

By the end of the 2025-26 school year:

- \* Zero C, D or F schools in the district
- \* 50 percent mastery or better on 3-8 assessments
- \* More than 50 percent of students should graduate with some form of dual enrollment credit
- \* District ACT score  $\geq 21$
- \* 95 percent graduation rate

For more information about the A+ Coalition visit [apluscoalition.com](http://apluscoalition.com).

### School Board Candidate Questionnaire

1. What experience do you have with complicated budgets? When you are given a very lengthy budget for the district, what will be your process to determine if it is a good budget for the system?

In reference to complicated budgets, my experience lends itself to previous work experience or past employment through – Support Enforcement and the Zeta Phi Beta Sorority in which I am a member. I served on the executive board of the chapter where budgets were discussed. Having worked for a government agency, it is the responsibility of the institution to provide certified, trained specialists and or accountants to oversee the budgets. There is a hierarchy of personnel in the finance department that reports to the business director or finance leader who ultimately reports to the superintendent and to the Board. It is the responsibility of the district, in this case, to maintain accurate financial records according to financial income and out-go relating to all budgets as determined by official State government budgetary laws and regulations. This process filters down to the local district's policies and procedures regarding finance. My process for determining if it's a good budget for the system is to research State and local financial governing policies and procedures – to become knowledgeable according to those procedures and policies which

are in place. Additionally, via the Needs Assessments analysis that's established and presented by local administrative personnel, I will be informed and make an informed decision regarding the budget. All information is publicly provided via the Department of Education (DOE) and the local district's budgets. Additionally, as a Board member, it will be my responsibility to ask questions regarding finances, to ask for additional audits if necessary and for those findings are citings to be presented in terminologies that are easily understood by the Board.

2. In an era of more limited financial resources, how will you enlist support for bond issues or public-school spending from conservative voters or taxpayers with no children in the public schools? How can the school board prove itself accountable to those citizens?

In an era of more limited financial resources, I will enlist the support for bond issues or public-school spending from conservative voters or taxpayer with no children in the public schools by presenting those needs as determined by our local Needs Assessment instruments. Utilizing the public media, local forums, Board meetings, and numerous forms of providing information to the public about the successes and needs of our schools, it will also be my responsibility to the conservative voters to emphasize the fact that all children deserve to receive the best education possible to achieve life-goals to give them a better chance in becoming productive citizens. The taxes is one of the main resources available to get the necessary technology tools, qualified teachers, support personnel and all other amenities to aid in getting the best resources to help children learn and become productive citizens.

The School Board can prove itself accountable to those citizens (conservative voters) by inviting them to become a part of the decision-making process.

3. In your view, what has the district done well over last five years? What has the district done poorly that you would change? Please provide specific examples.

One thing the district has done well is an improvement in several of the school ratings – grades utilized by the State to indicate performance.

The district did poorly when it merged two failing schools – Parks Elementary and L.P. Vaughn; a D and an F school. This caused over-crowding, more disciplinary problems, teacher flight, and lowered teacher morale. There was also placed at the school, an in-experienced principal.

The district also did poorly in its hiring practices by placing a number of uncertified teachers in teaching positions. The removal of paraprofessionals from classrooms with teachers was also an act of poor decision-making. Studies have shown that highly qualified teachers greatly impact increased student performance.

The reorganization process – schools changed according to grade levels, did not inform teachers and personnel that are impacted by the decision of the district. From the responses of many teachers, the public finds out about the district's decisions before in-house personnel or those hired, many times before, they, teachers, are informed. Teachers are responsible for implementing and or coordinating the decisions that have been put in place. They have had little input in that process which impacted their jobs consequently impacting teacher morale. In other words, teachers had duties of carrying out the job – the decision to reorganize schools but had little input in the decision-making process. They are the two main parties that are affected by that decision – teacher and students. This act, making a decision before enlisting the educational communities support, parents, transportation, the community, and other involved participants, causes strife in the district and it impacts the decisions of the conservative tax paying voter.

Experienced personnel that have had proven successes at several schools have not been rewarded and or recognized by the district. Instead, one in particular, has been transferred to another school with a title indicating demotion.

The closing of Cloutierville's School was a decision that imposed a hard-ship for parents and the community. It also reflected a practice that the district has of poor money management as it related to its physical plants and cost of moving children and staff. The actions taken by the School Board were not clearly justified. Past school closings – the physical plants such as Powhatan, and another in Allen, have become eye-sores in their regions. No plans were made for extended community or any other use – a mere waste of funds.

4. You represent a specific part of Natchitoches Parish—how will you balance the needs of your specific constituents with the needs of the overall school district?

The children in district 3 attend schools all over the city. I will work to ensure children in district 3 receive the same services, educational resources and needed and or required technology.

5. If a parent or a principal comes to you regarding, for example, a maintenance issue at a campus or a situation involving a particular teacher, how do you see your role as a school board member in resolving that issue?

Discuss the situation with the principal first and the specific parties involved to see what options were available to resolve it. I would allow the principal time to review the issues of concerns and to follow the proper hierarchy or chain-of-command that the system has in place for resolving issues. I would serve as a mediator and direct the concerns, accordingly. If in fact, issues were not resolved, I would utilize the process that's available and encourage those with complaints to present their concerns to the Board.

6. Consider the goals of the A+ Coalition, do you believe those are achievable goals? Why or why not? Are any of particular importance to you? Why?

The district has a plan in place for increased improvement that aligns with the State. With specific pathways to achievement for students, the goals are achievable. There is also a plan in place in the district for dual enrollment with increase plans for students matriculating through the system. There are resources available for students to meet the goals of increased ACT scores and improved graduations rates and dual enrollment. There is a connection between NSU and local high schools and virtual schools for programs stated.

If all the required academic tools and resources, technology, and services are provided, the 2025-26 goals can be accomplished.