearing Specialist **08/1989 to 05/1993**
OPSB-John H. Palmer Elementary **New Orleans, Louisiana**

- Screen students for Speech, Language and/or Hearing concerns
- Evaluate students for Speech, Language and/or Hearing concerns
- Schedule students and provide therapy for students who are identified with a Speech, Hearing and/or Language impairment
- Member of SBLC Team

Speech, Language and Hearing Specialist **08/1984 to 05/1989**
OPSB-Fannie C. Williams Middle **New Orleans, Louisiana**

- Screen students referred for Speech, Language and/or Hearing concerns
- Evaluate students identify with Speech, Language and/or Hearing concerns
- Schedule and provide Speech Therapy for students identified with Speech, Language and/or Hearing impairments
- Member of SBLC Team

Education and Training

Master of Arts: Curriculum and Instruction in Early Childhood Education **1993**
Xavier University of Louisiana New Orleans, LA
Curriculum and Instruction in Early Childhood Education, M.S.

Bachelor of Science: Speech, Language and Hearing Specialist **1984**
Southern University in New Orleans New Orleans, LA
Speech, Language and Hearing Specialist, B.S.

Certifications

Louisiana Department of Education Teaching Certificate, Lifetime #B059845
Speech, Language and Hearing Specialist/Level 1, 08/13/1984
Kindergarten 01/06/1994
Nursery School 01/04/1994

References

Mrs. Mary Haynes-Smith, Principal
Mary McLeod Bethune Elementary
2401 Humanity Street
New Orleans, LA 70122
504-324-7076
mary_Haynes-smith@opsb.us

Suzette Bagneris
THE BAGNERIS FIRM, LLC
[redacted]
E
www.bagnerislawfirm.com

EDUCATION

St. Frances Cabrini Elementary School (Graduated 1982)
New Orleans, Louisiana

Ursuline Academy (Graduated 1986)
New Orleans, Louisiana

Loyola University (Graduated 1990)
New Orleans, Louisiana
Double Major: English/Communications
Triple Minors: Writing, Psychology and Religious Studies
Honors: Magna Cum Laude, Louis J. Twomey Scholarship, Dean's List 1987-1990, National Jesuit Honor Society, Cardinal Key, Faye B. Bryant Academic Scholarship, Sigma Tau Delta Honor Society

Loyola Law School, Juris Doctor (Graduated 1993)
New Orleans, Louisiana
Full Academic Scholarship
Honors: Recipient of Levy Award for Academic Excellence from Loyola Law School
(1990); 1st Place in Oral Advocacy, National Frederick Douglas Moot Court Competition
held in Atlanta, Georgia (1993)

BAR ADMISSION

Admitted to Louisiana State Bar, October 1993

ADMISSIONS TO PRACTICE

Louisiana State Bar, Louisiana State Bar No. 22241 (October 8, 1993)
USDC, Eastern District of Louisiana (August 31, 1994)
USDC, Southern District of Texas (December 27, 1995)
USDC, Western District of Louisiana (April 13, 1998)

Supreme Court of the United States of America (August 10, 2001)**RELATED EMPLOYMENT EXPERIENCE**

The Bagneris Firm, L.L.C., (Jan. 2004 to present)
Bagneris & LaFonta, L.L.C., Senior Trial Attorney (2002-Dec. 2003)
Harvey, Jacobson & Glago, Partner (July 1, 2002)
Murray Law Firm, Associate (April 1999 to July 1, 2002)
Fine & Associates, PLC, Associate (Feb. 1995 to April 1999)
Law Office of Glyn J. Godwin, Associate (Oct. 1993 to Feb. 1995)
Law Office of Glyn J. Godwin, Paralegal (Dec. 1991 to Oct. 1993)
Bernstein & Bernstein, Legal Secretary (Dec. 1990 to Dec. 1991)

PROFESSIONAL ASSOCIATIONS

Louisiana State Bar Association
National Bar Association
American Association of Justice (Formerly American Trial Lawyers)
Louisiana Association of Justice (Formerly Louisiana Trial Lawyers)
Multi-million Dollar Advocates Forum
Million Dollar Advocates Forum
Louis A. Martinet Society
New Orleans Real Estate Investors Association

ADDITIONAL HONORS & ACHIEVEMENT*Gambit Weekly's* "40 Under 40" Honoree (Oct. 2000)

Kingfish Magazine December 2002, "Women At Law: top female attorneys and leaders in the Industry, who are making a name for themselves both in the legal world and in their community."

Alpha Kappa Alpha Sorority, Inc./Rho Pi Omega Chapter Leadership Award (Dec 2006)

Times Picayune endorsement for judicial office (2007)

AV-Rating Martindale Hubbell (2017)

Inducted into Multi-million Dollar Advocates Forum (2017)

Inducted into Million Dollar Advocates Forum (2017)

AREAS OF LEGAL PRACTICE

Litigation based practice: Class Actions and Complex Litigation, Personal Injury, Mass Tort Cases, Toxic Exposure, Wrongful Death/Survival Actions, Medical Malpractice, Products Liability, Slip & Fall, Premises Liability, Automobile Accidents

NOTABLE CLASS ACTION AND MASS TORT LITIGATION EXPERIENCE

I have successfully tried three (3) class action cases as Lead Trial Counsel. I have also participated in the trial of one (1) environmental mass consolidation tort case. I have frequently lectured on class action litigation and trial practice for the Louisiana State Bar Association, New Orleans Bar Association and Louis A. Martinet Legal Society. I have also taught skills courses on class action litigation at Loyola Law School. I have experience in the following class action/ mass tort disaster matters:

Eddy Oliver, et al. v. The Orleans Parish School Board, et al., Orleans Parish, Civil Action
No.05-12244 [Class Action lawsuit involving the wrongful termination of all Orleans
Parish School Board members in the aftermath of Hurricane Katrina; Involvement – Lead
Trial Counsel

John Johnson, et al v. The Orleans Parish School Board, et al, Orleans Parish, Civil Action
No. 93-14333 [Class Action lawsuit involving neighborhood in New Orleans, LA. Built
atop a former toxic waste dump that was designated as a Superfund site by the U.S.
EPA; Involvement: Class Counsel; Co-Lead Trial Counsel
In re Chemical Release at Bogalusa, 22nd JDC, Parish of Washington, No. 73,341, [Class
Action involving a release of nitrogen textroxide at the Gaylord Chemical Plant in
Bogalusa, Louisiana, in October of 1995; Involvement: Class Counsel]; Settled with class
(Value of Settlement: $160 million).

Mary Self versus Illinois Central Railroad, Co., USDC, Eastern District of La., No. 96-CV-

4141 [Class Action involving a train derailment in Kentwood, Louisiana, in December of
1995; tried to verdict for plaintiffs; Involvement: Class Counsel, Liaison Counsel, Lead
Trial Counsel]; Judgment for plaintiffs (Value: $3 million).

Casey Billieson versus Housing Authority of New Orleans, Civil District Court, Parish of
Orleans, No. 94-19231 [Class Action involving lead poisoning of children from paint in
properties owned and operated by the Housing Authority of New
Orleans; Involvement: Class Counsel] (Settled for $65 million dollars – lead negotiator)

*Terri Davis, et al. v. American Home Products Corporation, Civil District Court, Parish of
Orleans,* [Class Action involving the Norplant Birth Control Device; Involvement:
Associate of Stephen B. Murray, Class Counsel – responsible for pre-class certification
discovery and selecting class representatives] (Settled)

*Gail Clement, et al. v. Occidental Chemical Corporation, et al., Parish of St. Charles, 29th
Judicial District Court, Div. "E", No. 42,624* [Class Action involving chemical plant
release; Involvement: Associate of Stephen B. Murray, Class Counsel –
responsible for disbursement of settlement proceeds to class and working at claims
office] (Settled)

*Erin Elizabeth Boh, et al. v. James Industrial Contractors, et al., Orleans Parish, Civil
Action No. 2000-6995, Division "J"* [Mass consolidation involving property damages;
Involvement: Associate of Stephen B. Murray, Class Counsel – responsible for
disbursement of settlement proceeds to class and working at claims office] (Settled)

*Dianne Castano, et al. vs. The American Tobacco Company, et al., Orleans Parish, Civil
Action No. 96-8461* [Class Action involving injury claims against Tobacco companies;

Involvement: Associate of Stephen B. Murray, Class Counsel – responsible for various
research and writing assignments and attendance of PLC meetings in Mr. Murray's
absence] (Settled)

Lois Adams, et al. vs. Marathon Oil Company, et al., St. John the Baptist Parish, Civil
Action No. 29,843 c/w 29, 863, 29,857, Division "C" [Class Action involving injury claims
against Tobacco companies; Involvement: Associate of Stephen B. Murray, Class Counsel
– responsible for settlement disbursement to class members] (Settled)

In re: New Orleans Train Car Leak and Fire Litigation, Orleans Parish, Civil Action No. 87-
16374 [Class Action Litigation involving tank car leak in Gentilly; Involvement: Associate
at Fine & Associates – responsible for managing individual claims] (Settled)

Mavie M. Aikens, et al. v. Chemi-Trol Chemical Co., et al., 22nd Judicial District Court for
the Parish of Washington, Civil Action No. 69828 c/w 69837 and other matters
[Environmental Mass Tort Action tried in Washington Parish in August 1996]

TEACHING EXPERIENCE

Skills course lecturer at Loyola University School of Law in courses related to trial
practice and class action

Continuing Legal Education Lecturer for attorneys and judges sponsored by the Louis A.
Martinet Society and New Orleans Bar Association

Adjunct Professor, Dillard University – New Orleans, Louisiana (Public Health Law) - 2011

Leslie R. Garibaldi

[redacted]

Professional Experience:

Orleans Parish School Board

November 2005 – August 2015

Early Childhood Specialist/Director Pre-k through 3rd Grade

- Organizing and coordinating screenings and assessments for teachers and students pre-k through third grades
- Coordinated and provided professional development for teachers pre-k through third grade
- K-3Reading Initiative Grant
- Coordinated and implemented LA4,Model Early 8(g) and Title I Prekindergarten programs for district including charters
- Coordinated and facilitated Dyslexia and Related Disorders for district including charters

January 2001- August 2005

Pre-Kindergarten Coordinator

- Coordinated and implement LA4,Starting Points ,Model Early8(g)and Millage Pre-K Program grants for the school district pre Katrina

January 1999- December 2001

Reading Coach

- Kindergarten through Third Grades for School district and American Federation of Teachers AFT

August 1989 – January 1999

Classroom Teacher (Kindergarten)

- Albert Wicker; Gaudet Elementary Schools

Archdiocese of New Orleans Schools

August 1985 – May 1989

Kindergarten Classroom Teacher

Certification

K-8 Grades

Reading Specialist

Education

MA-Curriculum and Instruction, Xavier University, 1999

Certification in Education; Reading Specialist, Xavier University, 1999

BS – Psychology, Xavier University, 1977